

Year 6 – Term 1

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

### ART & 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:

Compare traditional, modern and contemporary art. Plan and construct sculptures with a combination of materials building on previous knowledge of different material qualities.

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

#### Long-term Memory Knowledge:

Architectural design from the past can still have an impact on architectural design today.

Greek architecture used Doric, Ionic and Corinthian Columns that we can still see today in public buildings.

That architects are always looking to push the boundaries of their designs, whilst considering sustainability and people's and communities well-being.

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

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

Zaha Hadid favoured a deconstructivist style.

Her architecture is considered futuristic, characterised by curving facades, sharp angles, using materials such as concrete and steel.

#### 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 depending on the angle from 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

#### Progression in Resources:

Bricks, blocks, k-nex, Lego

Card, wire, dowel, glue, handsaw, scissors

#### 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.