

Final Outcome: To produce a power point presentation highlighting all they have learnt about key architects and what examples they have seen that are similar to their style in the local area.

Component 6:

What we will know after this sequence:

- Which structural positions are used in the school and other local buildings
- How to compare and contrast modern buildings to the style of famous architects
- How to give their own opinion on a buildings structure and presentation

Vocabulary:

Architects, structures, presentation, shapes, sizes, perspective, modern, historical, changes,

How will this feed into my next learning:

Pupils will use their knowledge of what an architect is as well as their knowledge of building structures to plan, design and own building based on a criteria.

SEND:

To have tour of school on 1:1 basis to avoid sensory overload and to be able to give their own opinion in a form of their choice, writing, pictures, recording of voice etc.



build their

Component 4:

What we will know after this sequence:

- How to observe, compare and sketch buildings.
- How to review and edit drawings in a sketch book
- Ways to master use perspective in sketches, mastering the use of pencil and charcoal

Vocabulary:

Observe, sketch, design, edit, review, alter, pencils, charcoals, outline, lines, structure, symmetry, asymmetry, juxtaposition,

How will this feed into my next learning:

Pupils will use their observations to feed into their next lesson discussing the structures, shapes and creation of these buildings compare to the architects they have learnt about.

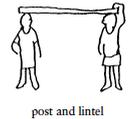
SEND:

To see buildings in real life, take photos of it and then sketch it. To photocopy first draft and then edit on the photocopy instead of restarting the second draft from scratch again.

Component 5:

What we will know after this sequence:

- The physical structures sometimes found in a building to support its functionality
- What a column, cantilever, arch, post and lintel, catenary and dome is in regards to architecture and why they may be used
- How strength and tension is spread in different building structures mentioned above.



post and lintel

Vocabulary:

Structure, strength, tension, compression, column, cantilever, arch, post and lintel, catenary, dome

How will this feed into my next learning:

Pupils will look at the use of these structures in their own school as well as other local buildings in the vicinity. They will compare and contrast them to the style of the two architects explored.

SEND:

To learn the structures physically rather than reading/writing them down – giving them an alternative recording method.

Component 3:

What we will know after this sequence:

- Key buildings Robert Venturi and Denise Scott was commissioned to build
- Meaning of asymmetry and juxtapose
- Examples of how buildings Robert built show juxtaposition and asymmetry.

Vocabulary:

Architect, design, juxtapose, style, geometry, simplest, asymmetrical, decorative, abstract, less functional simple, façade, patterning,

How will this feed into my next learning:

Pupils will use their knowledge of architecture to compare and contrast buildings in their local area and identify the architectural strengths and interests of them.

SEND:

To be pre-taught notion of asymmetry and juxtaposition so that they can identify these features in buildings. Pictorial images to support remembering key facts about Robert Venturi and Denise Scott too.



but

Component 2:

What we will know after this sequence:

- The names of Norman Foster, Robert Venturi and Denise Scott Brown and a brief outline of why they are famous.
- Key buildings Norman Foster was commissioned to build
- The importance of buildings following the simple laws of physics
- Examples of how buildings have had to meet different physical circumstances such as shape, convection and layout.



Vocabulary:

Architect, design, innovative, functional, style, influence, buildings, commercial, residential, corporate, convection, commission,

How will this feed into my next learning:

Pupils will use their knowledge of Norman Foster and works he commissioned to compare it to the style and work of Robert Venturi.

SEND:

To have matching activity of buildings to the correct architect after listening to the facts rather than reading themselves.

Component 1:

We should know:

How to develop our own techniques, including control and use of materials, with creativity, experimentation increasing awareness of different kinds of art, craft and design. We should also know how to create/use sketch record our observations and use them to review and revisit ideas. (KS2)

What we will know after this sequence:

- What an architect is
- Key architectural periods of history that have influenced the modern world
- Key dates which show how architecture has changed

Vocabulary:

Architect, design, innovative, functional, style, influence, buildings, gothic, Romanesque, baroque, commercial, residential, corporate,

How will this feed into my next learning:

Pupils will use their knowledge of what an architect is to explore the work of individual architects and their influence on buildings built today and throughout history.

SEND:

To be pre-taught vocabulary and to have videos showing key points of the architects. Facts about key architects to be given and a timeline template to be used to minimise amount of writing needed and to provide an alternative way of recording.



and an books to

Whole Topic - Pupils to have tray of year group appropriate work in penguin class if they are struggling to regulate emotionally – that way they can have short bursts of activity rather than being in a whole class setting.