



Signposts

Key Stage 2 Art & Design Teachers' notes

This unit of work is based on **QCA Art Unit 4C 'Journeys'**. It can be used in conjunction with the Key Stage 2 units on Geography and Literacy from this pack.

Learning Objectives Covered by this Work

- ② Collect visual and other information to develop ideas, including using a sketchbook.
- ② Question and make observations about the stimulus for their work.
- ② Investigate and combine visual and tactile qualities of materials and processes and match these qualities to ideas about a journey.
- ② Compare and evaluate ideas, methods and approaches in their own and others' work.

Before the Visit

Using a range of maps, including those from this pack, examine map keys and discuss how lines, shapes and patterns have been used to indicate objects and features. Look at the way in which features appear on aerial photographs, including those from this pack.

Ask children to invent their own signs and symbols for geographical features, encouraging them to avoid the obvious and to embellish and develop their signs and symbols, using colour if they wish.

Display the work produced so far and encourage the children to talk about why they chose to use particular shapes.

Familiarise yourself with the trail from part 1 of this pack (if one is provided), noting places requiring direction signs and selecting eight points of interest; enough for the number of circles on the pupil worksheet.

In the Woodland

Examine existing gates, way-markers, fences, interpretation boards and trail markers.

Follow the trail through the woodland, identifying places where direction signposts and trail markers would be of use to people following the trail.

Use the worksheet to sketch designs for a signpost and trail marker. Try to ensure that both of these features will fit in with the woodland environment.

Record the features seen at these and other points on the journey using quick sketches, supplemented if possible by photographs.

Follow-up Work

Develop the designs for signposts and trail markers, building mock-ups if desired.

Use field sketches and photographs as a basis to develop symbols to be used on signposts and as trail markers in place of words and numbers.

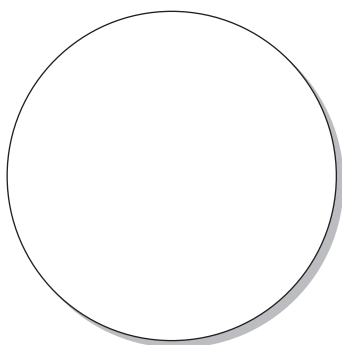
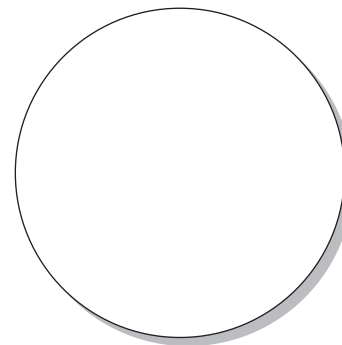
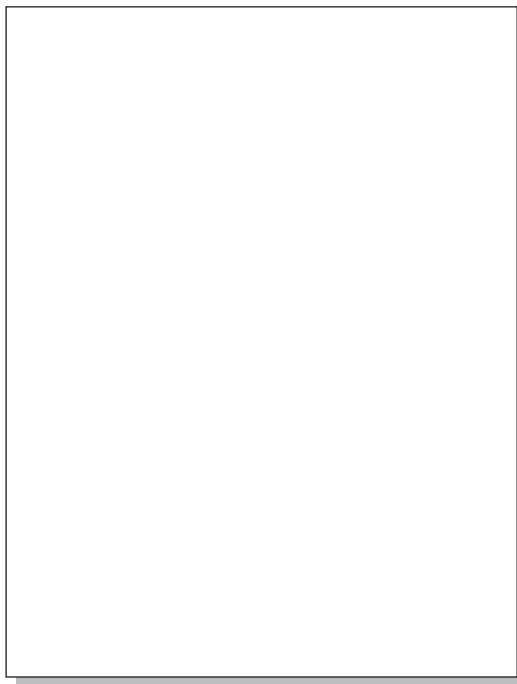
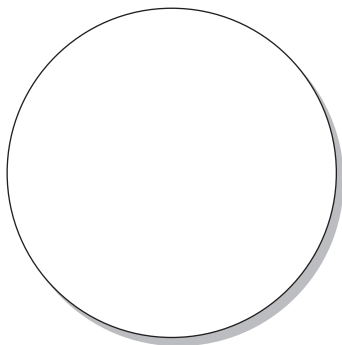
Compose pictorial representations of the journey, incorporating the children's own signs and symbols. Develop these using the materials and processes that best convey the different parts of their journey. Encourage the children to experiment with line, shape, pattern and texture, paying particular attention to the shape of the image and its surface qualities.

Exhibit the completed images alongside the preliminary work. Ask the children to reflect on what they and others have done and to describe and evaluate their work.

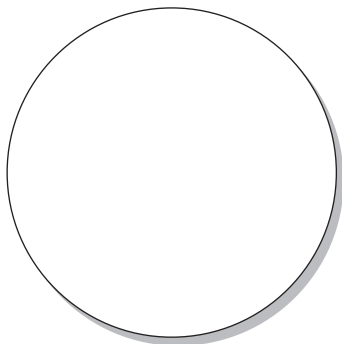
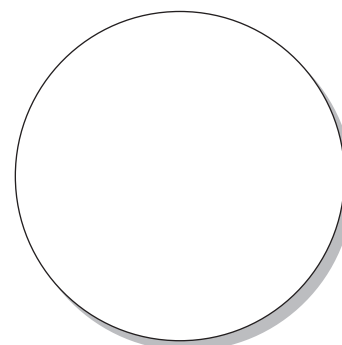
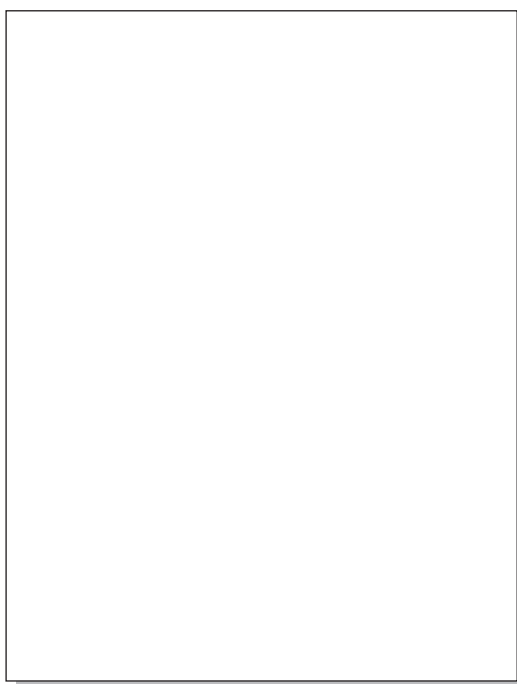
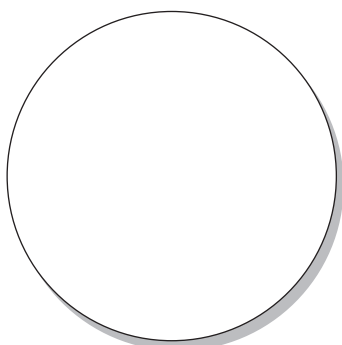
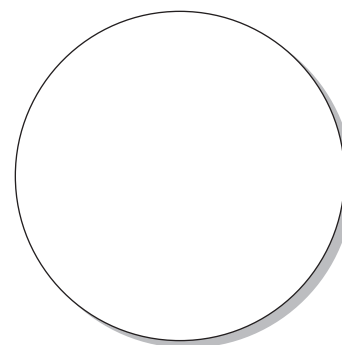


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Design for trail marker



Design for signpost

