

KS2 Art, craft and design medium term planning - Year 6 - Architecture 5 weeks

This unit builds upon previous work in KS2 in drawing, painting and 3D modelling.

Children will build their practical and theoretical skills in order to create a clay relief on the theme of architecture. They will develop observational drawing skills and use the locality as a starting point for their work. They will develop ideas on the theme using sketchbooks in order to generate individual ideas for their clay relief. They will learn about glazes and using the kiln.

Children will develop their disciplinary knowledge. They will learn how architecture changes in different times and cultures and is used for different purposes. They will have regular opportunities to critically analyse and evaluate their own work, the work of their peers and artists, in order to expand their art vocabulary and build confidence when speaking about their artwork.

Links with Science, Geography, History, PHSE and Literacy

Domains of knowledge

Practical knowledge (developing technical proficiency, learning the methods and techniques that's artists, craft-makers and designers use)

Drawing, collage, colour mixing, mark making, using tools and techniques, shape, colour, line, texture, pattern, ceramics, modelling.

Theoretical knowledge (tools, materials and history of art, craft and design – cultural and contextual)

They will develop their knowledge and understanding of architecture in different times and cultures. They will consider how artists use ceramics.

Disciplinary knowledge (how art is judged, valued and evaluated)

They will ask the question – how does the purpose of architecture change in different times and cultures? Review and evaluate their own and others work.

5 a day approach - flexible grouping, explicit instruction, scaffolding, technology, metacognitive

At the end of this unit of work pupils will

- Know how to model clay in order to create a relief tile based on architecture.
- They will become aware of different styles of architecture in the world around them and in different times and cultures.
- Be able to develop ideas on the theme and develop skills with drawing materials.
- Plan 3D relief work through drawing and other preparatory work.
- Understand the vocabulary listed below and be able to explain and discuss it.

Architecture, architect, design, illustrate, annotate, evaluate, analyse, form, structure, culture, model, twist, curl, pinch, roll, shape, manipulate, line, shape, pattern, form, texture, ceramics, slip, kiln, glaze.

Pupils will learn	Vocabulary	Activity	Fundamental principles and teaching techniques to ensure that work is of a high standard from all pupils
<ol style="list-style-type: none"> 1. What does an architect do? 2. To observe, compare, contrast and draw architectural structures the world around them. 3. To develop observational drawing skills 4. Develop skills in photography. 	<p>Architecture, form, structure, three-dimensional, architect, building, shapes, patterns, lines, Compare, contrast, analyse.</p> <p>Line, shape, pattern, texture, sketch, observational drawing, photography, research, sketchbook.</p>	<p>PSHE KS1 / KS2: Proud to be an architect - BBC Teach Discuss different types of architecture from different times and cultures. Why did they need to rebuild London? Compare and contrast styles How is the Burj Khalifa different to St Pauls Cathedral? Why? Discuss purpose and materials. Feedback in pairs. Select a building to sketch focusing on shapes, lines and patterns. Demo how to sketch basic shapes first. Evaluate drawings – which areas have interested them the most? flexible grouping, explicit instruction, scaffolding, technology, metacognitive Discuss the design process and importance of research and sketchbooks. Demo how to select areas of interest to draw on trip out to the Abbey and other buildings in locality. Discuss how and why buildings differ. Model how to use a viewfinder. Short sketches in groups and photography as</p>	<ul style="list-style-type: none"> • Clear expectations for listening – repeating and learning the information. • Behaviour from all pupils is exemplary and comments are made on sitting, listening, sharing, tidiness and care. • Bite sized chunks of knowledge making time for repetition, discussion in pairs and rehearsing in pairs. • Emphasis on learning and exploring key vocabulary. • Demonstration and encouragement for high

<p>5. To develop ideas on the theme using collage</p> <p>6. To experiment with clay</p> <p>7. To develop individual design ideas for an architectural structure and create a final design.</p> <p>8. To evaluate their work</p>	<p>Collage, tear, cut, accuracy, edge, overlap, abstract, experiment, explore, evaluate.</p> <p>Evaluate, experiment, design, ideas, research, clay, modelling – roll, pinch, model, twist, curl, pinch, roll, shape, manipulate. slip, ceramics</p> <p>Analyse, evaluate, reflect, kiln, glaze,</p>	<p>research. flexible grouping, explicit instruction, scaffolding, metacognitive</p> <p>Pupils use collage to develop ideas for an architectural structure. Demo how to cut out shapes and patterns and re arrange to create new ideas using collage.</p> <p>Pupils sketch two or three design ideas for their building. They discuss ideas with a partner and evaluate each other’s work. They should refer their research to develop new ideas for architectural structures. flexible grouping, explicit instruction, scaffolding</p> <p>Art and Design KS3: A career in ceramics - BBC Teach discuss – point out the importance of experimentation and process. Being a ceramic artist is a job. Demo how to model and manipulate the clay to create the desired effect. Pupils experiment with the modelling material.</p> <p>After experimentation demo how to roll out a square or rectangular base for the tile. Show them how to use slip to model architectural features and create a tile relief model of their architecture. flexible grouping, explicit instruction, scaffolding, metacognitive, technology,</p> <p>Discuss what when well and areas for improvement in pairs. Recap on knowledge learnt last lesson about ceramics. Feedback to whole class. Plan</p>	<p>standards of presentation.</p> <ul style="list-style-type: none"> • Focus on following instructions.
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<p>9. To learn how to use a glaze and paint ceramic.</p>	<p>Kiln, glaze, ceramics, fired.</p>	<p>colours for glaze and discuss use of kiln. flexible grouping, explicit instruction, scaffolding, metacognitive</p>	
<p>10. To evaluate their final outcome.</p>	<p>Analyse, evaluate, reflect.</p>	<p>Encourage children to look at the fired clay and discuss how and why it has changed. Re visit knowledge about firing process in different times and cultures. Demo how to glaze. flexible grouping, explicit instruction, Discuss what when well and areas for improvement in pairs. Feedback to whole class. Can they use a specialist language? Do they understand the ceramic process?</p>	