



Year 4: Art and Design –Harry Potter logo design



What should I already know?

To use observational skills to make drawings. How to add shade, tone, pattern.

In Art and Design we study artists and use different medium to express our feelings and experiences.

To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
To learn about great designers in history.

Techniques

Brush stroke/pencil control – how to make various thicknesses and shapes of line. How to add colour and pattern. How to sketch shapes.

Design – how to put lettering, shapes and images together to make an interesting design.

Artists and Artisans – Graphic Designers

Rob Janoff- Apple logo Janoff masterminded possibly the most famous mark in the world today while at ad agency Regis McKenna back in 1977. And although it's been tweaked, the basic form has remained the same ever since.

Ruth Kedar – Google logo. The logo is so simple, yet it makes such an impact that even when it's played with, the idea remains the same. This is the work of graphic designer Ruth Kedar, whose play with stark colours landed her in creating the beloved logo but other works of art that are as colourful and vibrant as the word itself.

Carolyn Davidson – Nike logo - There are only a handful of companies in the world that are known more by their logo than they are the company name itself, and Nike is one of them. The designer behind the world-famous Nike swoosh is Carolyn Davidson. Davidson designed the Nike logo in 1971 while she was still a student at Portland State University. Afterwards, she went on to continue working with Nike until 1983 and retired from her design career in 2000.

Jim Schindler – MacDonald's logo, head of construction and engineering at McDonald's. He was the one who laid two golden arches on top of each other, drew a line through them, wrote the brand name under it and combined both elements in a white circle with a dark blue edging

Glossary

<i>logo</i>	a symbol or other small design adopted by an organization to identify its products
<i>line</i>	Used to form an outline of a shape or object
<i>Graphic Designer</i>	Someone who designs lettering and logos to go with a brand. They might design logos or the layout of designs to be used on tickets, album covers, adverts, book covers, web pages, etc.
<i>design</i>	A drawing to show an idea

Key logos



Year: 4

Date: Spring 1

Teacher/s: Mrs Saqib and Miss Saeed

Class: Spain and Slovakia

Hook / cultural capital experience

Planned outcome

What are the children working towards?

Harry Potter theme

Design a logo for a new Harry Potter 'house'

Subject	Previous Learning What do pupils already need to know or be able to do? (knowledge and skills)	National curriculum objective(s)	Potential misconceptions	Subsequent learning
Art	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	<p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To learn about great designers in history.</p> <p>Key Skill: Develop the use of pencil control to develop use of line and shading.</p> <p>Outcome: Draw and print a badge/logo after learning about graphic designers in history</p>		Use printmaking or ICT to produce a logo.

Links with other curriculum areas

Reading

Narrative Writing based on Harry Potter and the Philosophers Stone

Speaking and listening-

Explain your ideas, evaluate our work as a class.

DT

Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Key knowledge or skill  	Teaching strategies & activities to break the learning down					
	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
	<p>Skill: observation and awareness of designers</p> <p>Knowledge: What are logos? What is a graphic designer?</p>	<p>Skill: observation and develop technique</p> <p>Knowledge: Copy some of their favourite logo designs.</p>	<p>Skill: colour and pattern</p> <p>Knowledge: How to add colour and pattern to a design</p>	<p>Skill: design a logo</p> <p>Knowledge: What parts of famous logos do you think work best?</p>	<p>Skill: design a logo</p> <p>Knowledge: What makes a good logo?</p>	<p>Skill: pen control/brush strokes</p> <p>Knowledge: How to make a finished design using colour and pattern.</p>
Art & Design	<p>WALT: recognise logos</p> <p>WILF: Can you recognise some logos that we see around us?</p>	<p>WALT: develop pencil control</p> <p>WILF: Develop the use of use of line and shading.</p>	<p>WALT: develop pencil/brush control to add colour and pattern.</p> <p>WILF: Show control of your tools by drawing thick, thin, swirly, straight lines.</p>	<p>WALT: evaluate effective elements of designs</p> <p>WILF: Choose parts of famous logos that you can use in your design.</p>	<p>WALT: design a logo for a new Harry Potter house</p> <p>WILF: Your own design for a new logo.</p>	<p>WALT: design and evaluate a logo</p> <p>WILF: Different pencil/brush strokes Texture Colour Evaluate our work.</p>
	<p>Share information about logos and graphic design. Look at some of the most famous logos e.g. Mcdonalds, Nike, Adidas, Oasis etc and share words/ phrases to describe them.</p>	<p>Demonstrate how to copy the lines and shapes of a design and then how to add shading to create depth.</p>	<p>Explore mark making by showing tool control.</p> <p>Experimenting with making different types of mark/pattern.</p>	<p>Evaluate and sketch parts of famous logos that you think work the best and why are they effective?</p>	<p>Children to draw their own design for a new Harry Potter house logo.</p> <p>Design criteria - it must feature an animal and be orange and blue and feature a letter from the</p>	<p>Children to add colour to their designs for their logo for a Harry Potter house.</p> <p>Evaluate (against design criteria) our work as a class - who created the best logo and why?</p>

					<i>new houses name.</i>	
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