Architecture and Sculpture

Year 1

Scheme unit / Overview

Year 1
Visual Arts
Architecture and Sculpture

Lesson Series:

1. Introduction to Architecture
2. Architectural Features
3. Designing a Building
4. Understanding Sculpture
5. A study of Degas' *Little Dancer*
6. Completing sculpture
7. Assessment

National Curriculum Coverage:

Pupils 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

What you need to know:

- Architecture is the design of buildings. Buildings are designed by an architect.
- Westminster Abbey – The Abbey has been the coronation church since 1066 and is the final resting place of seventeen monarchs. The present church, begun by Henry III in 1245, is one of the most important Gothic buildings in the country. Westminster Abbey is also the place where some of the most significant people in the nation's history are buried or commemorated.
- The Houses of Parliament - The new Palace of Westminster was custom-built by the Victorian architect Charles Barry for Parliament to use. They contain the House of Commons and the House of Lords. In 1836, the commissioners organized a public competition to design a new Palace which was won by Charles Barry won. Construction of the Clock Tower, known as Big Ben began in September 1843.
- St Paul's Cathedral – St Paul's Cathedral, London, is an Anglican cathedral, and the church of the Bishop of London. The present church, dating from the late 17th century, was designed in the English Baroque style by Sir Christopher Wren. Its construction, which took 32 years, was part of a major rebuilding program in the City after the devastation of The Great Fire of London.
- Most buildings will have different features built as part of their design, such as arches and domes. Features in buildings can have different purposes: decorative, functional or both.
- Buildings have different purposes and architects need to consider the purpose of a building when they are designing it.
- Sculpture is a 3-D art form, meaning that it is a piece of art that can be seen from all sides. Some sculptures are carved from solid pieces of stone or wood. Other sculptors prefer to build their sculpture from modelling wax or clay, sometimes using a frame to provide stability and shape. Sculptures that are made using wax or clay are often then copied using a stronger material such as bronze. This process is described as creating a 'cast'. Degas made a sculpture from wax called *Little Dancer Aged Fourteen* which was made from wax and then cast in bronze.

Lesson Plan

Lesson 3: Designing Buildings

In this lesson, children will have the opportunity to design their own building using the knowledge they have learned in previous lessons as inspiration. The teacher can either present the purpose of the building to the children, allow the class to decide the purpose together or allow individual children to decide for themselves. Once children have a clear purpose for their building they can then independently design the key features, using the vocabulary taught in the previous lessons. Examples of the kind of buildings children could design include: a sports centre, a school, a museum, an aquarium, a parliament building, a royal palace or anything with local relevance or significance for the class. Where possible, this lesson is a good opportunity for children to not only apply some of the vocabulary they have been learning in previous lessons, but also to begin to recognise significant buildings locally, nationally and internationally. An additional task could be to create a scrapbook or poster of significant buildings from around the world with explanations of why each building is important.

Learning Objective	Core Knowledge	Activities for Learning	Related Vocabulary	Assessment Questions
To design a building for a purpose.	Buildings are designed for a purpose. Architects think about the purpose of a building when they are designing it.	Recap prior learning and introduce task. Explain to children that they are going to design their own building. They need to think about: The purpose of the building The design of the building Key features of the building Extension- Patterns and details found in the building. Give children time to discuss with partners and provide images on the tables for them to 'magpie' ideas from. Children to sketch their ideas in sketch books. As an extension children could write descriptions of key features and explain the purpose of the building. Extension: Children could make models of their buildings using a range of materials such as construction blocks, junk modelling resources etc. This task could be completed in an additional lesson.	design purpose reason features	*For what reasons might an architect design a building?* *If a building was to be used as a school, what might an architect need to think about?* *Tell me about your design.* *What did you need to think about when you were designing your building?*

Resources:
Teacher Knowledge: A History of British Architecture (BBC)
Examples of famous buildings from around the world (blog)
Examples of structures and buildings from around the world.

Lesson 3

Designing Buildings

Knowledge Organiser

Knowledge Organiser- Architecture and Sculpture (Visual Arts- Year One)

Key Vocabulary	Definition
architecture	The art of designing buildings
architect	A person who designs buildings
design	Planning and drawing how a building is going to look
dome 	A rounded roof of a building with a circle shaped base
pillar 	A tall, straight part of a building that is sometimes decorated, often holds up another part of the building
arch 	A curved part of a building that you can walk under, sometimes an arch holds up a bridge or a roof
tower 	A tall, narrow building, or part of a building
purpose	The reason why a building has been made and what it is used for
sculpture	Art that is made through changing wood, metal or other materials
sculptor	A person who makes a sculpture
3D art	Art that you can hold and see all around
2D art	A flat piece of art, for example a drawing or a photo

	Westminster Abbey
	The Houses of Parliament
	St Paul's Cathedral
	Little Dancer by Degas

What do we already know?

- Buildings are designed by architects.
- Architects sometimes design features such as arches and domes.
- Some features of buildings have a purpose but some can just be for decoration.
- Some features of buildings can make them famous!

Key Vocabulary

Design

Features

Purpose

Reason

What are we learning today?

LO: I can design a building with a purpose.

Success Criteria:

- I can say what the purpose of my penguin house is.
- I can include suitable features for a penguin.

Teach

"Hey everyone! Do you remember that some architecture has a purpose? That means it has an important reason for being built. Sometimes I need to think carefully about what a building is before I design it."



Teach

"Think about your school. The reason it was built is so that you can learn!

If I design a school I have to think about the features it will need, like how many classrooms, where the toilets will need to go... And lots of other things too! Can you name any more?"



Talk Task

Have a look at this picture...



Talk Task

What features can you see?



Pond

Ramps

Slides

White walls

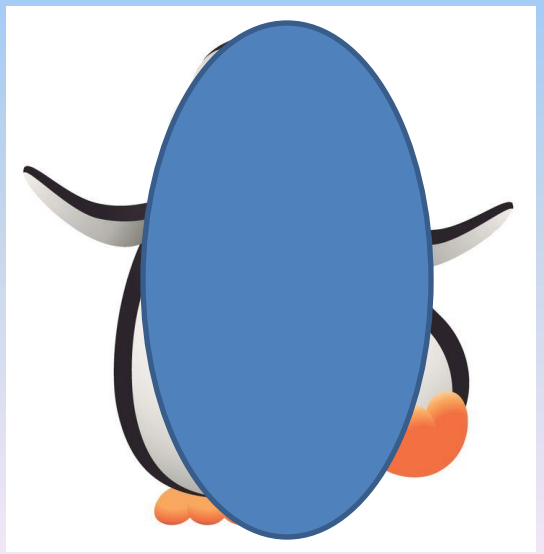
Roof

Talk Task

What do you think the purpose of this building is?



Here's a clue!

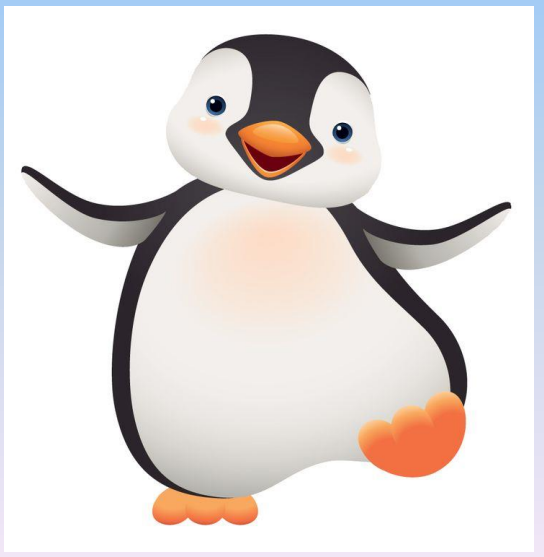


Talk Task

Did you guess correctly?



Hello!
I'm Peter!



Task

"We are going to design our own animal enclosure for Peter the penguin!

Here are some facts to help you think about what our design is going to need. Peter is going to help you!"



Task

"I eat fish that I cannot catch in the sea.

I am a bird but I do not fly.

I love swimming and I can dive into deep water!

I like to live in warm and cold places.

Some of my friends can lay eggs in nests."



Task

"What things do you think Peter will need in his new home?

Let's look at an example of a penguin house that has already been made..."



Task

"Peter's house is going to need:

Foil – for the water
A wall – so he cannot escape
No ceiling – he can't fly away!
Rocks – so he can sit or dive

There will also need to be a place where the zoo keeper can sit to throw him some fish."



Plenary / Step for Depth

"I can't wait to move into my new home! Have a look at the one Anna helped to design."



https://www.vam.ac.uk/articles/engineering-the-penguin-pool-at-london-zoo

Plenary / Step for Depth

"Thanks for helping Peter!

I would love it if you could share your penguin houses with each other. Can you name some of the features?

What is the purpose of your penguin house?

What is the purpose of each of the features in your penguin house?



"See you again soon!"

