

ART

Year group: 56A

Term: Spring 1



Topic overview

Lights, Camera, Action!

Set Design

Prior knowledge

Previously, children have used a variety of tools and media to make 3D models and images. They will have developed their construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. They will have learnt how to take creative risks by experimenting to see what happens; used a 'Design through Making' philosophy and reflect at all stages to inform future making.

National Curriculum Objectives



By the end of this unit, I will be able to:

Sketchbooks - Explore ideas relating to design; make visual notes; exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc.

Making – Understand that set designers can design/make sets for theatres or for animations and often create scale models. Use a variety of tools and media. Think about scale, foreground, background, lighting, texture, space, structure and intention.

Artists – look at the work of famous set designers.

<https://www.accessart.org.uk/talking-points-rae-smith/>

Key vocabulary

Year 56 will explore the work of set designers – in the first instance a set designer that works in theatre (in the second instance a maker that creates sets for animation). Pupils go on to explore how they can create their own model set, inspired by a creative stimulus (poetry, prose, film or music). Sketchbooks are used throughout to brainstorm, record, test and reflect.



Colour – light & dark shades

Shape – 2D 3D

Topic – set design, theatre artists

Respond & Interpret – present, talk, celebrate