

Unit 7B What's in a building?

About the unit

In this unit, pupils explore their ideas and feelings about buildings and their experiences of walking through spaces. They record interesting features, such as doorways, arches, windows, porches and courtyards. They evolve designs for sculpture based on their studies and produce a sculpture of a building in clay or paper. They look at the work of architects, designers and sculptors.

This unit is expected to take 10–15 hours.

What the unit covers

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

Where the unit fits in

This unit builds on unit 5B 'Containers' and unit 6C 'A sense of place' in the key stage 2 scheme of work. These units introduce the themes of made objects and the environment. Unit 5B provides experience of the materials and processes associated with three-dimensional work.

This unit could be linked with the design and technology scheme of work where pupils are taught to take account of the working characteristics and properties of materials when deciding how to use them.

Expectations

At the end of this unit

most pupils will: explore ideas and collect visual and other information about buildings to help them develop their work; use their knowledge and understanding of materials and processes to produce a sculpture, combining and organising visual and tactile qualities to communicate ideas and feelings; compare and comment on ideas, methods and approaches used in their own and others' three-dimensional work, and relate these to the purpose of the work; adapt and improve their work to realise their own intentions

some pupils will not have made so much progress and will: collect information for their work; investigate visual and tactile qualities in materials and processes to communicate their ideas and feelings about buildings; comment on similarities and differences between their own and others' work; adapt and improve their work

some pupils will have progressed further and will: select visual and other information and use this in developing their work; manipulate materials and processes to communicate ideas and meanings about buildings, matching visual and tactile qualities to their intentions; analyse and comment on ideas, methods and approaches used in their own and others' work, and relate these to the context; adapt and refine their work to reflect their own view of its purpose and meaning

Prior learning

It is helpful if pupils have:

- recorded architectural detail from first-hand observations and used reference material
- learnt that making sculpture can be a developmental process, involving a number of stages
- used clay, experimented with hand-building techniques and gained knowledge about the drying and firing processes, or have used card construction techniques to make sculpture
- commented on the similarities and differences between their own and others' work

Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly vocabulary relating to:

- sensory experiences of buildings, *eg sounds, echoes, temperature, scale, proportion, materials*
- composition, *eg viewpoints, perspective, shape, pattern, texture, form, proportion, scale, angle, curve, two-dimensional*
- architectural detail, *eg doorway, arches, windows, porch, courtyard, architrave, stanchion, gate, carving, moulding*
- sculpture, *eg ceramic, slab-building, coiling, kiln, firing, construction, oxide, three-dimensional, relief, scale, angle, edge, profile, texture, space, shape, curve, carved*

Reading – through the activities pupils could:

- spot connections and links between how information is presented in different forms
- use skimming, scanning, highlighting and note making as appropriate to different texts
- find information using contents, index, glossary, key words, hotlinks, etc

Resources

For practical work, resources include:

- conventional or digital camera and/or video camera
- materials for construction work, *eg to create geometric blocks, forms*

Examples of art, craft and design:

- photographs and illustrations of different types of construction, *eg tented structures, compounds, enclosures, pagodas, pare constructions such as Japanese Ken, Niche*
- photographs and illustrations of buildings used for different purposes, *eg religious, civic, domestic architecture*
- architects' models, plans and elevations
- examples of work by architects, *eg Christopher Wren, Frank Lloyd Wright, Mackintosh, Palladio (use of harmony in the proportions of his ideal villa – Villa Rotonda and English copies such as Chiswick House)*
- examples of work by sculptors and related sketchbooks, *eg Henry Moore, Brancusi, Lubna Chowdry*

Future learning

The theme of environment and the skills, knowledge and experience of three-dimensional materials and processes are extended in unit 8C 'Shared view' and unit 9C 'Personal places, public spaces'.

Adapting the unit

Pupils could:

- work in teams to research a particular style of building and to design and make a large relief sculpture based on the characteristic features of its facade
- study the architecture in the local area and from different times and cultures. They could then select a particular site and design and make a small-scale model of an entrance or 'gateway' for this site (see *Exemplification of standards in art 'Entrances'*, SCAA, 1996, pages 34–7)
- study architecture from different times and cultures, *eg Islamic buildings*, linking with unit 6 'Islamic civilisations 600–1600' in the history scheme of work. They could create paper sculpture based on these architectural forms

Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note**Exploring and developing ideas**

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| <ul style="list-style-type: none"> to discuss and question critically, and select from a range of visual and other information to help them develop ideas for independent work | <ul style="list-style-type: none"> Discuss pupils' ideas and feelings about buildings they know. Ask them to list the types of buildings they have seen and visited in the local area, <i>eg civic, religious, domestic</i>. Ask them how they respond to different types of buildings and how they feel about them. Examine floor plans of buildings, different angles and elevations. Talk about space and divisions of space, distances, proportions, materials, surfaces, sounds, temperatures, etc. Ask pupils how they think the design and layout of the building would facilitate, direct or restrict their movement. | <ul style="list-style-type: none"> recall ideas and feelings about buildings that they know identify architectural details that they have seen and can look for and record during their research | <ul style="list-style-type: none"> Pupils will have visited buildings as part of their work in key stages 1 and 2. They will have used sketchbooks to record the natural and made environment in unit 6C 'A sense of place'. Pupils could be asked to bring in sketchbooks and talk about their previous work. Homework: ask pupils to prepare for this session by making annotated drawings and/or writing about a building they know and have used. Using key words and illustrations will help pupils to identify their emotional and behavioural responses and to recognise architectural forms, purposes and details. |
| <ul style="list-style-type: none"> to record and analyse first-hand observations, to select from experience and imagination and to explore ideas for different purposes | <ul style="list-style-type: none"> Arrange a visit to a local building. Ask the pupils to identify and name types of architectural detail, <i>eg doorways, mouldings</i>. Discuss qualities of buildings such as shape, pattern, texture and form. Ask the pupils to use viewfinders to focus their attention. Ask the pupils to research buildings in the local area. Pupils could carry out tasks such as: <ul style="list-style-type: none"> making a number of simple line drawings of interesting parts of buildings, <i>eg columns or doors and window frames</i> making studies of brick, stonework, etc, emphasising pattern exploring the detail of surface decoration or texture by making rubbings of lintels, rendering or low-relief decoration using torn or cut paper and tonal drawing to describe the shadows and forms of moulding or carving Discuss with the pupils the differences between drawings made for different purposes, <i>eg gathering information, exploring ideas, investigating visual qualities, designing</i>. | <ul style="list-style-type: none"> record visual and other information from first-hand observations | <ul style="list-style-type: none"> A structured, guided visit is desirable, but if this is not possible the school buildings or those nearby could be used. Alternatively, the work might be linked with a visit for other subject work to a historic house or site. The essence of architectural thinking is the ability to understand and organise 3-D space. Pupils will understand buildings as much by walking through them as by looking at visual detail. They could tape-record their experiences. Pupils could access the internet and experience moving through different kinds of buildings in 'virtual space'. They could discuss the differences between actual and virtual space. |

Learning objectives

Pupils should learn:

- about codes and conventions and how these are used to represent ideas, beliefs and values in architecture

- to organise and present visual and other information as a design proposal

Possible teaching activities

- Provide pupils with examples of architectural detail from artists' sketchbooks, photographs, illustrations and plans of buildings. Ask pupils to investigate how certain features are characteristic of particular styles, times and places.
- Ask pupils to work in groups to research buildings. Ask them to examine and discuss:
 - how design might be linked to function, technological developments, fashion, local materials, cost and skills available
 - how decorative features can be associated with the purpose of a building
 - the use of different visual and tactile qualities in architecture, *eg Islamic detail and decoration compared with the work of ancient Greece*
 - the use of other qualities, *eg geometric and organic shapes*
 - how the circle and the sphere are used in buildings from different times and cultures
- Encourage the pupils to spot connections and links between how information is presented in different forms. Ask pupils to use skimming, scanning, highlighting and note making as appropriate to different texts and to use contents, index, glossary, key words, hotlinks, etc in finding information.

- Ask pupils to design a small-scale sculpture of a particular type of building. Ask them to use their research and the visual and other information they have collected about buildings. Emphasise that they should aim to convey their ideas and feelings about the building in their plans and make clear how they interpret its meaning, *eg creating surface textures, pattern, architectural detail, sounds, written responses to show objective and/or expressive interpretations.*

Learning outcomes

Pupils:

- identify architectural features that are characteristic of particular times or places
- make connections between design, purpose and wider influences
- identify visual and tactile features and qualities of buildings
- understand and interpret the relationship between print, pictures, etc on paper or screen
- use appropriate techniques to read for identified purposes
- use organisational features to locate texts and information

- use their observational drawings and other information to develop designs for their model building

Points to note

- Pupils could work in pairs or groups and research a particular style or type of building. A range of types and styles could be investigated over the whole class. Each pair or group could report back to the whole class.
 - Pupils could discuss the values and beliefs that influence the design of buildings. They could collect visual references of architectural detail from a particular culture or society.
 - Homework: pupils should be encouraged to do independent research using the library or the internet.
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- Pupils could work on an individual small-scale model or collaborate in a group on a larger scale work.
 - Focus pupils' attention on the practical considerations of making the design.

Pupils should learn:

Pupils:

Investigating and making

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| <ul style="list-style-type: none"> to apply and extend their experience of a range of materials and processes, refining their control of tools and techniques | <ul style="list-style-type: none"> Show pupils examples of the methods and processes they could use to make their small-scale sculpture and demonstrate some techniques. Discuss: <ul style="list-style-type: none"> how the concept of a building could be built up through using basic forms, <i>eg slabs, blocks, cubes, domes</i> the potential of the materials and how they could dictate the forms, how surface qualities of pattern and texture might be created how visual and tactile qualities could be exaggerated, taking ideas from architecture and sculpture Guide the pupils to create the basic forms of their building by: <ul style="list-style-type: none"> creating slabs and assembling these as blocks of different sizes and proportions creating cylindrical, conical or spherical forms cutting from, and adding to, forms enlarging or combining shapes to produce new forms Discuss examples of abstract sculptural forms with pupils and notice the way that visual and tactile qualities are exaggerated, <i>eg discuss how Brancusi used bold geometric shapes or how Moore produced simple and intricate forms and other qualities in his work.</i> | <ul style="list-style-type: none"> use their knowledge and understanding of tools and techniques to communicate ideas and feelings about architectural forms and details | <ul style="list-style-type: none"> Artists' sketchbook work can be looked at and discussed. These provide insights into how ideas for sculptural forms can be created, communicated and presented. Pupils will need to be guided through each stage of the design process. Instruction and demonstration will need to be balanced with pupils' making a personal response. This is an opportunity for pupils to develop their skills and experience of working in three dimensions. If clay is used, this may be pupils' first opportunity for using it. Basic skills, technical processes and health and safety procedures may need to be taught or revisited. |
| <ul style="list-style-type: none"> to experiment with and select methods and approaches, synthesise observations, ideas and feelings, and design and make a sculpture based on architectural forms | <p><i>Either</i></p> <ul style="list-style-type: none"> Ask pupils to make a free-standing sculpture in clay based on their research about buildings. Ask them to: <ul style="list-style-type: none"> roll and cut clay slabs or combine coil and slab work to make a free-standing three-dimensional form refer to the design and other plans as a guide to form the base shapes and forms mark out on the surface and apply, model or inscribe other shapes, patterns, textures or forms cut shapes from the base shape when the clay is firm emphasise changes in surface and form, <i>eg work oxide into selected areas, work the clay to produce distinct and bold or intricate forms</i> <p><i>or</i></p> <ul style="list-style-type: none"> Ask the pupils to make a free-standing card and paper sculpture based on their research into buildings. Ask them to: <ul style="list-style-type: none"> cut main shapes in card assemble these shapes into a free-standing three-dimensional form use ways of linking, joining, cutting and intersecting the shapes use and apply card, paper and/or papier mâché to build forms or create surfaces consider treating the surfaces of the sculpture, <i>eg experiment with spraying, sponging, stippling and wiping to create a metallic, wood or stone effect</i> | <ul style="list-style-type: none"> make a sculpture that explores the visual and tactile impact of shape, form, space, pattern and texture | <ul style="list-style-type: none"> Pupils may need to make templates for their slab work. The size of the structure that is used for the base shape needs to be considered. Although the structure may be small it should be big enough to enable pupils to explore the potential of their ideas. Card construction techniques may require pupils to use glue guns and sharp knives. Health and safety procedures should be highlighted. |

Pupils should learn:

Pupils:

Evaluating and developing work

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| <ul style="list-style-type: none"> to analyse and evaluate their own and others' work, express opinions and make reasoned judgements | <ul style="list-style-type: none"> Ask the pupils to review the methods and approaches used in their own and others' work. <i>Which work made effective use of visual and/or tactile qualities? Which used a combination of forms to create a structure? Which used bold shapes, patterns, textures or forms? Which showed the inventive use of materials and techniques? Which has succeeded in the overall effect and finish of the work?</i> | <ul style="list-style-type: none"> communicate what they think and feel about the work of architects and sculptors identify the effective methods and approaches that they and others have used and explain their views | <ul style="list-style-type: none"> In this part of the unit pupils could adopt a relatively systematic approach to their work. Pupils could be reminded that there are other more spontaneous and intuitive ways of working that are equally valid. |
| <ul style="list-style-type: none"> to adapt and refine their work and plan and develop this further in the light of their own and others' evaluations | <ul style="list-style-type: none"> Ask the pupils to analyse how effectively the methods and approaches they used matched their intentions. <i>Which work shows effective drawing of architectural detail from first-hand experience? How practical were the ideas and other plans? Were materials and techniques matched to qualities of forms?</i> Ask the pupils to think about the effect of their work. <i>Do they notice, respond to and appreciate buildings and architecture differently as a result of their investigations and work? If so, can they explain why this is?</i> Identify with pupils at each stage of their work the changes that need to be made. Agree with them how parts could be modified to make improvements. | <ul style="list-style-type: none"> check the progress of their work at each stage against their initial intentions make appropriate changes to improve their work | <ul style="list-style-type: none"> Pupils can raise questions to help them to decide how to improve their work. This is an important key skill that helps them to improve their own learning and performance and can be developed throughout the key stage. |