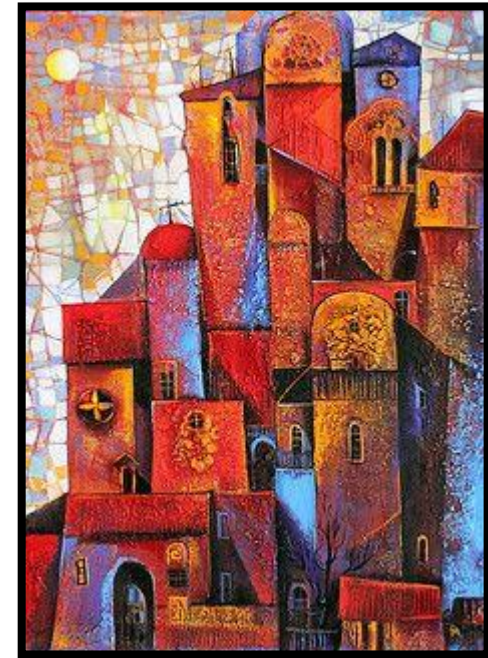


Y11 SOL – *architecture wall hanging*

Aim – pupils will research a range of artists and designers that use architecture as an inspiration for their work. Pupil will also take own photographs of buildings, sculptures, house features, etc, to how influence their ideas. The final piece will be a wall hanging that must show hand and machine embroidery, heat transfer and applique. Pupil are encourage to work with other materials and processes.

Project context

- **Artists research** – Ian Murphy, Lucy Jones, Roy Francis Kirton, Bobbi Baugh, Olivia Uffer, Ettore Sottass, Richard Estes, Liesl Pfeffer and additional artists pupils want to independently research.
- **Investigation drawings** – observe surrounding architecture (houses, sculptures, statues, churches, bridges, doorways). Take own photographs and use to create a series of observational drawings. Pupils will explore different compositions and focus on the variety of surface materials uses.
- **Material experiments** – pupils will explore surface textures using a range of materials – oil pastels, fabric paint, heat transfer, applique, printing, mark making, hand and machine embroidery, collage. They will take inspiration from the artists they have researched to make personal studies to help make decisions about what will work best on their final piece. They should produce 8-10 A5 samples, presented on card with annotations.
- **Planning & designing** – pupils will create a minimum of 3 ideas based on the research they have already gathered. They will select their favourite design and further develop, explore materials and processes to show the best outcome. This will then be made in to the final wall hanging.



Resources

A3/A2 cartridge paper, oil pastels, fabric paints, paint brushes, scissors, doubled sided tape, glue, calico, formboard, rollers, needles, thread, sewing machines, heat transfer, pins, iron, pencils, fine liners, scrap fabric, mark making tools, bubble wrap, stencils, sponges.

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Assessment – pupils receive 1-2-1 every lesson. Research sheets are marked out of 24, plus a working grade. Individual written feedback is provided on the back of each sheet (WIN). Work is remarked when changes/developments have been made.

Homework – all research sheets are expected to be completed at home or during afterschool club if deadlines are missed. Pupil should complete 2 hours of homework per week. Pupils are encouraged to explore new artists, techniques, drawings to extend their understanding and produce a diverse portfolio.

SMSC/British values

Spiritual –

Moral –

Social –

Cultural –

Keywords – traditional, embroidery, applique, design, fabric, mixed media, collage, symmetrical, architecture, texture, contrast, decorative, rendering, tonal, experiment, abstract, dyes, layers, perspective, repeat pattern, printing.

Health & safety – CLEAPSS

CURRICULUM LINKS

Literacy – keywords displayed on the wall. Make notes from PP, YouTube clips. Write personal comments on the outcome of experiments. Research various artists.

Numeracy – measuring of fabrics. Scale up drawn ideas to make final wall hanging. Symmetrical designs –stained glass windows. Repeat patterns. Ratios when making colours. Threading the sewing machine & tension.

SEN/EAL

- Sentence starters.
- Keyword descriptors.
- 1-2-1
- Visual examples
- PP research sheets – quicker, alter layout, develop written comments.

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<u>DATE</u>	<u>STARTER</u>	<u>MAIN</u>	<u>PLENARY</u>	<u>LESSON OUTCOME</u>	<u>LESSON OBJECTIVE</u>	<u>HOMEWORK</u>	<u>DIFFERENTIATION</u>
Lesson 1	Group discussion and brainstorm – what is architecture?	Identify the meaning ‘architecture’. Research on images and information on the internet.	Sharing of further information found on architecture.	Pupils will gain an understanding of architecture and how this will be implemented in to the final project. They will collect images & information from the internet.	Be able to understand the meaning ‘architecture’. Use the internet to research a variety of architecture styles to help influence their work. Know how to present images & information in a creative way.	Continue to collect images and information on architecture. Cut out images to present on research page.	Examples of past pupil work. Keywords explained. Literacy resources to help with explanations.
Lesson 2	Good & bad points of a research page.	Present facts, personal comments, arty words & images of architecture on a research page AO2.	Group critic. Pupils make suggestions on how to improve their work.	Pupils will add a colourful/textural background to an A3 piece of paper. Information and images about architecture will be presented on this sheet in a creative way.	Know how to create a colourful/textural background. Understand how to present images & information in a creative way. Be able to use arty words when describing architecture.	Complete the architecture front cover.	Have prepared architecture images printed. Arty words explained. 1-2-1 when adding these to personal comments.
Lesson 3	Artist influences <u>Ian Murphy</u> Discuss images of his artwork.	PP introduction, YouTube clips on Ian Murphy. Group discussions about his work & architectural influences. Pupils will create a research sheet.	Q&A about the artists work.	Pupils will gain a knowledge & understanding of Ian Murphy's artwork. Pupils will create a research page to present their findings and give personal opinions.	Be able to explore artists work that use architecture as an influence. Know how to study the artists work and make a personal response – drawings, photographs. Understand how to use materials & processes in the style of the artist.	Research further facts about the artist, take photographs, complete studies.	Question prompts to help with personal annotations.
Lesson 4-6	Ian Murphy research page. Recap	Pupils will continue with their research page. They must add a title, images, facts, opinions, studies.	Group critic. Show good examples of pupils work & areas to improve.	Pupils will complete their Ian Murphy research page. The focal point should be an enlarged study influenced by the artist, mixed media, wax.	Be able to create an eye catching study, in the style of the artist. Ensure annotations are detailed, factual, personal & use formal elements.	Complete the research page if unfinished in class.	1-2-1 when writing personal comments. Formal elements on the wall.

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Lesson 7	Artist influences <u>Bobbi Baugh</u> Discuss images of her artwork.	PP introduction, YouTube clips on Bobbi Baugh. Group discussions about her work & architectural influences. Pupils will create a research sheet.	Q&A about the artists work.	Pupils will gain a knowledge & understanding of Bobbi Baugh's artwork. Pupils will create a research page to present their findings and give personal opinions.	Be able to explore artists work that use architecture as an influence. Know how to study the artists work and make a personal response – drawings, photographs. Understand how to use materials & processes in the style of the artist.	Research further facts about the artist, take photographs, complete studies.	Question prompts to help with personal annotations.
Lesson 8-10	Bobbi Baugh research page. Recap	Pupils will continue with their research page. They must add a title, images, facts, opinions, studies.	Group critic. Show good examples of pupils work & areas to improve.	Pupils will complete their Bobbi Baugh research page. The focal point should be an enlarged study influenced by the artist, cut own tree stencil, fabric collage, printing.	Be able to create an eye catching study, in the style of the artist. Ensure annotations are detailed, factual, personal & use formal elements.	Complete the research page if unfinished in class.	1-2-1 when writing personal comments. Formal elements on the wall.
Lesson 11	Artist influences <u>Olivia Uffer</u> Discuss images of her artwork.	PP introduction, YouTube clips on Olivia Uffer. Group discussions about her work & architectural influences. Pupils will create a research sheet.	Q&A about the artists work.	Pupils will gain a knowledge & understanding of Olivia Uffer's artwork. Pupils will create a research page to present their findings and give personal opinions.	Be able to explore artists work that use architecture as an influence. Know how to study the artists work and make a personal response – drawings, photographs. Understand how to use materials & processes in the style of the artist.	Research further facts about the artist, take photographs, complete studies.	Question prompts to help with personal annotations.
Lesson 12-14	Olivia Uffer research page. Recap	Pupils will continue with their research page. They must add a title, images, facts, opinions, studies.	Group critic. Show good examples of pupils work & areas to improve.	Pupils will complete their Olivia Uffer research page. The focal point should be an enlarged study influenced by the artist, oil pastel on fabric.	Be able to create an eye catching study, in the style of the artist. Ensure annotations are detailed, factual, personal & use formal elements.	Complete the research page if unfinished in class.	1-2-1 when writing personal comments. Formal elements on the wall.

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Lesson 15-16	Identifying other artists – where to look?	Pupils will use the internet to explore other artists that use architecture as an influence. PP will be used to create a digital research sheet, a quicker method.	Pupils share various artists they have researched on the internet.	Pupils will work independently to research architecture styles that they like. PP will be used to present facts, personal opinions & images. The digital research sheets will be printed on to A3 paper.	Be able to explore artists work that use architecture as an influence. Understand how to present their work on PP. Ensure the artists that they research reflect the theme and can help influence their final wall hanging.	Continue to work in to their PP research sheets.	Suggested artists that use architecture as an influence within their artwork. <ul style="list-style-type: none"> • Lucy Jones • Roy Francis Kirton • Ettore Sottsass • Richard Estes • Liesl Pfeffer
Lesson 17-21	Identifying materials to reflect textures.	Pupils will explore various materials & process to create wall like surfaces that are seen on buildings & sculptures.	Look at pupil outcomes. Can they identify any links to artists studied?	Pupils will create a series of materials experiments that have been demonstrated by the teacher X5. Stencils, layering, sewing, printing, dying, collage, painting will be used.	Understanding how to implement techniques shown, on to own material experiments. Be able to adapt the colour palette through mixing. Understand that all experiments may not be success. Each one must be documented.	Research ideas to influence own samples.	Refer to examples. Discuss with the pupil what materials and process would be appropriate? Provide a step-by-step for each experiment.
Lesson 22-26	Making links to previous learning. How can your artist research inspire your material experiments?	Pupils will continue to make a further X5 samples to show textures/surfaces seen on buildings & sculptures. They will work independently.	Share ideas and tips that have been successful. Identify arty words that could be used when annotating each sample.	Pupils will work independently to create a wider range of samples to reflect the architecture theme. Pupils should refer back to their artist research to help influence colour, design, pattern, texture choices.	Create a wider selection of material experiments to influence your final wall hanging. Use previous knowledge of artists to inspire your work. Ensure each sample is documented – process, materials, success, developments.	Mount samples & descriptions on black A3 card.	Refer to examples. Discuss with the pupil what materials and process would be appropriate? Provide a step-by-step for each experiment
Lesson 27	TRIP – Walk around Newcastle	Explore the architecture around the city. Take photographs & make studies.	N/A	Pupils will observe the various styles of architecture to help influence their ideas. Photos to be taken.	Be able to use local architecture to help inspire their final piece. Document photographs with personal comments.	Present photographs on a PP document.	Make suggestions on different compositions and areas to photograph.

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Lesson 28	Introduction to stained glass windows	Pupils will explore the history of stained glass windows, styles and cultural influences. Research presented on an A2 sheet.	Share additional information about stained glass windows including personal thought and opinions.	Pupils will explore stained glass windows as another strand to the architecture theme. Pupils will present their research on A2 card and should include images, facts, personal opinions and experiments.	Be able to understand how stained glass windows link to architecture. Explore the various styles of stained glass windows. Show a variety of experiments to show how stained glass windows can be transformed from fabric.	Take own photographs of stained glass windows – churches, doors and windows.	Photographs of the different styles of windows clearly labelled and keywords to identify the materials, effects shown.
Lesson 29-32	Identifying symmetry & how to apply it to own work	Pupils will design their own stained glass windows. They will explore various materials – gutta, plastic cellophane, paper collage. Symmetry must be evident in at least 1 design.	Share good examples of work. pupils to make suggestion on how to further develop the work.	Pupils will design their own stained glass window. Pupils must use symmetry within their design. Pupils will use gutta, cellophane and paper collage to show a variety of outcomes.	Record knowledge & understanding of stained glass windows on A2 card. Create a range of experiments to show potential outcomes that could be used on the final wall hanging. Analyse your work through written comments.	Complete samples with written annotation.	Outlines of stained glass windows to trace. Annotation questions and prompts.
Lesson 33-35	Descriptive writing	Pupils will use the internet to gain further knowledge & understanding of famous architecture, styles of architecture, doorways & windows styles.	Can pupils make links to artists/designers they have already studied with the internet research?	Pupils will gather further inspiration to help with ideas for the wall hanging. Pupils will make personal comments about the images they have researched. Arty words must be evident and relevant.	Be able to gather further research on architecture A03. Understand how to write descriptive annotations that include arty words. Know how to use PP to present information.	Take own photographs to add to research sheets.	Writing frames. Keywords.
Lesson 36-37	Initial ideas (previous examples) Good & bad points.	Pupils will create 3-4 initial ideas that would be consider to make as their final piece.	Group critic.	Pupils will use previous learning to help inspire their initial ideas. Each ideas must be drawn and explained.	Be able to design 3-4 ideas themed on architecture. Make links to artist research, experiments & own photographs.	Complete initial ideas with tonal colour.	Discuss with pupil their strength & favourite materials. 1-2-1 planning of ideas appropriate to ability.

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Lesson 38	Textile skills recap	Pupils will select their favourite design to make as their final wall hanging.	Discussion of skills that would best suit final designs.	Pupils will pick one design that they will develop and make as a wall hanging. Pupils must make links to previous learning.	Be able to select the best initial ideas and transform in to a wall hanging. Understand that material experiments must be explored to ensure the best outcome. Ensure the final idea reflects the architecture theme.	Research materials and processes that could be used to further develop the final design.	1-2-1 to decide the best idea and discuss potential outcomes. Enlarge the initial idea on the photocopier to scale up as the final design.
Lesson 39-43	The importance of exploring all 4 assessment objectives	Pupils will explore various materials and process that they potentially will use on the final wall hanging. Pupils must document each sample, good/bad points ,impact, etc	Recap of how to annotate samples using arty words and descriptive language.	Pupils will experiment with various materials & processes. Pupils will identify good & bad points about their outcomes and present on A3 card. Pupils should make links to artists they have researched.	Be able to use previous knowledge & understanding of textile skills to complete a range of samples. Ensure each sample is documented AO2. Understand that the final idea may change due to the experiments carried out.	Continue with material experiments.	Make a step-by-step list of the materials and processes the pupil should explore. Writing frames to evaluate the samples.
Lesson 44-64	Final piece checklist	Pupils will use all previous learning/research to complete their final wall hanging. Pupils work should create a dramatic impact through colour, design, scale, pattern, materials & various processes.	Group critic.	Pupils will create a wall hanging themed on 'architecture' for their final piece. Pupils must make links to previous learning. They should document the step-by-step process of the final outcome by taking photographs and written annotation.	Be able to create a wall hanging themed on architecture. Use previous knowledge & understanding of artists, materials, processes to ensure the best outcome is achieved. Ensure a minimum of two textile techniques are evident and not the same as project 1.	Complete any missing coursework. Take wall hanging home to develop.	1-2-1 assistance. Written step-by-step instructions. IWB to help with the outline of final design.
Lesson 65-67	How to evaluate your work.	Evaluate the wall hanging by answering questions.	Discuss how to Photoshop images onto a back drop.	Pupils will photograph their work and make comments about their final outcome.	Be able to answer questions about the wall hanging. Understand how to implement arty words.	Ensure AO1-AO4 are complete.	Writing frames. List of formal elements.