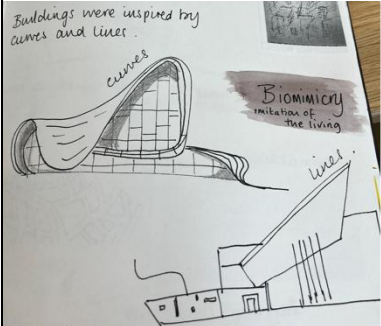
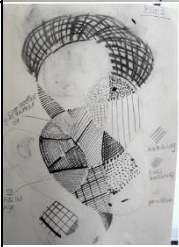







# Hartford Primary School

YEAR GROUP	5	SUBJECT	Art	TERM	Autumn
Artist	Zaha Hadid.				
National Curriculum Statements	Pupil should be taught: <ul style="list-style-type: none"> <li>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>To improve their mastery of art and design techniques, including drawing.</li> <li>About great artists, architects and designers in history.</li> </ul>				
Prior Learning (What should they already know)	<ul style="list-style-type: none"> <li>There is a range of pencils which can be used to vary tone and texture.</li> </ul>				
Key themes and threads	<ul style="list-style-type: none"> <li>Drawing</li> <li>Explore how architects like Zaha Hadid use drawing to develop imaginative, nature-inspired designs to plan and create your own cityscapes through observational sketching and creative thinking.</li> </ul>				
RETRIEVAL VOCABULARY	Foreground, middle ground, viewpoint	NEW VOCABULARY	Biomimicry Architecture Elevation Cross-Section		

	Essential Learning for this lesson	Suggested teaching tasks/approaches	New Knowledge – What I'm leaving the lesson with
LESSON 1	<ul style="list-style-type: none"> <li>To know of the work of Zaha Hadid.</li> <li>To know that her designs often started with sketches</li> </ul>	Warm up: Draw your front door from memory. Think of the shapes, the corners, the curves, the 'door furniture'. Watch the clip on the link <a href="#">BBC Teach: Proud to be an Architect</a> and then ask: Have you ever visited a building that made a big impression on you? Architecture is the art or practise of designing and constructing building or structures. Look at the work of famous architects – e.g. Le Corbusier, Frank Lloyd Wright, Norman Foster, Sir Christopher Wren, Hundertwasser. Ask children to comment on their work. What's the same? What's different? Consider what may have inspired them. Take the children on a walk, sketch features of buildings or choose some work from <a href="#">Place Based Lesson 2 Exploring Architecture Activity Bookletpdf (1).pdf</a>	<ul style="list-style-type: none"> <li>Architects are designers</li> <li>Zaha Hadid was a famous architect</li> <li>Name other notable architects</li> <li>Architects often draw on paper or CAD</li> </ul>

<p>LESSON 2</p>	<ul style="list-style-type: none"> <li>To explore how nature inspires building designs.</li> <li>To know that designs of buildings are drawn from different viewpoints like plan, elevation and cross-section.</li> </ul>	<p>Main Activity:</p> <p>Look at Zaha Hadid, her work and random sketches.  <a href="https://kids.kiddle.co/Zaha_Hadid">https://kids.kiddle.co/Zaha_Hadid</a></p> <p>Easy strokes and straight lines          Work was inspired by curves          Introduce Biomimicry and focus on the movement of</p> <ul style="list-style-type: none"> <li>Look at other artists and architects influenced by her –              e.g. Birds Nest in Beijing              Conduct research on some of the best examples of biomimicry architecture.              Esplanade Theatre, Singapore              National Aquatics Center (The Watercube), Beijing              Gherkin, London              Beijing National Stadium (Birds Nest), China              Eastgate Centre, Zimbabwe</li> </ul>  <p>Eden Project, England              Milwaukee Art Museum, Wisconsin (United States)              Algae House (BIQ House), Hamburg              Choose one of these structures and make sketches of it from different view points. (Pencils and Pens)</p>	<ul style="list-style-type: none"> <li>Biomimicry - Biomimicry is the act of creating man-made outcomes that replicate aspects of nature.</li> <li>To know that there is a process from inspiration and inception to the finished design often involving sketches and models.</li> <li>A plan drawing is a bird's eye view</li> <li>An elevation is a two-dimensional representation of one side of a building or space.</li> <li>A cross section drawing cuts through a building</li> </ul>
<p>LESSON 3</p>	<ul style="list-style-type: none"> <li>To explore how architects use quick sketches to show ideas.</li> <li>To understand how designs can change from drawing to finished building.</li> </ul>	 <p>Warm up Activity: Take your pencil for a walk and do patterns in the space.</p> <p>Main Activity: Show an image of Cardiff Bay Opera House – invite children to complete a gesture drawing.          Share Zaha Hadid's gesture drawings/sketches of the Cardiff opera house. Follow the link - <a href="https://www.zaha-hadid.com/architecture/cardiff-bay-opera-house/">https://www.zaha-hadid.com/architecture/cardiff-bay-opera-house/</a></p> <p>How do the sketches compare to the finished opera house?          Show whole movement of how it went from sketch to model to real thing – how has it changed in the process? Annotate images.</p>	<ul style="list-style-type: none"> <li>I know that architects often start with quick sketches called gesture drawings.</li> <li>To understand that these drawings help express movement and form.</li> <li>To recognise how a design can develop from sketch to model to finished building.</li> <li>To explore and compare Zaha Hadid's drawings with the final Cardiff Bay Opera House design.</li> </ul>

<p>LESSON 4</p>	<ul style="list-style-type: none"> <li>• To explore and compare different city skylines from around the world.</li> <li>• To understand and use the terms foreground, middle ground, and background in a drawing.</li> <li>• To recognise how architecture varies in different cities (modern vs classical).</li> <li>• To develop observational drawing skills by sketching different buildings and skylines.</li> <li>• To make personal choices in what to include in a skyline composition.</li> </ul>	<div data-bbox="712 73 1057 269">  </div> <p>Look at cityscapes. Use language of middle ground, foreground, background. Barcelona – classical architecture</p> <div data-bbox="1077 245 1370 413">  </div> <p>Liverpool – modern and classic</p> <div data-bbox="712 445 1028 627">  </div> <p>New York</p> <p>Choose a variety of building that you like – complete a quick drawing of a skyline</p>	<ul style="list-style-type: none"> <li>• I know that there are common features of architectural design such as columns</li> <li>• I know that a city skyline is often added to as a city expands and technology develops.</li> <li>• I can name and describe the foreground, middle ground, and background in a drawing.</li> <li>• I have looked at different types of architecture in cities like Barcelona, Liverpool, and New York.</li> <li>• I know that skylines can show both modern and classical buildings and are often made from different materials.</li> <li>• I have practised sketching a skyline using different architectural styles.</li> <li>• I can explain why I chose certain buildings for my drawing.</li> </ul>
<p>LESSON 5 &amp; 6</p>	<ul style="list-style-type: none"> <li>• To use drawing to plan and design a 3D cityscape.</li> <li>• To make creative decisions about style, structure, and layout in architectural design.</li> <li>• To understand how architecture reflects place, purpose, and imagination.</li> <li>• To include key visual elements such as scale, space, and skyline in design work.</li> </ul>	<p>Warm Up: Complete a continuous line drawing of an imaginary skyline. You cannot take your pen off the page.</p> <p>Design a city</p> <p>Use the RIBA resource <a href="#">Cereal Box City (1).pdf</a></p> <p>Before we start making our models we need to think about what your city's skyline is going to look like. Here are some questions to think about: Where will your city be? What kind of buildings will there be there? Is it real or imaginary? Will it have open spaces as well as buildings or perhaps a river or lake nearby? Will it be modern, futuristic or traditional in style? Will there be skyscrapers, bridges or monuments?</p>	<ul style="list-style-type: none"> <li>• I know that architects plan cities by thinking about layout, purpose, and style.</li> <li>• I can explain my design choices and describe what kind of city I have created.</li> <li>• I understand the difference between modern, futuristic, and traditional architecture.</li> <li>• I can plan a skyline by considering size, shape, and placement of buildings.</li> </ul>

	<ul style="list-style-type: none"> <li>To begin thinking like an architect – planning for both buildings and open spaces.</li> </ul>		<ul style="list-style-type: none"> <li>I have used drawing to explore and develop ideas for a 3D model of a city</li> </ul>
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Helpful resources to reference	<ul style="list-style-type: none"> <li><a href="#">Zaha Hadid – Kids Kiddle Biography</a> – Child-friendly overview of her life and work.</li> <li><a href="#">Zaha Hadid Architects Official Website</a> – Explore key projects and sketch examples.</li> <li><a href="#">The Superpower of Looking – Architecture Lessons (Art UK)</a> – Great for observational skill-building.</li> </ul> <p>Google Earth / Street View – For exploring real-world cityscapes from different viewpoints.</p> <p>Photographs of skylines – Cities like London, New York, Liverpool, and Barcelona for sketch inspiration.</p> <p>Architecture for Kids Books – e.g. "Iggy Peck, Architect" or "Young Frank, Architect" for context and engagement.</p> <p>RIBA's Cereal Box City PDF Resource – Hands-on architecture modelling project.</p> <p>Sketchbook templates – Grid, plan, elevation, and section drawing guides.</p> <p>Biomimicry architecture examples – PowerPoint or image pack featuring:</p> <ul style="list-style-type: none"> <li>The Eden Project (UK)</li> <li>Bird's Nest Stadium (Beijing)</li> <li>The Gherkin (London)</li> <li>Algae House (Hamburg)</li> </ul>
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