

Year 6 – Term 1

## Looking to the future, how important are legacies from the past?

### ART & DESIGN



Friedensreich Hundertwasser created structures in harmony with nature, often incorporating trees and plants.

Friedensreich Hundertwasser tried to avoid using straight lines in his designs and is recognised for his use of colour.

Zaha Hadid favoured a deconstructivist style. Zaha Hadid's architecture is considered futuristic, characterised by curving facades and sharp angles as well as using materials such as concrete and steel.

Plan and construct sculptures with a combination of materials, building on previous knowledge of material qualities.

Explore architecture of another time and/or culture and make individual work in response to what is seen.

#### Long-term Memory Knowledge:

Recognise that traditional and modern art can co-exist, giving opinions on each.

Talk about the particular styles of Friedensreich Hundertwasser and Zaha Hadid.

Create own sculpture, using a range of different materials, explaining why each has been chosen for the purpose it has been used.

Talk about architecture typical of Ancient Greece and where its influence can be seen in buildings today.

#### Key Vocabulary

<b>deconstructivism</b>	a style of architecture that moves away from the familiar four straight walls: walls and roofs are often curved and do not always appear to line up with one another; buildings may appear different shapes
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	depending on the angle form which they are viewed.
<b>facades</b>	the front of a building
<b>columns</b>	vertical pillars used in buildings – either for support or decoration
<b>armature</b>	an open framework that can be used as a supportive base for a sculpture

#### Progression in Resources:

Bricks, blocks, k-nex, Lego

Card, wire, dowel, glue, handsaw, scissors, craft knife

#### Relevance

<b>Now</b>	Children will notice different styles of buildings around them and have greater appreciation for them as works of art.
<b>Future</b>	Children recognise different influences on the architects of buildings they either visit, use or see on screen; they use their knowledge of architecture when choosing a home or considering home improvements.
<b>Aspiration</b>	As adults, children consider a career in architecture or town planning; they may be part of an action group campaigning to save, remove or prevent particular buildings that they feel strongly about because of their design.

#### National Curriculum Links:

Pupils should be taught about artists, architects and designers from History.

Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).

#### Essential Prior Learning:

Children should understand architecture as the designing and building of structures.

Architects can be inspired by location, by purpose, by nature or by the past.

They should have opinions about buildings they have seen – either in real life or in photographs/pictures – and be able to give reasons for these.

#### Progression in Skill:

Give reasoned evaluations of both their own and others artwork, considering the starting point, intentions and context behind the work: has the intended outcome been achieved?

Compare traditional, modern and contemporary art, using the knowledge to consider how they can co-exist as artists.