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| Suitable for Key Stage 3 | | |
| **Frottage for Architectural Forms** | | |
| **Learning Objectives:** | **Curriculum Links:** | **Resources:** |
| * To represent architectural forms using a variety of media and technique including pencil, pen, charcoal, chalk and frottage. * To pursue ideas to create an imaginary church. | **Art**: Develop ideas through investigations, demonstrating critical understanding of sources.  Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  Record ideas, observations and insights relevant to intentions as work progresses.  Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.  **RE**: Church buildings and artefacts. | * Paper cut to A5 or smaller. * Pencils, pens, crayons as appropriate. |
| **Teacher’s Notes** | | |
| **Before your visit** | | |
| * Research artists work for example Max Ernest, Antonio Gaudi, or Hundertwasser. * Explore arches, domes, towers and spires from different times and places. * Research examples of arches, domes, towers and spires and annotate with the name and site of the building. * Understand the significance of towers and spires in the Gothic tradition and use the tonal contrast of charcoal and chalk to create a dramatic effect. * Create a series of detailed drawings using pen, charcoal and chalk, using line and tone to depict characteristics. | | |
| **During your visit** | | |
| **Introduction *(15 mins)*:**  **Put out QR codes around the building.**  Introduction to the church building.  Discuss – Where are we? What is the building used for? Who is likely to use the building? How does the building make you feel? What can you see in the building?  Remind students about their work on architecture.  Walk around the church, inside and outside finding examples of different architectural forms – arches, domes, towers and spires. Discuss findings and link back to the research on Max Ernest, Antonio Gaudi, or Hundertwasser and examples of architecture studies in class. | | |
| **Main activity *(30 mins)*:**  Set the brief of creating an imaginary church using frottage techniques. Explain and demonstrate ‘frottage’ technique. Give each student a range of different thickness of paper and different pencils/ crayons to experiment with. As students are undertaking their rubbings they can also access the QR codes to understand more about the artefacts in the church and to access the gallery to see more examples of fonts, screens, lecterns, etc.  Students return and discuss their work – which paper, pencils, crayons gave the best rubbings? What architectural designs have inspired them?  Ask the students to have 10 mins to walk back around the church, sketching or drawing and deciding what they will, or won’t include when they create their own church? What mood or atmosphere will the church have? | | |
| **Plenary:**  Share their findings with a partner, discussing their choices and beginning to formulate their design of their church. | | |
| **After your visit** | | |
| * Use knowledge of architectural forms and pictorial composition to represent an imaginary church. Develop Photoshop skills to review and refine ideas. | | |
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