

National Curriculum	Key Questions	Substantive Knowledge	Key Vocabulary	Resources
<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> 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. <p>By the end of key stage 2, pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 	<p>What do you notice about the artist’s architectural style? How are Hadid’s designs different to more traditional buildings? What materials do you think Hadid used in her building? How do you think people might feel when they enter the building? How does Hundertwasser’s style differ from more traditional architectural designs? What is the function of a school?</p>	<p>Architects are people who design buildings.</p> <p>Architects design buildings with a specific function or purpose in mind.</p> <p>Using lighter and darker tones of a colour can make a drawn object appear 3D.</p> <p>Perspective is a technique that artists use to create the illusion of depth in a 2-dimensional drawing.</p>	<p>Architect Sketch Form Design Perspective Composition</p>	<p>Pencils Colouring pencils Felt-tip pens Tracing Paper</p>
	<p style="text-align: center;">Technical Questions</p> <p>What is architecture? <i>The science and art of designing buildings.</i></p> <p>What is architectural style? <i>Architectural styles are the special design and look of a building or structure that make them stand out or easy to recognize in history. It includes things like how it looks, how it was made, the materials used, and the region it belongs to.</i></p> <p>What is 3-Dimensional (3D)? <i>When something looks three-dimensional, it means that it looks like it has depth and is not flat. In a drawing, this means the objects appear to have height, width, and depth, just like things in the real world.</i></p> <p>How can we use tone to make a drawing appear 3-Dimensional? <i>To make a drawing look 3D (three-dimensional), we can use different shades to show how light hits the things we draw. This can trick our eyes into seeing objects that look like they have depth or are popping out of the page.</i></p> <p><i>When we draw, we can make things look 3D by adding darker and lighter areas. Darker areas can show where shadows might be, and lighter areas can show where the light is hitting. By using shades, we can create an illusion of form or shape.</i></p> <p><i>To make something look rounded or curved, you can use darker shades on one side and lighter shades on the other. The darker side will show where the shadow is, and the lighter side will show where the light is hitting. By adding these shades, your drawing will start to look more 3D.</i></p> <p>What are aesthetic principles? <i>Aesthetic principles are about how artwork looks and makes us feel. They include things like shapes, colours, and ideas that are used to show emotions, thoughts, or the meaning of the artwork. Aesthetic principles also help us decide if a piece of art is beautiful or pleasing to look at, or if it is part of a certain art style or movement.</i></p>			

Assessment – Final Piece

Pupils working at the expected standard will:

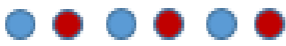
- ✓ Use line and pattern to capture fine detail.
- ✓ Use tone to emphasise and develop form and three dimensions in a drawing.
- ✓ Use line and proportion to show perspective in drawings of objects.

Lesson 1				
Flashback Four		Learning Objectives		Star Knowledge
<p>Last Lesson What medium could we use to attach fabric to card? <i>PVA glue.</i></p>	<p>Last Topic What were Roman mosaics used for? <i>To decorate the walls and floors of palaces and private homes.</i></p>	<p>Learning Objective To understand that architects design buildings in a way that reflects their intended purpose. Success Criteria: I understand that architects design buildings with a specific purpose or function in mind. I know that different buildings can have distinct features and designs based on their intended use. I can recognise and describe Hadid's work.</p>	<p>Architects are people who design buildings. They use different elements like the size, shape, colour, materials, and style to create beautiful and unique buildings.</p>	
<p>Last Year Who was Alma Thomas? <i>A famous American artist known for making Abstract Art,</i></p>	<p>DT Why do torches have directional light? <i>Because people use the beam of light to navigate where they are going.</i></p>	<p>Activity: Compare photographs of several buildings designed by Hadid, such as the Heydar Aliyev Centre in Azerbaijan, the Guangzhou Opera House in China, the London Aquatics Centre and the Zaragoza Bridge Pavillon in Spain. Divide pupils into small groups and assign each group a specific building. Pupils will use books or online resources to research their assigned building, gathering information about its location, purpose, unique features and materials used. Pupils will record findings in their sketchbook.</p>		

Lesson 2				
Flashback Four		Learning Objectives		Star Knowledge
<p>Last Lesson Why do architects design buildings of different sizes? <i>The size of a building usually reflects its purpose. Buildings that do not need to occupy many people, such as homes, are often smaller than buildings that needs to occupy many people, such as theatres.</i></p>	<p>Last Topic Which of these colours would you not expect to find in a Roman mosaic? <i>Green Orange Purple</i></p>	<p>Learning Objective To use perspective to draw 3-dimensional designs. Success Criteria: I can draw a horizon line on the page. I can mark a vanishing point on the horizon line. I can draw parallel lines that converge at the vanishing point. I can use the converging lines to guide my drawing.</p>	<p>Perspective is a technique that artists use to create the illusion of depth in a 2-dimensional drawing of a space. In architectural designs, parallel lines come together at a single vanishing point on the horizon line.</p>	
<p>Last Year What happens when we mix complementary colours? <i>They cancel each other out, resulting in grey, brown or black.</i></p>	<p>DT Name 3 of the components of a torch. <ul style="list-style-type: none">• Case• Contacts• Batteries• Switch• Reflector• Lamp (bulb)• Lens</p>	<p>Activity: Revisit the buildings discussed during the previous lesson. Pupils to sketch one of the buildings that they did not draw last week, using parallel lines and a vanishing point to make their drawing appear 3D.</p>		

Lesson 3				
Flashback Four		Learning Objectives		Star Knowledge
<p>Last Lesson What is perspective? <i>Perspective is a technique that artists use to create the illusion of depth in a 2-dimensional drawing.</i></p>	<p>Last Topic Why were Roman mosaics made from tesserae? <i>Roman mosaics were used to decorate walls and floors so they needed to be strong and durable.</i></p>	<p>Learning Objective To understand how architects use aesthetic principles to create interest. (Freidensreich Hundertwasser) Success Criteria: I can explain the concept of aesthetics in art and architecture. I understand how artists use aesthetics to create interest. I can identify and discuss some characteristics of Freidensreich Hundertwasser's architectural style.</p>	<p>Aesthetic principles help us decide if a piece of art is pleasing to look at. They include things like shapes, colours, and ideas that are used to show emotions, thoughts, or the meaning of the artwork.</p>	
		<p>Activity:</p>		

<p>Last Year How do we make new tints and tones of colour?</p> <p><i>We add grey to a colour to make a new tone, We add white to a colour to make a new tint.</i></p>	<p>DT How is a battery-powered torch suited for people camping?</p> <p><i>The batteries can be replaced if they run out of charge as there is unlikely to be a power outlet available.</i></p>	<p>Show children a range of buildings designed by Freidensreich Hundertwasser (Maishima Incineration Plant, Hundertwasser House and Kuchlbauer Tower). Discuss the architect's unique style, focusing on his use of bright colours, irregular shapes and the integration of nature into his designs. Pupils to use tracing paper and a pencil to trace over the outline a photograph of Hundertwasser House. They should use felt-tip pens to add line, colour and pattern to improve the aesthetics of the design. Repeat activity, experimenting with different designs.</p>	
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Lesson 4				
Flashback Four		Learning Objectives		Star Knowledge
<p>Last Lesson What are aesthetic principles?</p> <p><i>Aesthetic principles help us decide if a piece of art is pleasing to look at. They include things like shapes, colours, and ideas that are used to show emotions, thoughts, or the meaning of the artwork.</i></p>	<p>Last Topic Is this a repeating pattern? How do you know?</p> <p></p> <p><i>Yes- the pattern blue circle, red circle has been repeated three times.</i></p>	<p>Learning Objective To design a building in a way that reflects its intended purpose</p> <p>Success Criteria: I can make observations about the shape and size of existing buildings. I can draw a building from different angles and perspectives. I can using shading to add tonal detail to a drawing.</p> <p>Activity: Tell pupils that the year 6 block is going to be demolished and a new one will be built in its place- it is their job to design the new block. Provide photographs of the year 6 block from different angles and ask the children to think about what it good about the current design and what could be improved. Together, you could create a mindmap of words and phrases about what the new block should be e.g. large, modern, bright, inspiring etc.</p>		<p>Architects design buildings with a specific function or purpose in mind.</p> <p>The intended use of a building affects its size, shape and aesthetic features.</p>
<p>Last Year True or false: these colours are complementary?</p> <p>red and pink</p> <p><i>False. Complementary colours sit opposite each other on the colour wheel. Red and green are opposite on the colour wheel.</i></p>	<p>DT What is the function of this part of a torch?</p> <p><i>This is the switch and when closed, it completes the circuit so the bulb will light up.</i></p>	<p>Pupils should select one of the photographs and create a new design from their chosen perspective. They should place tracing paper over the photograph and draw their new design over the top thinking about how they might change the shape/ features of the building. Pupils to glue their different designs into their sketchbooks and annotate to show what they like/ dislike about each of their designs.</p>		

Lesson 5				
Flashback Four		Learning Objectives		FINAL PIECE
<p>Last Lesson True or false: Architects design buildings to reflect their function?</p> <p><i>True.</i></p>	<p>Last Topic How are mosaics used today?</p> <p><i>To decorate homes- particularly bathrooms and kitchens.</i></p>	<p>Learning Objective To draw a building in 3D.</p> <p>Success Criteria: I can use line and pattern to draw fine detail. I can make things look 3D by adding darker and lighter areas. I can add line, colour and pattern to improve the aesthetics of my design.</p>		<p>Pupils will draw a new architectural design for the year 6 block on A5 paper.</p>
<p>Last Year What is abstract art?</p> <p><i>Abstract art is a type of art that has no recognisable subject. It has lines, colours and shapes but these are not designed to represent living things or actual objects.</i></p>	<p>DT Which circuit components do you need to create a simple torch?</p> <p><i>Batteries, battery holder, wires, bulb.</i></p>			

If you find a large amount of your pupils lack understanding of one particular star knowledge, you should adapt the flashback four questions for "Last Topic" in the next topic, in order to give you time to re-visit this. Please speak to the subject lead to discuss how to do this before editing the questions.

