

<b>Winter Term Year 2 Be an Architect</b>	<b>Topic: Working in 3 Dimensions</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>
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**National Curriculum Objectives (KS1):**

- 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
- to know 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.

**Enquiry Question: How can we make our own architectural models and design structures which other people respond to?**

**Previous Learning:**

- Reception:
- Introduced idea that we can bring materials together, construct and transform them into new forms. Introduced idea that 2d can become 3d. Introduced concept of Design Through Making. Introduced idea that there are many different reasons to make art.

**Future Learning (KS2):**

- Continue to develop pupil's awareness of the many creative industries which artists work in. Build understanding that artists and designers have a social responsibility. Continue to develop pupils dexterity, invention and intention skills.

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.	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.	Architect, Architecture, Designer, Maker  Model, Scale,  Response, Imagination,	That we can use digital tools such as drones and films to inspire us.

			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 can share how architecture makes me feel, what I like and what I think is interesting.	experience. Three Dimensional, Form, Structure, Wall, Floor, Window, Door, Roof, Relationship with Area, Community.	
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 his work. Pupils will respond by collecting and gathering information visually in their sketchbooks using a range of materials.	I can use my sketchbook to help me look at architecture carefully. I have explored line and shape.  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.	Response, React, Colour, Form, Shape, Line, Pattern.	That architects design buildings and other structures with relate to out bodies and enhance our environment.  That architects take inspiration from the environment their building will exist in, and from the people they will serve, to design exciting structures.
Lesson 3 & 4 & 5: Making architecture	How can I be an architect?	To manipulate materials to make your own architecture.	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,	I can make an architectural model of a building around a theme - thinking about form, structure, balance, and the overall visual appearance.  I can explore a variety of materials and explore hoe I van reshape the materials and fasten them together to make my model.	Model Making, Design through Making, Form, Structure, Balance, Experience, Construct, Construction, Tool, Element	That we can use 'design through making' to connect our imagination, hands and materials.  That we can use our imaginations to make architectural models to explore how we might design buildings relating to a particular need or

			the purpose of it, and who it will be made for. They will work 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).

#### 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.