

<b>Summer Term Year 5 Architecture: Dream Big or Small</b>		<b>Topic: Making in 3d</b>		<b>Cultural Capital: Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists.</b>		
<b><u>National Curriculum Objectives (KS2):</u></b> Pupils should be taught 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. Pupils should be taught:						
<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>to know about great artists, architects and designers in history.</li> </ul>						
<b><u>Enquiry Question: What is our responsibility as an architect? How can we make a better world?</u></b>						
<b>Previous Learning:</b> Years 1,2, 3 & 4:						
<ul style="list-style-type: none"> <li>Introduced discipline of architecture. Explored Design through Making. Explored how creating models helps engage imagination.</li> </ul>						
<b>Future Learning (Yr 6):</b>						
<ul style="list-style-type: none"> <li>Continue to develop dexterity skills including using tools and exploring intention. Develop understanding and articulation about the different purposes behind the work of artists, designers and craftspeople. Understand the importance of art to society.</li> </ul>						
Lesson Theme	Retrieval	Learning Target:	Activity	Success Criteria	Vocabulary	Key Concepts
Lesson 1: Sketchbook work	What is the responsibility of an architect?	To discuss the role and responsibilities involved in being an architect.	Pupils will be introduced to a point for discussion and design. Should architects design big, beautiful buildings or should they design small homes, to serve the environment? Pupils will work in their	I have explored domestic architecture which is aspirational and large, and I have explored the Tiny House movement. I can discuss how both these ways of designing might affect our lives.  I can use my sketchbook to collect, record and reflect my	Domestic Architecture, Aspirational, Visionary, Environmental, Tiny House, Movement,	That architects have a responsibility to design buildings which help make our world a better place, including thinking about the environmental impact of the buildings they

			<p>sketchbooks to respond to big architectural design, drawing forms, structures, and materials. They will juxtapose this by then creating visual notes of tiny houses, again noting down structures, materials, and ideas that appeal.</p>	<p>ideas and thoughts.</p>		<p>design.</p> <p>That we can make creative choices that both serves ourselves as individuals and the communities we belong to.</p>
<p>Lesson 2: Drawing</p>	<p>What structures might architects use when designing buildings?</p>	<p>To discover the form and structures architects might use through careful looking and drawing.</p>	<p>Pupils will work on large paper and revisit what they saw last week (amazing architectural homes vs tiny homes). They will make drawings from stills of films that deepen their understanding of forms and structures architects might use. Pupils will make between 3-5 big drawings working in handwriting pen and coloured pen to highlight features.</p>	<p>I can make larger drawings working from still imagery, using various drawing techniques for fifteen or so minutes.</p> <p>I can explore how line, form, structure, material, and scale are all used to make architecture interesting, and how they help to fulfil a design brief.</p>	<p>Form, Structure, Materials, Balance, Scale, Interior, Exterior, Context, Location</p>	
<p>Lesson 3 &amp; 4 &amp; 5: Model Making</p>	<p>How can I make my own house?</p>	<p>To make an architectural model of a home.</p>	<p>Pupils will recap week 3 and decide whether they will make models of aspirational homes or tiny hoses. They will have sketchbooks open throughout as reference material. They will use</p>	<p>I can make an architectural model using the 'design though making' technique. I can use my sketchbook to help free my imagination.</p>	<p>Design through Making, Model, Maquette,</p>	<p>That we can use form, structure, materials, and scale to design innovative buildings.</p> <p>That we can build architectural models to test out our ideas</p>

			foamboard to build their models (without designing on paper first).			and share our vision.
Lesson 6: Share, Reflect, Discuss	How can I reflect on my model?	To display the work made through the half term and reflect on the outcomes.	<p>Pupils will display their work in a clear space and walk around the work as if they are in a gallery, sharing what they like about their own and each other's work.</p> <p>Pupils will work in pairs or teams to document their work using cameras or l pads.</p>	<p>I can present my work, reflect, and share it with my classmates.</p> <p>I can respond to the work of my classmates, sharing my thoughts about their work in relation to the architecture we looked at during the project.</p> <p>I can photograph my work, thinking about lighting, focus and composition.</p>	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	<p>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.</p> <p>We can share our artistic discoveries with each other and be inspired by each other.</p>

#### Learning Outside of the Classroom?

- Explore the architecture of the local environment.

#### Cross Curricular Opportunity:

- **Geography:** Opportunity to talk about issues surrounding climate change to inform the type of houses you make, and the materials you use.
- **History:** Changes in Britain – How architecture has changed from your chosen civilisation topic. Design a bomb shelter inspired by WW2?
- **Maths:** Measuring, 2D and 3D shapes, symmetry, angles.
- **PSHE:** Responsibility to the planet, Collaboration, Peer Discussion.

#### Impact/Assessment

- Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome.
- Identify any personal challenges preventing meeting “I Can” statements
- Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher.
- Identify areas of particular strength which might benefit from being developed.
- No grades to be applied, no learning objectives in the sketchbooks, no teacher marking in sketchbooks.