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| **Year 2 Art Medium Term Plan Autumn 1 - Drawing** |
| **National Curriculum/P.O.S*** to use a range of materials creatively to design and make products
* to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
* to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
* about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
 | **Skills, knowledge and understanding.*** Experiment with tools and surfaces
* Draw experiences and feelings
* Sketch to make records
* Begin to control marks made with different media
* Investigate tone by drawing light/dark lines using pencil
* Investigate textures and produce an expanding range of patterns
* To know and understand that Zaha Hadid was one of the first female architects
* To know and understand that Zaha Hadid used curves in her architecture and was one of the first architects to work in this way
* To know and understand what an architect is
* To know and understand that Architecture can be old and new
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| **Vocabulary**straight solid thincurved simple architectarchitecture building structure design functionlong faintshort flowingwavy scribblediagonal finethick sketchedstrong paleshade fadedsoft brightlight smoothdark gentledeep harshheavy shadow | **Artist/art movement****Zaha Hadid – Female architect famous for designing buildings using curves.** |
| **Materials/resources**Sketchbooks, pencils, graphite, chalk, charcoal, oil pastels, chalk pastels, a variety of paper to draw on.  | **Curriculum links/websites**[**https://www.bbc.co.uk/bitesize/articles/zd48239**](https://www.bbc.co.uk/bitesize/articles/zd48239)[**https://www.youtube.com/watch?v=zeFEZXVL08s**](https://www.youtube.com/watch?v=zeFEZXVL08s)[**https://www.bbc.co.uk/teach/class-clips-video/articles/zbf76v4#:~:text=**](https://www.bbc.co.uk/teach/class-clips-video/articles/zbf76v4#:~:text=) |
| **Lesson 1****What is architecture?** Show the word ‘architecture’ and ask the children to discuss what they think it means. What is architecture? What is your job if you are an architect? Show pictures of buildings from around the world. Do the children recognise any of them? What materials have been used to create and build the buildings? In their sketchbooks the children will begin to create their research page about architecture. They can use drawings, images cut out and stuck in and key words to illustrate their architecture page. Allow the children to use a variety of drawing materials to create their research page.  **Lesson 3****Who was Zaha Hadid?**Show images of Zaha Hadid’s architecture from around the world. What do the children notice? Discuss their ideas and share their thoughts. Watch short BBC video clip about the female architect. Make notes together about key dates and vocabulary about the architect. Provide the children with an image of Zaha Hadid and images of some of her buildings. Using these images the children will create an artist research page in their sketchbook. Encourage the children to be creative and place their ideas and thoughts about the female architect on their page how they want. Encourage the children to use a variety of drawing materials. Add key words and dates to their images. Use cut out images and their own drawings. Teacher model how to do this in their sketchbook. Encourage the children to fill up their sketchbook page. **Lesson 5****What building would you design and why?**Using images and ideas from the buildings looked at together by Zaha Hadid and encourage the children to create a design for a new school building. What would it look like? Where would people go into the building? What features would it have? What materials would be used to build the new school building. Would it look the same as Clapgate now? How would it be different? Compare with Hadid’s design for Evelyn Grace Academy in Brixton, South London which has a running track through the centre of it. Does it look like a traditional school? How is it different? Children sketch out their design ideas for their school building in their sketchbook. What would it look like? What would it be used for? Where would the classrooms go? What other features could it have? A farmyard? Drama studio? Art gallery? A swimming pool? What would the shape of the building look like? Encourage the children to draw and share their ideas for a new school design in their sketchbook.  | **Lesson 2** **What do our buildings look like in Leeds?**Recap prior learning. Show children images of old and new buildings from Leeds City Centre. Give the children time to discuss what they see and notice about them. Explain that an architect’s job is to ensure good design and function. The building needs to look good but also needs to meet the needs of the community or people using it. In their sketchbooks the children will create a pencil/graphite drawing of a building from Leeds that they like. Around that drawing they will annotate the building explaining what they like about it and why. Does it have any unusual features? What materials have been used to build it? Is it an old or recent building?**Lesson 4****What did Zaha Hadid build?**Look at examples of Zaha Hadid’s buildings. How are they different from other buildings? Explain that she used the influence of where she grew up to create her designs. She was influenced by the curves of the landscape growing up In Baghdad, Iraq. Look at where this is in the world on a map and compare it to the UK. Share the story ‘The world is not a rectangle.’ Look at an image of The London Aquatics centre designed and built in 2012 by Zaha Hadid. Explain that this building was designed especially for the 2012 London Olympics swimming events and is still being used today as an aquatics centre for people to swim inside. It needed to fit a 50m length pool and hold lots of people who would come to watch the swimming events. Look at the shape of the building. It is shaped like a giant wave using curved lines, not angles and straight lines. **Lesson 6****What building would you design and why?** In this lesson the children will take their ideas from their sketchbooks and transfer them on to a bigger piece of paper like a real architect to make a blue print for their design for a new school building. They will draw their design on to a big sheet of paper and annotate their ideas for different parts of the school. Use gallery time to share their designs and discuss what they drawn and why.  |