



SUBJECT MEDIUM TERM PLANNING – ART

Year Group: Year 2

TERM: Summer1

Theme: Be an Architect

National Curriculum:

The national curriculum (KS1) for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Pupils in KS1 should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Context:

This activity gives pupils the opportunity to explore architecture. We start with an exploration of architects and some of the ways they work, and pupils then go on to create their own architectural model.

The activity can be adapted so that the pupils make architecture which relates to their own environment, a chosen brief, or in response to another culture, country or era.

Vocabulary:

Sculpture
Materials
Media
Construct

Prior Knowledge:

Children were introduced to what sculpture can be, and invited to explore the work of other sculptors whilst taking a playful and inventive approach to making their own sculptures.

Children have been encouraged to start voicing their response to sculptural artworks, including their own, and to give them time and space to explore properties of materials, and what happens when you join one or more materials together to construct new forms.

Future Knowledge

Year 3 – Thumb pots in the style of Ancient Greek vases.

Using clay, they learn how to mould, shape, roll sausages for handles, use score/slip/blend for attaching handles and paint decoratively.

End points /by the end of this unit pupils will be able to:

- understand that architects design buildings and other structures which relate to our bodies and which enhance our environment.
- Understand that architects take inspiration from the environment their building will exist in, and from the people they will serve, to design exciting structures.
- Understand that we can use drawing as a way to help us process and understand other people's work.
- Know that we can use digital tools such as drones and film to inspire us.
- Know that we can use our imaginations to make architectural models to explore how we might design buildings relating to a particular need or stimulus.
- Know that we can use "Design Through Making" (some call it Make First) as a way to connect our imagination, hands and materials.

Crucial Knowledge

- Understand the role of an architect.
- Understand when we make sculpture by adding materials it is called Construction.

Practical

Understand the role of an architect.

Understand when we make sculpture by adding materials it is called Construction.

Methods and techniques

Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior

Use Design through Making philosophy to playfully construct towards a loose brief.

Media and Materials

Soft B pencils,
coloured pencils,
felt tip pens,
handwriting pens,
Construction Materials

Theoretical

Dame Zaha Hadid (Iraqi born British architect)

Hundertwasser (white German male)

<https://www.accessart.org.uk/talking-points-bridge-design/>

https://en.wikipedia.org/wiki/Zaha_Hadid

<https://www.accessart.org.uk/talking-points-hundertwasser-the-architect/>

Disciplinary

Substantive Knowledge (What)

Understand artists take their inspiration from around them, collecting and transforming.

Understand that in art we can experiment and discover things for ourselves.

Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.

Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.

Implicit Knowledge (How)

Reflect upon the artists' work, and share your response verbally ("I liked...").

Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").

Talk about intention.

Share responses to classmates work, appreciating similarities and differences.

Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.

Lesson Theme	Retrieval	Learning Target:	Activity	Success Criteria	Vocabulary	Key Concepts
Lesson 1: Introduce architecture	What is architecture?	To identify what architecture is and record it through drawing.	Pupils will become familiar with the term 'architecture'. They will think about architecture in their local area and engage in peer discussion about local landmarks. Pupils will be challenged to make several drawings in sketchbooks using hand-writing pens taking no longer than 5 or 10 minutes, thinking about line and mark making.	I have explored the work of some architects. I have seen that they design buildings, and that architecture can be large, incredible buildings, or can be smaller places near where I live. I can share how architecture makes me feel, what I like and what I think is interesting.	Architect, Architecture, Designer, Maker Model, Scale, Response, Imagination, experience. Three Dimensional, Form, Structure, Wall, Floor, Window, Door, Roof, Relationship with Area, Community.	That we can use digital tools such as drones and films to inspire us.
Lesson 2: Explore an architect	What is an architect?	To identify the role of an architect and articulate responses about their work.	Pupils will be introduced to the work of Hundertwasser and will use images and videos to frame discussion around	I can use my sketchbook to help me look at architecture carefully. I have explored line and shape.	Response, React, Colour, Form, Shape, Line, Pattern.	That architects design buildings and other structures with relate to out bodies and enhance our

			<p>his work. Pupils will respond by collecting and gathering information visually in their sketchbooks using a range of materials.</p>	<p>I have seen how architects use their imaginations to try to design buildings which make peoples lives better. I can use my own imagination when thinking about architecture I might design.</p>		<p>environment.</p> <p>That architects take inspiration from the environment their building will exist in, and from the people they will serve, to design exciting structures.</p>
<p>Lesson 3 & 4 & 5: Making architecture</p>	<p>How can I be an architect?</p>	<p>To manipulate materials to make your own architecture.</p>	<p>Pupils will use the 'design through making' approach to make their own architecture. They will be inventive about the shapes and structures that they will use and which 3d forms they want to create. Pupils will address questions of how their architecture will stand, the purpose of it, and who it will be made for. They will work</p>	<p>I can make an architectural model of a building around a theme - thinking about form, structure, balance, and the overall visual appearance.</p> <p>I can explore a variety of materials and explore hoe I van reshape the materials and fasten them together to make my model.</p>	<p>Model Making, Design through Making, Form, Structure, Balance, Experience, Construct, Construction, Tool, Element</p>	<p>That we can use 'design through making' to connect our imagination, hands and materials.</p> <p>That we can use our imaginations to make architectural models to explore how we might design buildings relating to a particular need or</p>

			in their sketchbooks to record their findings. Pupils will respond to interventions designed to give them fresh perspectives or ideas.	I have seen that I don't need to design on paper first; I can design as I make.		stimulus.
Lesson 6: Reflect, share, and discuss	How can I reflect on my architecture?	To display the work made through the half term and reflect on the outcomes.	Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.	I can reflect upon what I have made, shared it with others, and been able to share my thoughts about my own piece and the models of my classmates.	Present, Share, Reflect, Discuss, Feedback, Photograph, Film, Focus, Lighting, Composition, Angle, Perspective.	That when we reflect on our own work and the work of others, we can think about what we are good at and what we might do differently next time.

Learning Outside of the Classroom?

- Visit local "architecture" and draw from life.

Cross Curricular Opportunity:

- Geography: Adapt to explore habitats, cities, towns and villages, ports & harbours
- History: Make houses inspired by the architecture of different ages or cultures, for example buildings damaged during the Great Fire of London.
- Maths: Use language which supports understanding of Measuring, 2D/3D shapes.
- Science: Explore properties of materials e.g. make your architecture waterproof, rough, smooth?
- PSHE: Collaboration, Peer Discussion, Ethnic Identity, Different Religions (architecture representative of).

Monitoring and Assessment (showing how ambitious the curriculum is)

Fluency:

Understand the role of an architect.

Understand when we make sculpture by adding materials it is called Construction

Experimentation:

Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior

Use Design through Making philosophy to playfully construct towards a loose

Experiment with different materials to design and create their own construction or architecture during Time to Talk or free learning after lesson time.

Experimentation in their sketchbooks during focussed sketchbook time and during free learning time.

Authenticity:

Discussion with adults and peers during Time to Talk.

Communicate their ideas, thoughts and thinking during the review and reflect weeks and during the art exhibitions.