

## Unit 2C Can buildings speak?

### ABOUT THE UNIT

In this unit children explore shape and pattern in buildings. They begin by producing prints and rubbings of patterns found in buildings and go on to look at, and record, the use of shape, space and pattern in local buildings. They question how these features tell us something about the purpose of the building. They work in groups to produce a relief sculpture for temporary display, using their first-hand observations as a starting point.

### WHERE THE UNIT FITS IN

This unit links with Unit 1 'Around our school – the local area' in the geography scheme of work, when children observe, record and take photographs of the different uses of land and types of buildings in the local area. Looking at the external features of domestic dwellings can link with Unit 2 'What were homes like a long time ago?' in the history scheme of work, and Unit 1D 'Homes' in the design and technology scheme of work.

### WHAT THE UNIT COVERS

Art	Craft	Design	2D	3D	Individual work	Collaborative work
Line	Tone	Colour	Pattern	Texture	Shape	Form Space
Painting	Collage	Textiles	Digital media	Sculpture	Print making	

### VOCABULARY

In this unit children will have an opportunity to use words and phrases related to:

- skills of observation and recording, *eg viewpoint, viewfinder, drawing, camera, photograph*
- visual qualities, *eg shape, pattern, decoration, natural, mathematical shapes, patterns, symmetry*
- tactile qualities, *eg malleable, form, three-dimensional, relief (raised surface)*
- buildings and their purposes, *eg public, private, place of worship, leisure, learning*
- features of buildings, *eg materials, surfaces, doorways, window sills, slates, tiles, mural*
- materials and processes, *eg frottage (rubbings), print making, clay, modelling*

### RESOURCES

#### For practical work

- drawing materials, *eg soft graphite pencils, fine black pens, pastels, paper and sketchbooks or visual diaries*
- viewfinders (made from a plastic slide mount or card frame 3–5cm wide)
- print-making materials, *eg base boards, rollers, water-based inks, objects for printing*
- materials for relief panels, *eg base boards, Modroc or clay, assorted modelling tools, or thick and thin card, materials for papier mâché, string, assorted objects for low relief*
- materials for decorating panels, *eg paints mixed with PVA glue*

#### Suggested examples of art, craft and design

- visits to local buildings containing murals and decoration
- illustrations and photographs of buildings showing architectural features and decoration, *eg gargoyles, tiles, carvings, murals, decorative brickwork, plaster*

### EXPECTATIONS

#### At the end of this unit

*most children will be able to:*

explore ideas about shape and pattern; make prints based on pattern in buildings; work with others to develop a relief panel based on observations of pattern in buildings; say what they think and feel about their own and others' work

*some children will not have made so much progress. They will be able to:*

work with others; use materials and techniques to communicate ideas and experiences; talk about their own and others' work

*some children will have progressed further. They will be able to:*

investigate and use materials and processes to communicate ideas and meanings about buildings; work with others to design and create a relief panel based on drawings and other information about buildings; comment on differences in own and others' work; suggest ways of improving their own work

## LEARNING OBJECTIVES

## POSSIBLE TEACHING ACTIVITIES

## LEARNING OUTCOMES

## POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

### EXPLORING AND DEVELOPING IDEAS

- to record from first-hand observation of buildings

#### Exploring patterns

- Ask the children to make rubbings and prints based on different surfaces found in and around buildings, eg *brickwork, tiles, wood grain*.
- Ask them to use a variety of objects and tools to print regular patterns in straight lines and rows and irregular patterns. Encourage them to explore ways of rotating shapes, eg *printing an irregular shape and turning it through the points of the compass*.
- Ask the children to describe the shapes and patterns they have made, eg *triangular, rectangular, circular, flowing*. Talk about which parts of buildings their patterns and textures suggest, eg *pattern of windows, tiles on roof, paving on paths*.

- print shapes and patterns
- explain what surfaces their prints and patterns might represent

- Make a classroom display about buildings in the local area and elsewhere.
- The focus of this unit should be on children learning to work out what visual and tactile information can tell them about the building, its purpose and importance.

- about differences and similarities in buildings
- to ask and answer questions about the starting points for their work

#### Exploring buildings

- Show examples of public buildings, including buildings from other times and places. List words about the shape, pattern and decoration of buildings. Ask the children what they think the different purposes of the buildings could be and what they would feel about using these buildings.
- Arrange a visit to a public building such as the town hall, library or a place of worship. Ask the children what they think the purpose of the building is. Ask them to explain the use of different spaces inside the building, eg *a space for entering and leaving, a space for the main activity, facilities for eating*. Ask them what they know about how and why the building is used. Ask them what they think and feel about the building and whether they behave differently inside and why.

- identify differences in shapes, patterns and decoration in buildings and relate these to the purpose of the building
- record in words and drawings information about a building in the local area
- describe how the inside and outside of the building made them feel

- If possible, use a digital camera to collect images of parts of the building to use as a reference in the classroom.
- Reinforce vocabulary for art and design. Provide children with a list of key words that they can use to help them write notes about purposes of buildings and shapes and patterns.

- to record from first-hand observation of buildings

- Ask the children to look for shapes and patterns in the building and think about why they were chosen. Ask them to use a viewfinder to separate features that show shapes, patterns and decoration, eg *windows, doors, brick and tile patterns*. Ask them to record these features.

- describe and record the visual qualities of shape, pattern and decoration they can see and remember

- to ask and answer questions about the starting points for their work

#### Designing a large-scale mural

- Discuss ideas for the design of a large-scale mural to represent the school, a part of the school or a building in the community. Agree which building, or part of a building, children will represent in their designs, eg *the school playground, the leisure centre, the library*.
- Ask the children to work individually on designs for a panel that will be one section of the large-scale mural. Ask them to share their ideas in pairs and then in groups of four. Ask them to think about the patterns and textures they have observed and recorded and how these can be used within the design to create interesting surfaces.

- share ideas about how a large-scale work might look
- use their observations and experiences of local buildings to help them design a panel that emphasises shape, pattern and decoration

- Help the children to work out ideas for shapes, forms and patterns that will communicate the purpose of the building or part of the building. *What shapes, forms and patterns would they use to tell people about the swimming pool? Fish shapes? Wave-like patterns? What about the library? Shapes of books and patterns of letters?*
- Links with year 2, term 3 of the framework for planning in *Teaching speaking and listening in key stages 1 and 2* (QCA/99/391), where children learn how discussions can be evaluated later to develop understanding of how ideas were used.

### INVESTIGATING AND MAKING

- to try out tools and techniques and apply these to materials and processes

#### Producing the panels for the mural

- Ask each group to produce a panel for the mural. Provide each group with a base board large enough for the group to work on and materials and tools for modelling in clay or another suitable material.
- Show the children how to mark out the main areas of their design on their base. If they are using clay, they will need to roll out a base about 1.5cm thick.
- Ask the children to develop the surface of the panel by:
  - adding clay or other materials such as Modroc
  - pressing shapes, patterns and textures into the surface
  - engraving shapes, patterns and textures using a pointed tool
  - modelling the surface to refine the shapes and forms of the design.
- When the clay is 'leather hard', the surface can be painted with different coloured clay 'slips' and then fired in a kiln. If the work is not fired, it can be decorated with paint mixed with PVA glue.
- Mount the panels together to make a group mural. Discuss how the blocks could be arranged to emphasise the effects of shape, pattern and decoration.

- work collaboratively to create a relief panel by exploring and using a variety of materials and techniques
- discuss and agree how the work will be displayed

- Clay should be joined using 'slip' – clay mixed with water to a liquid consistency. If the children need to work on their clay panels over a period of time, the clay should be kept moist by covering it with damp cloths and wrapping it in polythene.
- Card and papier mâché could be used instead of clay. The surface can be built up with layers of card, low-relief objects and modelled using papier mâché. On completion, the panel should be treated with a coat of diluted PVA to make it water resistant. Emulsion might also be applied to enhance the overall effect.
- If the panels are low relief, a rubbing or print could be made in a single colour to use at a later point.
- Firing the clay in a kiln links with Unit 2D 'Grouping and changing materials' in the science scheme of work.

### EVALUATING AND DEVELOPING WORK

- to review what they and others have done and say what they think and feel about it

- Talk about the way the children used their observations and drawings to develop the relief panels.
- Decide how effective the panels were when they were arranged to make a large-scale piece of work.
- Decide how well the panel enhances the area in which it is displayed. *What works well and what might be improved?*

- identify successes and suggest improvements

**PRIOR LEARNING**

It is helpful if children have:

- looked at different buildings in the locality
- made drawings from observation in the local environment
- talked about the use of buildings and how they provide shelter and protection from the elements

**FUTURE LEARNING**

In Unit 3C 'Can we change places?', children explore sculpture in public buildings and spaces.

**ADAPTING THE UNIT OF WORK**

Children could:

- create a collage based on rubbings and prints of patterns and textures in their own house. The individual collages could be fitted together to create a class frieze
- develop individual clay models based on mythical creatures depicted on buildings found in different cultures such as ancient Egypt, Assyria, Sumer, Benin or Aztec.
- make plaster of Paris 'printed' panels by building a 3cm wall around the clay tile and pouring liquid plaster of Paris into the 'mould'. The surface of the plaster panel can be painted and put with other panels to form the mural