



Decide which part of the building the children are going to draw. If children want to make a larger drawing, they will need drawing boards and masking tape to hold the corners of the paper down.

Provide children with fibretipped pens (or handwriting pens) to use because they will not be able to rub the ink out. Alternatives could include black wax crayons, charcoal, even black biros. Get children to use the pen very lightly. Begin by sketching in the shape of the whole building onto their paper in the style of Norman Foster. You could add in one or two windows and a door.

If you think it is appropriate, ask children to think about showing the dark parts of the building in their drawing, or they could add in any textures they can see, particularly the textures of the surface of the building itself. Ask them where they can see the shadows. Children could then make some quick tonal drawings of small sections of the building in their sketchbooks.

#### **FINISHING THE DRAWING**

Talk about the space that surrounds the building encouraging them to add more shapes and patterns from the area. They can include trees or drawings of people to add a sense of scale.

smaller objects found on buildings. The shapes of alarms, grills, drainage pipes etc.



Show children the technique of rubbing out and over-drawing. Begin by rubbing heavily worked areas of tone with his finger to achieve a dense velvety smoothness. Next layer buildings by re-drawing them to achieve a sense of ghostliness where traces of an earlier drawing can be seen underneath.

#### **DRAWING URBAN LANDSCAPES**

Arrange to take children outside to a local urban setting, such as the town centre, and guide them in how to create their own perspective sketch on a piece of board. It may be necessary to use digital photography if weather is poor. They will complete their sketch view of the town in the style of L.S. Lowry with time to incorporate an urban colour scheme using paints as required. Ask them to begin by painting a pale background on a pre-cut board.



Example of urban landscape painting

Encourage them to mix, use and apply similar colours to the Fauvists i.e. contrasting and vibrant colours.

Ask the children to look at and use similar expressive brush strokes in applying their contrasting colours to adjacent shapes within their image.



*Images in the Fauvist style.*

**Lesson 4 – TEXTILES**  
**WALT: Develop batik designs in response to the work of Friedrich Hundertwasser**

**RESPONSE TO HUNDERTWASSER**

Look at photographs and discuss the buildings designed by artist and architect Hundertwasser. Discuss ideas and focus on line, pattern and colour in the design.



Explain that Friedrich Hundertwasser was an artist and designer who also created architecture for urban places including the Hundertwasserhaus in Vienna where none of the doors and windows are the same size or shape.

Ask the children to use a viewfinder to select and draw a section of one of his images into their sketchbooks using soft pastels and colouring pencils. Encourage them to focus on the strong linear aspects of his work. Invite them to develop a design for a textile batik piece from their sketchbook studies. Ask the children to compare their ideas and adapt their work as it develops.

**BATIK**

**LESSON 5 – ARCHITECTURAL DRAWING**  
**WALT: Design a building in elevation**

**TALKING ABOUT DRAWINGS**

*Why do we need buildings? What are buildings for? What different kinds of buildings are there? What are some of the features that make the school building different from the building you live in? Have you ever been inside any unusual or particularly interesting buildings?*

**LOOKING AT ARCHITECT'S DRAWING**

Obtain some old drawings and plans from local architects or invite an architect into the classroom. Discuss with children the site plans and maps which show the blueprint of a building. Talking about an elevation for a building will help children understand how to work on their own drawing.

**RECORDING ARCHITECTURAL DETAILS**

Working in groups, ask children to research images of different types of building from the local area e.g. buildings in Witham and make simple notes and drawings in their sketchbooks collecting examples of window, door and roof shapes. This will be the building they will be redesigning inspired by the buildings of Hundertwasser.

Next, provide children with an iPad to go outside and collect photographs of windows, doors and roofs taken from local buildings local to the school, or

**LESSON 6 – CONSTRUCTION**  
**WALT: Construct an elevation in card**

Pupils have been looking at the urban inspired work of Hundertwasser. Allow children to go out into the urban environment and develop their sketches of different features in the environment from last session including – door and window styles, decorative features, texture, patterns used in architecture. Pupils will then combine their architectural sketches using a simple, quick technique to create a whole group cardboard construction of their building inspired by the work of Hundertwasser.

**STARTING POINTS FOR MAKING CARDBOARD CONSTRUCTIONS**

Before children make their sculpture (or a construction) from cardboard, let them explore various basic techniques without any pressure to make anything. Here are some ideas:

You have some cardboard, some scissors, a hole punch, paper fasteners, masking tape, string and glue. I want you to experiment to find out as many different ways as you can, using these tools and materials, to join two or more pieces of cardboard together. At the end we shall share all your ideas.

In the review, model and try to make sure that everyone sees these basic techniques: making slits so that two pieces slot together; making tabs; plaiting and weaving one piece into another;

Prior to the process, you will need to melt some batik wax or beeswax.

Demonstrate the batik process:

1. Cut a piece of white cotton fabric roughly 9" x 12"
2. Draw on design lightly using pencil
3. Use tjanting needles to "draw" with liquid wax directly on the fabric.
4. After the first wax layer is complete, ask the children to use a light coloured dye to wash over the design. Explain to the children how the wax resists the colour and anything that is covered with it will end up white.
5. Dry the paper by blotting onto newspaper or paper towel.
6. Repeat the batik process by applying more wax followed by a second darker colour.
7. Repeat the process with increasingly darker colours.
8. Once dry, remove the wax by placing the batik in between layers of newspaper, then iron.

Allow the children to experiment with the batik process and produce several images. Record the batik process using examples in the sketchbook. Please note at this stage pupils should just be experimenting with mark making and line.



Drawn images on dip dyed fabric in response to Hundertwasser.



perhaps from interesting and varied architecture in a local town or city. Further research using photographs could involve collecting examples of patterns, textures and other details. Allow children to then printout and photocopy their images before cutting up, collaging and redesigning elements of the building. They can then be enhanced further with drawing and written notes.

### DRAWING THE DESIGN

In their groups, children should have decided what kind of building they are going to design. They only need to think about the front of the building, the elevation. *What is the roof going to be like? How many windows will there be? How many doors are needed?* Working on large sheets of A2, provide children with a HB pencil and ask them to begin lightly drawing their design. Remind children to start from the centre and work towards the outside of the building.



### FINISHING THE DESIGN IN INK AND ADDING DETAILS

Children should now draw over their pencil lines in ink. When they have inked up their drawing, they can rub out all pencil marks. Children could go on to consider appropriate colours and textures for their design.

punching holes and joining with string or paper fasteners (paper fasteners can be used rather like rivets); binding with string or tape; rolling into tubes (if the cardboard is thin enough), securing the tubes with masking tape and joining tubes together in different ways. Tubes make very strong struts.



Evaluate whether children can turn flat (two dimensional) pieces of cardboard into self-supporting, three-dimensional forms. Here, look out for and encourage children who are folding, pleating, scoring, bending, tucking etc.

Once children are happy with their construction they can cover it in Modroc and paint using a similar colour scheme to that of Hundertwasser.

## Application of Skill

### TASK SHEET

#### Develop control of a range of materials, tools and techniques

1. Paint and draw an observational drawing of a local building/urban landscape using the techniques of L.S Lowry focusing on shape and line. You must incorporate an urban colour scheme on a pale background showing use of the technique of rubbing out and over-drawing.
2. Working in groups, create a large architectural drawing (elevation) redesigning a local building inspired by the buildings of Hundertwasser.
3. Construct your elevation drawing in card using a range of joining techniques. Use Modroc to finish your model and paint using a similar colour scheme to that of Hundertwasser.
4. Develop and create a batik design in response to one of the following architects: *Antonio Gaudi, Frank Gehry, Norman Foster, Friedrich Hundertwasser, Frank Lloyd Wright*. Produce a detailed study and analysis into your chosen architect.