YEAR 1: Architecture and Sculpture

Contents Include:
What is Architecture?
Architectural Features
Understanding Sculpture
Designing and Creating Sculptures

Please Note: The activities included in this pack are suggestions only. Teachers should adapt the lessons to ensure they are pitched correctly for their pupils. For an outline of the content included in Year 1 Visual Arts, see the Visual Arts Sequence.
Lesson 1: What is Architecture?

In this first lesson children are introduced to the term ‘architecture’. They will learn that architecture is the art of designing buildings. They will look at many different building designs and begin to study the features of different buildings. Learning new vocabulary, children will be able to describe features of buildings of different styles. Children should begin to recognise important buildings such as the Palace of Westminster, Westminster Abbey and St Paul’s Cathedral. They should also have an opportunity to look at local buildings of architectural importance where possible. This unit includes many specific terms that children should become familiar with. Understanding of this vocabulary is important as it will allow children to identify different features of the buildings they are looking at. Over the course of these lessons, children should understand that architects design buildings before they are built and that buildings are often designed in a way to suit a particular purpose.

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Core Knowledge</th>
<th>Activities for Learning</th>
<th>Related Vocabulary</th>
<th>Assessment Questions</th>
</tr>
</thead>
</table>
| To understand that architecture is the art of designing of buildings. | Architecture is the art of designing buildings.  
People who design buildings are called architects.  
Architects can design buildings in many different styles. | Introduce term ‘architect’. Does anyone know what an architect is? What they might do? Establish prior knowledge. Explain that architects design buildings.  
Show examples of important UK buildings including The Houses of Parliament, Westminster Abbey, St Paul’s Cathedral and others with local relevance.  
Explain that all of these buildings were designed by architects. We call buildings ‘architecture’. Clarify difference between the words architecture and architect throughout the lesson.  
Ask the children what they think the different purposes of the buildings could be. Explain that these buildings are architecture of the ‘state’, meaning buildings that the rulers of our country – the government and royals, use.  
Possible activity – Paint or sketch a chosen building from a range of examples available on the tables for children to study. Children will begin to recognise the chosen buildings and will be able to name the building they choose to sketch. | architecture  
architect  
building  
design  
purpose  
state  
government  
Parliament  
Westminster Abbey  
St Paul’s Cathedral | What is architecture?  
Can you describe some features that an architect might include in their designs for a building?  
What do you think an architect would need to think about when they design a building? |

Resources:  
The Royal Institute of British Architects has a great website with images of buildings that would be useful for this lesson.  
BBC Class Clip on designing enclosures for animals at London Zoo.
Lesson 2: Architectural Features

This lesson looks more closely at features of buildings. Focusing upon the details of buildings gives children an opportunity to hear and use specific vocabulary that will enable them to describe buildings. Children can look at architectural features that have been designed for an obvious purpose, for example doors and windows. The balcony of St Peter’s Basilica in Rome allows a newly elected Pope to give blessings to the crowds watching below. Children can also explore decorative or symbolic features of buildings, for example they could look at images of the Sagrada Familia in Barcelona which is adorned with statues depicting stories or scenes from the Bible. This lesson could be delivered outside of the classroom if it is possible, with a walk around the local area looking for interesting architectural features. Children could perhaps take digital photographs of features which they could study in more detail back in the classroom.

See page 120 of What your Year 1 Child Needs to Know

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Core Knowledge</th>
<th>Activities for Learning</th>
<th>Related Vocabulary</th>
<th>Assessment Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be able to describe buildings.</td>
<td>Buildings are designed by architects. Architects sometimes design features such as arches or domes. Some features of buildings have a purpose but some can be just for decoration.</td>
<td>Explain to children that we are going to look at features of important buildings. Show children images of some key architectural features e.g spire, roof, pillar, dome, arch, balcony, chimney etc. Introduce vocabulary- if possible have the feature labelled- children to begin using the correct vocabulary after teacher modelling. Children to choose a feature of a building then sketch it and then label it with the correct name. Children can build a bank of sketches of various different architectural features. Discuss how some features have a specific purpose, but some may be symbolic or just decorative. Children to share their sketches and describe their chosen feature.</td>
<td>arch dome pillar balcony pyramid spire gate curve stained glass portcullis symmetry</td>
<td>Can you describe this building? What features might an architect design on a building? Why might an architect design pillars (change as necessary) for a building? Which features would you design for a building and why?</td>
</tr>
</tbody>
</table>

Resources:
A collection of images- Architectural Features Images of interesting architectural features The Sagrada Familia in Barcelona
Lesson 3: Designing Buildings

In this lesson, children will have the opportunity to design their own building using the knowledge they have learned in previous lessons as inspiration. The teacher can either present the purpose of the building to the children, allow the class to decide the purpose together or allow individual children to decide for themselves. Once children have a clear purpose for their building they can then independently design the key features, using the vocabulary taught in the previous lessons. Examples of the kind of buildings children could design include: a sports centre, a school, a museum, an aquarium, a parliament building, a royal palace or anything with local relevance or significance for the class. Where possible, this lesson is a good opportunity for children to not only apply some of the vocabulary they have been learning in previous lessons, but also to begin to recognise significant buildings locally, nationally and internationally. An additional task could be to create a scrapbook or poster of significant buildings from around the world with explanations of why each building is important.

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Core Knowledge</th>
<th>Activities for Learning</th>
<th>Related Vocabulary</th>
<th>Assessment Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>To design a building for a purpose.</td>
<td>Buildings are designed for a purpose. Architects think about the purpose of a building when they are designing it.</td>
<td>Recap prior learning and introduce task. Explain to children that they are going to design their own building. They need to think about: The purpose of the building The design of the building Key features of the building Extension- Patterns and details found in the building. Give children time to discuss with partners and provide images on the tables for them to ‘magpie’ ideas from. Children to sketch their ideas in sketch books. As an extension children could write descriptions of key features and explain the purpose of the building. Extension: Children could make models of their buildings using a range of materials such as construction blocks, junk modelling resources etc. This task could be completed in an additional lesson.</td>
<td>design purpose reason features</td>
<td>For what reasons might an architect design a building? If a building was to be used as a school, what might an architect need to think about? Tell me about your design. What did you need to think about when you were designing your building?</td>
</tr>
</tbody>
</table>

Resources:
Teacher Knowledge: [A History of British Architecture](https://www.bbc.co.uk) (BBC)
Examples of [famous buildings from around the world](https://www.famousbuildingsfromaroundtheworld.com) (blog)
Examples of [structures and buildings](https://www.structuresandbuildings.com) from around the world.
Lesson 4: Understanding Sculpture

This lesson introduces children to sculpture, a three-dimensional form of art. For children, this means that the piece of art can be seen from all sides, for example a statue. Some sculptures are carved from solid pieces of stone or wood. Other sculptors prefer to build their sculpture from modelling wax or clay, sometimes using a frame to provide stability and shape. Sculptures that are made using wax or clay are often then copied using a stronger material such as bronze. This process is described as creating a ‘cast’. Many characters from Britain’s history have been memorialised through sculpture, in London a sculpture of Lord Horatio Nelson stands on top of a 52 metre high column. Outside the Palace of Westminster, a statue of Oliver Cromwell by Hamo Thornycroft stands holding a sword and a Bible. Sculptures can also be created by joining materials together such as recycled materials (see resources).

See page 121 of What your Year 1 Child Needs to Know

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Core Knowledge</th>
<th>Activities for Learning</th>
<th>Related Vocabulary</th>
<th>Assessment Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>To understand that sculpture is a 3D form of art.</td>
<td>3D means something that has length, width and depth, not a picture drawn flat on a page.</td>
<td>Discuss the difference between 2D (having no thickness) and 3D (having length, depth and width.) Give examples of 2D and 3D art works and ask children to identify the difference. Explain that sculpture is a 3D form of art. Show children some examples of sculpture reflecting use of a variety of materials. Teach children about the famous English sculptor, Henry Moore. Explain that he often worked with bronze which is a metal used by many artists for creating sculptures. Moore liked to create sculpture showing people. Look at some images of Moore’s work and discuss. Also look at examples of Degas’ ballet dancer paintings and also his Little Dancer sculpture. Discuss the difference/similarities between painting and sculpture.</td>
<td>Degas 2D and 3D Henry Moore sculpture length width depth</td>
<td>What is the difference between 2D and 3D? What is sculpture? What sort of materials might an artist create a sculpture from? Some sculptures are kept in galleries. Where else might you see a sculpture?</td>
</tr>
<tr>
<td>Sculpture is a 3D form of art. Henry Moore created some famous sculptures.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Resources:
- Who is Henry Moore? from the Tate
- Watch this BBC Clip on Degas’ The Little Dancer
- BBC Clip on Recycled Sculptures
Lesson 5: Designing and Creating Sculptures

This lesson could be split over two sessions or may require an extended lesson. Children will be designing and then making a sculpture. The subject of their sculpture could be something decided entirely independently or it could fit within a theme from another area of the curriculum. For example if you are studying animals in science, you may want the children to create a sculpture of an animal of their choice. When planning this lesson, ensure all safety considerations have been taken into account and that children understand how to handle tools and materials safely.

See page 168 of What your Year 1 Child Needs to Know

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Core Knowledge</th>
<th>Activities for Learning</th>
<th>Related Vocabulary</th>
<th>Assessment Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>To design and create a sculpture.</td>
<td>Sculpture is a 3D form of art. Designing means thinking about what something will look like. A person who creates sculptures is called a sculptor.</td>
<td>Designing: Decide if you want your class to focus on sculpting a particular thing, for example a bowl, an animal, an insect etc. Alternatively you may prefer the children to explore sculpture independently without a set goal. The designing process can be recorded through sketching or could just involve gathering ideas from images and from children’s own experience and discussing them. Creating: Give children an appropriate material for sculpting. Clay is a good choice, but sculpture can also involve fixing together different materials such as beads, buttons, card and feathers. Whichever material you are using, make sure children have a range of appropriate tools to use. Ensure all children are aware of how to use the materials and tools safely. Before children embark upon their sculpting, model how to manipulate the material and how to use the tools.</td>
<td>craft modelling moulding shaping tools safety design sculptor</td>
<td>Can you tell me about your design? Can you tell me how you created your sculpture?</td>
</tr>
</tbody>
</table>

Resources:
BBC Class Clip on sculpture using clay
BBC Class Clip: Making a clay dinosaur
Lesson 6: Completing Sculptures

This lesson can be used for completing or working on the sculptures children created in the previous lesson. Alternatively, if children have already completed a sculpture, this time can be used to encourage them to think about what they have created. Children can write a description of their sculpture, or perhaps present their ideas and their finished piece to an audience. As a final task for the unit, children could be given a page of A4 paper with the word sculpture in the middle and you could ask them to write or draw anything they know about sculpture. This could give an interesting indication of what the children remember from the previous lessons and could be a good starting point for future art units.

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Core Knowledge (Consolidation)</th>
<th>Activities for Learning</th>
<th>Related Vocabulary</th>
<th>Assessment Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>To describe and explain a piece of art.</td>
<td>All previous knowledge applies. Describing art can involve talking about what a piece looks like or what it is made from. Explaining a piece of art can involve talking about why something is designed in a certain way and what the artist is showing.</td>
<td>Continue to work on the sculpture created in the previous lesson. Write a description of the sculpture including details about how it was made. Present finished sculptures to an audience. Answer questions about the sculpture and how it was designed. Find out about other famous sculptors from books and the internet. Create an information leaflet describing how sculptures are created and include information about sculptures the children have come across in their local area or beyond.</td>
<td>All previous vocabulary</td>
<td>Can you describe your sculpture? Can you explain how you created your sculpture? Why did you design your sculpture that way? Can you tell me what else you know about sculpture?</td>
</tr>
</tbody>
</table>

Resources:
BBC Class Clip about sculptor Patricia Coates