

# Famous Buildings : Art : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To explore and examine buildings in a range of architectural styles.	Children will be given a general overview of the role of an architect, before exploring a range of famous buildings from around the world. They will discuss which building they think looks best and why, and think about why their opinions may differ.	<ul style="list-style-type: none"> <li>Do children know that buildings are designed for a variety of purposes?</li> <li>Do children know that an architect is someone who designs buildings?</li> <li>Can children examine buildings and comment on what they think of them?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C/1D</li> <li>Picture Cards</li> <li>Digital cameras (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To explore the architecture of Sir Christopher Wren.	Children will find out who Sir Christopher Wren was and discover his role as an architect. They will look in detail at the architecture and design of St Paul's Cathedral. Children will then look at four different shading techniques - hatching, crosshatching, scumbling and stippling. They will apply these skills when shading in an outline of St Paul's Cathedral.	<ul style="list-style-type: none"> <li>Do children know that Christopher Wren was a famous architect?</li> <li>Can children comment on the features of St Paul's Cathedral and say what they feel about them?</li> <li>Can children identify and apply different shading techniques?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Photo Card A/B/C</li> <li>Shading Techniques Sheet</li> <li>Sketchbooks (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To explore colour and pattern in the design of St Basil's Cathedral.	Children will explore the history, design and features of St Basil's Cathedral in Russia. They will study pictures of the cathedral before looking at different methods and techniques they can use to recreate the cathedral in their own artwork after learning about tints and shades.	<ul style="list-style-type: none"> <li>Do children know that architectural styles change over time and across different locations?</li> <li>Can children describe the main features of St Basil's Cathedral?</li> <li>Can children recreate St Basil's Cathedral using their own interpretations?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Paint</li> <li>Mixing palettes</li> <li>Cathedral Outline 3A/3B</li> <li>Oil Pastels (FSD? activity only)</li> <li>Ink (FSD? activity only)</li> <li>Cocktail sticks (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To explore the design features of the Taj Mahal.	Children will identify lines of symmetry in the Taj Mahal and explore some of its other design features, including its reflection. They will use the Taj Mahal as the basis for their own artwork, focusing on symmetry. During the plenary, they will consider why so many architects make their creations symmetrical.	<ul style="list-style-type: none"> <li>Can children identify lines of symmetry in buildings?</li> <li>Can children use symmetry accurately in their artwork to create effects?</li> <li>Can children discuss why many architects choose symmetrical designs for their buildings?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Picture Card</li> <li>Half Taj Mahal Card</li> <li>Tracing paper, pencils, A4 paper</li> <li>Paints/coloured pencils/crayons/fine-tip pens, etc.</li> <li>Taj Mahal Outline (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To examine the architecture of the Sydney Opera House.	Children will consider how and why trends in architectural styles change over time. They will find out that the Sydney Opera House was designed as part of a competition before exploring the features of this relatively modern building. They will use the opera house as the inspiration for their own artwork, where they will create a collage of the building, or experiment with making a paper sculpture.	<ul style="list-style-type: none"> <li>Do children know that architectural styles change over time?</li> <li>Do children know who designed the Sydney Opera House?</li> <li>Can children recreate the Sydney Opera House, making choices about colours, materials and media to use?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Photo Cards</li> <li>Shell Template</li> <li>Paper/thin cardboard, glue, sticky tape, scissors</li> <li>Collage materials (FSD? activity only)</li> <li>Glue, double-sided sticky foam tape, scissors (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To be able to design a building for a particular purpose.	Children will draw on everything they have found out about architecture and a variety of building designs to design their own building for a particular purpose. Focusing on the exterior aesthetics, your class could design a building using their own criteria or those given to them by a 'client', thinking about colour, line, shape and features.	<ul style="list-style-type: none"> <li>Can children design a building for a particular purpose?</li> <li>Can children incorporate shape, line and colour into their designs?</li> <li>Can children evaluate their finished artwork fairly?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B/6C/6D/6E/6F</li> <li>Design Brief Cards</li> <li>Variety of materials to create models (FSD? activity only)</li> </ul>