

Art

Architecture and Printing Year 4

National curriculum

- 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].
- To learn about great artists, architects and designers in history.

Key Knowledge and skills – Year 4

Sticky Knowledge

- Early Roman architecture borrowed heavily from Greek architecture.
- Roman architecture was famous for arches, colosseums, aqueducts, and domes.
- Terry Farrell is a famous British Architect and Urban designer.
- The Deep was designed by Terry Farrell and built in 2002.
- Terry Farrell has designed buildings around the world, including Hong Kong, London, Hull and China.

Art Skills

Exploring and Developing Ideas

- Collect and record ideas of architecture from the past and by Terry Farrell.

Drawing

- Introduce concepts of scale and proportion.
- Create accurate line drawings.
- Use H or HB pencil for technical drawings.

Printing

- Use their own drawing to create a mono print
- Experiment and explore images created by using printing technique.
- Understand the process of mono printing to create an image.

Evaluating and Deepening Work

- Compare ideas, methods, and approaches in their own and others' work, and say what they think and feel about them.

Vocabulary

Print
Mono
Relief
Ink
Draw
Line
Shape
Perspective
Proportion
Scale
Architecture
Architect
Urban
Arches
Colosseums

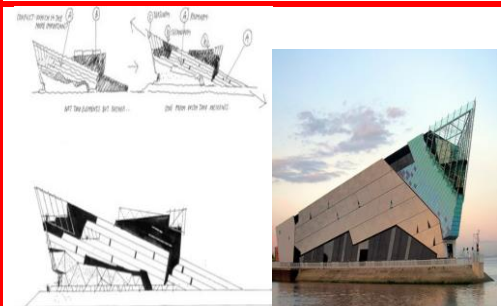
Monoprint



Roman Architecture



Terry Farrell



Lesson outline

Lesson 1: Investigate - Arch

LO: To know about Ancient Roman architecture and collect ideas.

Sticky Knowledge: Early Roman architecture borrowed heavily from Greek architecture.

Roman architecture was famous for arches, colosseums, aqueducts, and domes.

What do the children already know about Roman Architecture?

Show the children a range of Roman architecture, especially arches, columns, domes etc. and investigate these.

Roman Architecture - Bing video

What shapes are used? Why?

What are similar and what are different?

Where did Roman architecture come from? Sticky knowledge

<p>Art Skills: Collect and record ideas of architecture from the past.</p>	<p>Children use sketch books to create a page with pictures and drawings of various aspects of Roman Architecture such as the colosseum, domes and aqueducts</p> <p>LA/SEN- Children use pictures to create a range of Roman architecture. (Sketch if want to)</p> <p>HA- Sketch a few examples of the Roman architecture they are given. Can they see similarities and differences between the buildings?</p>
<p>Lesson 2: Investigate</p> <p>LO: To know about Terry Farrell and his work as an architect and urban designer.</p> <p>Sticky Knowledge: Terry Farrell is a famous British Architect and Urban designer.</p> <p>The Deep was designed by Terry Farrell and built in 2002.</p> <p>Terry Farrell has designed buildings around the world, including Hong Kong, London, Hull and China.</p> <p>Art Skills: Collect and record ideas of architecture by Terry Farrell.</p>	<p>Introduce British architect 'Terry Farrell'</p> <p>Have the children ever heard of him or his work?</p> <p>Terry Farrell designed 'The Deep'. What does The Deep look like? Why do you think this?</p> <p>Look at other buildings and urban projects that he has designed.</p> <p>Discuss how different periods of history can be seen in the designs. Show examples- can the children guess the period?</p> <p>Some of the buildings are futurist. What is a futurist? What might be included in these buildings compared to the others viewed?</p> <p>Children use sketchbooks, create a page with pictures and drawings of Terry Farrell's buildings and urban projects. Annotate with likes, dislikes, shapes, etc.</p> <p>LA/SEN- Give the children the facts and designs of Terry Farrell and they are to create a page of information on him.</p> <p>HA- As above but using a range of information and independent research</p>
<p>Lesson 3: Focus Practical tasks</p> <p>LO: To experiment with mono printing to produce images.</p> <p>Art Skills: Experiment and explore images created by using printing techniques.</p> <p>Understand the process of mono printing to create an image.</p>	<p>Introduce the children to simple mono printing.</p> <p>What does mono mean?</p> <p><u>Make a monoprint the easy way – (thebigpictureartproject.com)</u></p> <p>Children can experiment and draw simple shapes and lines onto Plexiglas</p> <p>What patterns or shapes could they draw?</p> <p>How will they keep it 'clean'</p> <p>Children continue to draw their pattern or lines until they are happy with it and then print on to the Plexiglas using the techniques from the video. Leave to dry.</p> <p>LA/SEN- Children create a mono print sing simple lines and shapes. Encourage to continue until they are happy</p> <p>HA- Can the children make a more complex mono print using various styles or patterns?</p>
<p>Lesson 4:</p> <p>LO: To create a mono print by using a picture/image.</p> <p>To compare ideas, methods, and approaches in their own and others' work.</p>	<p>Introduce the children to mono printing using a picture</p> <p><u>Make a monoprint the easy way – (thebigpictureartproject.com)</u></p> <p>The children will follow the process of the last lesson using mono printing but this time it will be focused around Roman and modern architecture.</p> <p>LA/SEN - Children to choose whether they would like to recreate a Roman print or modern print. Support when needed but confidence in this task should have been built up from the last lesson.</p> <p>HA- Can the children make a mono print of both Roman and modern prints?</p> <p>Discuss which was more complex. Why?</p>

<p>Art Skills: Understand the process of mono printing to create an image.</p> <p>Compare ideas, methods, and approaches in their own and others' work, and say what they think and feel about them</p>		
<p>Lesson 5:</p> <p>LO: To use pencil with control to create a line drawing.</p> <p>Art Skills: Introduce concepts of scale and proportion.</p> <p>Create accurate line drawings.</p> <p>Use H or HB pencil for technical drawings.</p>	<p>Children will be reminded of Roman architecture, paying attention to shapes, proportions and scale.</p> <p>What patterns can they see on the buildings?</p> <p>Recap previous steps with modern architecture.</p> <p>Children will be creating a drawing that they can use to create their own line drawing. Roman/modern architecture as inspiration. What do they like about the images shown. Why? Would they be able to recreate any of these aspects within their own?</p> <p>Children need to create a simple line drawing of a building. Explain about the importance of straight lines, shapes, proportions, and scale. (No shading)</p> <p>When creating their own line drawings focus on intricacy/detail.</p> <p>Can the children remember what pencils are best for what jobs when sketching?</p> <p>LA/SEN- Map out where they need to start- scale (if struggling)</p> <p>HA- Can they recreate an aspect of Terry Farrells architecture in their own line drawing? What would they include in a modern building opposed to a Roman building? Why?</p>	
<p>Lesson 6: Final piece</p> <p>LO: To create their own monoprint using their own drawing.</p> <p>To compare ideas, methods, and approaches in their own and others' work.</p> <p>Art Skills: Use their own drawing to create a monoprint</p> <p>Understand the process of mono printing to create an image.</p> <p>Compare ideas, methods, and approaches in their own and others' work, and say what they think and feel about them</p>	<p>Using their own line drawing from last lesson, create a mono print.</p> <p>Children can use a range of coloured paper for the backgrounds to tie in with the modern feel of the unit and repeat with other colours</p> <p>Follow the previous steps for mono printing.</p> <p>Make a monoprint the easy way – (thebigpictureartproject.com)</p> <p>Remind the children of issues arisen last time we did this and how we could overcome these this time?</p> <p>Evaluate the effect</p> <p>Was it what you were hoping for? If not, why?</p> <p>What would they do differently next time?</p> <p>LA/SEN- Sentence starters/cloze procedure for evaluation. More independence for practical based on precious lessons on same task</p> <p>HA- Various coloured backgrounds. More in-depth evaluation referring to Roman and modern architecture against their own</p>	
<p>Working towards</p>	<p>End of unit assessment</p> <p>Working at Age related expectations</p>	<p>Working at a greater depth</p>

