

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Art	Famous Buildings	3	Spring 2	6 weeks

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities:	Resources
Lesson 1	1 hour	WALT: To explore and examine buildings in a range of architectural styles.	<p>What is a building? What can buildings be used for? Give children a few minutes to discuss their ideas, then share with the class. Tell children that over the next few lessons they will be exploring some of the most famous buildings in the world and finding out who built them and why they are famous. What famous buildings can you name? Invite children to share their ideas. Do you know what a person who designs buildings is called? Go through the information on the slides about architects and what their job entails. Make sure children understand that being an architect does not just involve making a building look good but also to make sure it will be useful and safe, although we will mainly be exploring the aesthetics of buildings. What does this mean? Invite children to share their ideas then go through the explanation on the slides.</p>	<p>Slides Worksheet 1A/1B/1C/1D Picture Cards</p>

			<p><u>Main Activities:</u></p> <p>Provide children with the Picture Cards showing a variety of famous buildings. In a group, challenge children to order them from what they think is the bestlooking building to the worstlooking building. How do we decide which building looks the best? Why? Children to then record their personal feelings about these buildings on worksheet 1B.</p>	
			<p><u>Plenary & Assessment Questions:</u></p> <p>Show children the pairs of buildings on the slides. Which of these do you like the look of best? Why? What is it about the building you like? Encourage children to think about what they can see, including line, colour, shape, etc. For each set of pictures, children to vote which one they like best. Choose a few children to explain their choice. Do children know that buildings are designed for a variety of purposes? Do children know that an architect is someone who designs buildings? Can children examine buildings and comment on what they think of them?</p>	
Lesson 2	1 hour	<p>WALT: To explore the architecture of Sir Christopher Wren.</p>	<p>Show children the picture of Wren on the slides. Do you know who this man is? When do you think he lived? Invite children to share their ideas then go through the information about Wren on the slides. Explain that Wren designed lots of buildings but one of the most famous is St Paul’s Cathedral in London. Do you know what this building looks like? Show</p>	<p>Slides Worksheet 2A/2B/2C Photo Card A/B/C</p>

			<p>children the pictures of St Paul’s Cathedral on the slides. How would you describe the shape of the cathedral? What features can you spot? What words would you use to describe the building? What do you think of this building? Why do you think it is so famous? Invite children to share their ideas. Encourage children to look at areas of light and dark in a close-up photograph of the dome of the cathedral. How could we recreate these areas of light and dark in our sketches of this building? Explain that we can use different shading techniques to create areas of light and dark in our sketches. What is shading? How do we shade in areas with a pencil? Use the following slides to look first at the simplest 'back and forth' technique of shading, before moving on to look at hatching, crosshatching, scumpling and stippling. Makes sure children understand that they can affect the heaviness or lightness of the shading by changing the pressure on their pencil, and/or making the lines or dots closer together or further apart. Tell children that they are going to apply these techniques when sketching or shading in a section of St. Paul's Cathedral.</p> <p><u>Main Activities:</u></p> <p>Children use the Shading Techniques Sheet to help them shade in the section of St Paul's Cathedral on worksheet 2B, using Photo Cards A and B.</p> <p><u>Plenary & Assessment Questions:</u></p>	<p>Shading Techniques Sheet</p>
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			<p>Imagine that St. Paul's Cathedral was damaged and had to be knocked down and rebuilt. What do you think a new design for St. Paul's Cathedral might look like? How might it be different to Sir Christopher Wren's design? How has architectural style changed since the 17th century? Do children know that Christopher Wren was a famous architect? Can children comment on the features of St Paul's Cathedral and say what they feel about them? Can children identify and apply different shading techniques?</p>	
Lesson 3	1 hour	<p>WALT: To explore colour and pattern in the design of St Basil's Cathedral.</p>	<p>What kind of building did we look at in the last lesson? What is it used for? Remind children that they were looking at St Paul's Cathedral in London, designed by Wren. A cathedral is a type of church. Have you ever seen any other cathedrals? What were they like? Invite children to share their ideas. What colours and patterns do you think of when you think of cathedrals? Why? Invite children to share their ideas then explain that today we will be looking at a cathedral in Russia called St Basil's Cathedral. Show children the pictures of the cathedral on the slides. What colours can you see? What patterns can you see? Why do you think the architect made this cathedral so colourful? Invite children to share their ideas. Go through the information on the slides about the cathedral on the slides. Tell children that today they will be recreating St Basil's Cathedral. They will need to think about the design on the cathedral as well as the colours they need to make</p>	<p>Slides Paint Mixing palettes Cathedral Outline 3A/3B</p>

			<p>and use. Choose from the activity options on the slides and discuss either: The basic colour mixing rules, as well as changing the value of a colour using white and black to create tints and tones. Using oil pastels and ink to create a scratch-off design on their recreation of the cathedral.</p> <p><u>Main Activities:</u></p> <p>Children recreate the patterns and colours of St Basil’s Cathedral using Cathedral Outline B by mixing basic colours.</p> <p><u>Plenary & Assessment Questions:</u></p> <p>Show children a photograph of your school or take them outside so they can see the facade. If the Yakovlev brothers had designed our school, what do you think might look different? What colour would the walls be? What patterns might there be? Invite children to share their ideas. Do children know that architectural styles change over time and across different locations? Can children describe the main features of St Basil’s Cathedral? Can children recreate St Basil’s Cathedral using their own interpretations?</p>	
Lesson 4	1 hour	WALT: To explore the design features of the Taj Mahal.	<p>Show children the picture of the Taj Mahal on the slides. Explain that this is one of the most famous buildings in the world. Do you know what it is called? Do you know where in the world it is? What kind of building is it? Invite children to share their ideas then go through the information on the slides. Show</p>	<p>Slides</p> <p>Picture Card</p> <p>Half Taj Mahal Card</p> <p>Tracing paper,</p>

			<p>children another picture of the Taj Mahal. What do you notice about this building? How would you describe it? Discuss ideas as a class, then point out that the building has lots of symmetry. Show children the examples, including the reflection. Tell children that today they will be using symmetry to create artwork portraying the Taj Mahal. Go through the step-by-step photos for how to do this on the slides.</p> <p><u>Main Activities:</u></p> <p>Provide children with a sheet of A5 tracing paper, a pencil and A4 paper. Children to follow the steps as shown on the slides to create their symmetrical artwork. Children to look at the Picture Card of the Taj Mahal as a reference.</p> <p><u>Plenary & Assessment Questions:</u></p> <p>Show children the other buildings on the slides. Are any of these symmetrical? Where is the line of symmetry? Why do you think so many architects decide to design symmetrical buildings? Invite children to share their ideas. Can children identify lines of symmetry in buildings? Can children use symmetry accurately in their artwork to create effects? Can children discuss why many architects choose symmetrical designs for their buildings?</p>	<p>Pencils A4 paper Paints/coloured pencils/crayons/fine-tip pens, etc.</p>
Lesson 5	1 hour	WALT: To examine the architecture of	<p>Show children the different buildings on the slides. Which of these buildings do you think is the oldest? Which do you think is the newest? With a partner,</p>	<p>Slides Photo Cards</p>

		<p>the Sydney Opera House.</p>	<p>children to decide which order the buildings should go in then share with the class, giving reasons for their choices. Explain that architectural styles change over time, just like fashions in clothes do. Show children a picture of the Sydney Opera House on the slides. Do you know what this building is? Do you know where it is? How long ago do you think it was built? Why? Children to discuss ideas, then go through the information on the slides. What shapes, lines and colours can you see when you look at the Sydney Opera House? Go through the different photos on the slides and ask children to discuss what they can see. Tell children that they are going to be recreating the Sydney Opera House using different media and techniques. Click on the media you have chosen (Sculpture for the Main Activity, or Collage for the FSD? activity) and work through the slides.</p>	<p>Shell Template Paper/thin cardboard, glue, sticky tape, scissors</p>
<p><u>Main Activities:</u></p>				
<p>In mixed-ability pairs, children will experiment with folding and cutting paper in order to recreate a 3D version of the shells of the Sydney Opera House. Encourage them to edit and refine their ideas, and think carefully about how they will attach the shells to each other, or a base. Once finished, children explore how each pair or group has sculpted their shells. Are they similar or different to their versions? What ideas have been successful, and why? If you have time, children could refine their ideas for their sculpture based on what they have seen.</p>				

			<p><u>Plenary & Assessment Questions:</u></p> <p>Tell the children about the festival, called 'Vivid Sydney', which includes a light show at the Opera House, where lights are projected onto the shells. Use the plenary slides to show children various examples of this. Ask children to discuss with a partner how effective they are, and which they think complements the shape of the building the best. Do children know that architectural styles change over time? Do children know who designed the Sydney Opera House? Can children recreate the Sydney Opera House, making choices about colours, materials and media to use?</p>	
Lesson 6	1 hour	<p>WALT: To be able to design a building for a particular purpose.</p>	<p>We have looked at lots of different styles of buildings over the last few lessons. Which of the buildings has been your favourite? Why? What do you like about it? Invite children to share their ideas. Show children the letter from the character on the slides giving a design brief for a new building. If you were an architect, what kind of building would you design for this person? What shapes would you use? What colours would you use? How big would the building need to be? Discuss ideas as a class, then repeat with the second design brief. Tell children that today they will be designing a building for a particular purpose. Go through the slides describing how they should do an annotated design first, to plan what they will need, before completing their final design.</p>	<p>Slides</p> <p>Worksheet 6A/6B/6C/6D/6E/6F</p> <p>Design Brief Cards</p>

			<p>Main Activities:</p> <p>Provide children with one of the Design Brief Cards. On worksheet 6B, children to sketch a design of their building, explaining what features it will have. Children to then draw a full design of their building on plain paper.</p> <p>Plenary & Assessment Questions:</p> <p>When children have finished their buildings, ask them to display them on their tables. Give them some time to walk around looking at the buildings other children have designed. Which buildings do you like best? Why? How different are our buildings? Why do you think this is? Children to discuss ideas as a class, then complete their own evaluation on worksheet 6E or 6F (depending on ability). Can children design a building for a particular purpose? Can children incorporate shape, line and colour into their designs? Can children evaluate their finished artwork fairly?</p>	
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