

Subject: Art, Craft and Design: Architecture	Year: 6 – Summer 2
<p>National Curriculum objectives</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials learn about great artists, architects and designers in history to create sketch books to record their observations and use them to review and revisit ideas 	
<p>To begin this unit, the children should have already learnt:</p> <p><u>(Line/Detail + Observation);</u> to practise observation while drawing to form increasingly detailed, accurate drawings (YR4-5)</p> <p><u>(Texture+ Pattern);</u> Interpret the texture of a surface and make own decision how to represent this, use pattern for a purpose.(YR5)</p> <p><u>(Shading);</u> Experiment with the potential of various pencils to shade and create light and dark (YR3) Identify and draw the effect of light including tone and shadow (YR4) Show the effect of light on objects and people from different directions with increasing skill using tone, shade and shadow (YR5)</p> <p><u>(Perspective);</u> Use scale and proportion to begin to add perspective to drawing (YR4-5)</p> <p><u>(Recording/Self Governing/Evaluation);</u> Use initial sketches as a way of recording ideas, planning work, record work in a clear sequence in sketchbooks, reflecting on own work. (YR4-5)</p> <p><u>(Construction/Form);</u> Use range of equipment and materials e.g., recycled, natural and manmade materials to create sculptures, confidently and successfully joining. (Y4-5) Continue to develop experiential knowledge of how to attach materials and shape media. (YR4)</p> <p><u>(Surface + Texture);</u> Make choices using experience how to create surface pattern and texture and when to use. (Y5)</p> <p><u>(Research + Planning/Evaluating);</u> Select a best design for a 3D object from initial ideas to most successful meet a purpose. (YR5) Use sketchbooks to plan, develop and collect ideas to inform 3D artworks. Learn about different sculptors/ designers/ architects. Compare the style of different styles and approaches. (YR5) Adapt work as and when necessary and explain why. (YR5)</p>	<p>The learning in this unit will prepare the children to learn these things in the future:</p> <p>National Curriculum Key Stage 3:</p> <ul style="list-style-type: none"> to increase their proficiency in the handling of different materials to use a range of techniques and media (painting) to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their idea about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day
<p><u>Key Enquiry Question</u> How do different architects use materials to create different forms in buildings?</p>	<p><u>The Big Idea:</u> Considering the design process and architects behind famous buildings in London (links to trip) and applying design and function of beach huts in own project (working with local architects).</p>

To achieve ARE, pupils will need to be secure in the following knowledge:

By the end of this unit, children will know:

How to independently develop a range of ideas which show curiosity, imagination and originality.

How to systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches (for example sketchbooks show plans/choices how a work will be produced)

Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques (observational drawing, planning and creating own architectural 3D designs).

Independently select and effectively use relevant processes in order to create successful and finishes work.

Provide a reasonable evaluation of both their own and professionals' work, which takes account of the starting points, intentions and contexts behind the work.

How to describe, interpret and explain the work, ideas and working practises of some significant artists (Piano, Wren, Barry, Foster), craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.

About the technical vocabulary and techniques for modifying the qualities of different materials and processes.

(NSEAD Assessment framework)

Vocabulary:

Line: thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, sketching, guidelines, observation, photograph, sketching.

Perspective and Composition: perspective, single focal point, horizon, composition, scale, foreground, middle ground, background, parallel, vertical.

Sculpture: Record, materials, observations, review, revisit, improve, design techniques, intricate patterns, textures, malleable, clay, slabs, coils, slips, manipulate clay, slabs, coils, slips, materials, sculptures, construct, flexible, pliable, angles, scale, maquette, model making, joints

Peer feed-back, self-evaluation, reflect, construction material, scale.

Form, Function, durability, materials (glass, steel, marble, timber, brick etc), architecture, local vernacular, columns, ornate, Gothic Revival. English Baroque. Modernist. Neo-futurism.

Sir Christopher Wren, Sir Charles Barry (+ Augustus Pugin), Norman Foster, Renzo Piano,

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

Drawing Skills:

(Line/Detail + Observation);

Improve their mastery of observation to form increasingly detailed, accurate drawings

Shading);

Show the effect of light on objects and people from different directions with increasing skill using tone, shade and shadow

(Texture/Pattern);

Continue to experiment and study the texture of a surface and make own decision how to represent this, use pattern for a purpose. Creating intricate patterns.

(Perspective);

Use scale and proportion to add realistic perspective to drawing

(Recording/Self Governing/Evaluation);

Use initial sketches as a way of planning work, record work in a clear sequence in sketchbooks, reflecting on own work to make improvements.

3D Design Skills:

(Construction/Form);

Artists/ Architects:

Sir Christopher Wren – St Paul's Cathedral (English Baroque) (1675)

Sir Charles Barry– Houses of Parliament (Gothic Revival) (1870)

Norman Foster – The Gherkin (modernist) (1995)

Renzo Piano – The Shard (Neo-futurism) (2012)



Well's Beach huts

Use range of equipment and materials e.g., recycled, natural and manmade materials to create sculptures, confidently and successfully joining.

Develop understanding of different ways of finishing work: glaze, paint, polish (Surface + Texture);

Make choices using experience how to create surface pattern and texture and when to use (Research+ Planning/Evaluation);

Select a best design for a 3D object from initial ideas to most successful meet a purpose and evaluate.

Use sketchbooks to plan, develop and collect ideas to inform 3D artworks.

Annotate work in sketchbook.

Recognise sculptural forms in the environment: objects, buildings. Learn about different sculptors/ designers/ architects. Compare the style of different styles and approaches.

Solve problems as they occur. Review and analyse own work.



Media:

Pencil

Range of recycled material

Cardboard maquette

Clay

Useful websites:

<https://www.dezeen.com/tag/beach-huts/>