

Clyde Waterfront Education curriculum resources

Lesson/project idea

'Architecture'

Title Design a Clyde waterfront building to house a new amenity	Curricular area Expressive Arts	Age group Upper Primary
Lesson/project focus Lesson: Architecture/structures Project: Design a building to house a new or additional amenity	Cross curricular links ICT	Cross cutting themes Curriculum for Excellence; Assessment is for Learning; NEET/MCMC; Personal and Social Development; Citizenship
Short description Design a new building structure, or extend or improve an existing one, as part of the regeneration of the Clyde and which fits in with the existing architecture.		
Description Through knowledge and understanding of the architecture of buildings around the Clyde, learners will choose three elements of existing Clydeside architecture to house an amenity of their choice and produce a new or extended structure. Working in groups of three each learner should be responsible for choosing one attribute to influence the group's building plans to suit the needs of Clydeside residents.		
Aims of learning <ul style="list-style-type: none"> • To achieve learning objectives of lesson/project topic • To develop enterprise and life skills - communication, working as a group, sense of responsibility to achieve goal, contributing towards a complete idea for a new building/amenity • To develop knowledge an appreciation of architecture in the city • To develop a sense of ownership over techniques used to produce final product • To develop children's ideas for contribution to Clyde regeneration 		
Broad Outcomes of learning <ul style="list-style-type: none"> • Subject knowledge gained and enhanced • Enterprise skills developed/Curriculum for Excellence: working on research in small teams to produce final product, self evaluating, problem solving • Research and communication skills enhanced through practical work, exploration and application of research methods, survey of amenities and architecture which exists around the Clyde • Learners gain ownership of project through taking decisions • Self-confidence and sense of responsibility are developed through sense of ownership, 		

decisions about architectural qualities of new building, completing the task to a high standard

CfE Experiences and Outcomes

Art and design

Through art and design, learners have rich opportunities to be creative and to experience inspiration and enjoyment. They explore a wide range of two- and three-dimensional media and technologies through practical activities, and create, express, and communicate ideas. Their studies of the works of artists and designers enhance their enjoyment and deepen their knowledge and understanding.

Learners can:

- have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.
- create and present work that shows developing skill in using the visual elements and concepts.
- through observing and recording from experiences across the curriculum, create images and Inspired by a range of stimuli, express and communicate ideas, thoughts and feelings through activities within art and design.
- objects which show awareness and recognition of detail.
- develop and communicate ideas, demonstrating imagination and presenting at least one possible solution to a design problem.
- respond to the work of artists and designers by discussing thoughts and feelings giving and accepting constructive comment on one's own and others' work.

Resources

- www.glasgowarchitecture.co.uk/clyde_street.htm
- www.earchitector.co.uk/scotland/river_clyde_architecture.htm
- www.glasgowguide.co.uk/ibrox/glasgow-ibrox-armad1.html
- www.murraydunloparchitects.com
- www.geo.ed.ac.uk/scotgaz/features/featurefirst16836.html
- www.pacific-quay.co.uk
- www.scotland.org/about/history-tradition-and-roots/features/culture/glasgow-and-the-clyde.html
- www.constructionmall.com/press/article/18483

Resources for project

- Pens, pencils, paper, card
- Internet/PC access
- Digital camera
- Library access
- Photos of Clydeside buildings
- Example of a combination of architectural qualities from different buildings
- Transport to Clydeside

Relevance to curriculum

Permeates various curricular areas – ICT, Art, PSD, Language, and Enterprise Education, Environmental Studies – People in Society
Purposeful use of communication skills, sense of ownership and responsibility, ICT and Art and design skills in a true to life context

How to develop an *enterprising* lesson

Developing confident individuals

How will you provide a *real* context for learning?

- Learners will work together in teams to produce a drawing of a new structure within a given time constraint
- Learners will apply their previous learning experiences, knowledge and understanding to this real life task
- Teams will make contact with architecture businesses who were involved in the regeneration of the Clyde to gain information and advice
- Cross-curricular skills will be applied – through self-evaluation, teams can identify individuals' strengths and areas for development
- Children will make their proposed structures available to others by making plans available on their school website
- Children will learn about career choices which they may consider as they grow up

Developing responsible citizens

How will you give *responsibility* to learners for their learning?

- Learners will have ownership over the presentation and content of their plans
- Independent learning- learners will decide on research, reporting and analysis methods, as well as coordination of the project in teams – choice of characteristics
- All team members share responsibility for the completion and overall quality of the end product
- Learners are responsible for the organisation of themselves and their team for the completion of the tasks within the time and brief constraints

Developing effective contributors

How will you develop *relationships*?

- Learners will be encouraged to work together in teams
- Learners will undertake responsibilities and individual roles within teams
- Learners will share responsibility for resolving conflict within their teams
- All learners have the responsibility to contribute, communicate, negotiate and co-operate within their team

Developing successful learners

How will you *reflect* on this learning?

- As a class, learners will evaluate the work of each team at the presentation of the final structure plans
- After plans are produced, the learners will carry out self evaluation
- Their work will be assessed through teacher, self and peer evaluation
- A facility to comment on the structures could be provided on the school website
- Photographs of the learners working in teams to produce plans from structures will be kept as evidence as well as the paperwork they produce in completing the final plans

Developing lifelong and employability skills

How will you establish links with external partners in order to put this into a real context and make this more relevant for young people?

- Input from architects who designed new buildings on the Clyde
- Guidance from internet sites re amenities and structures on the Clyde
- Make use of architects'/websites to assist in planning new structures for additional Clydeside amenities

Is there an opportunity to highlight career opportunities?

- In construction and architecture industries, draughtsmen, builders, developers

Reviewing the process

If this is a lesson idea, how could you involve other curricular areas?

Technology

Construct a model of proposed Clydeside amenity structure, encourage a firm of architects to sponsor and/or judge a competition – prize could be a day out on the Clyde or trip to enjoy a Clydeside amenity

Language

Write a report about architectural characteristics of Clydeside structures which influenced the group's final plan. Include information about the decision to house the suggested amenities was made and who would be attracted to the area as a result

Careers Education

Learners could make use of the expertise of local architecture firms in guiding their efforts and pointing out qualities of Clydeside structures

Could it be incorporated into an activity/project with a higher profile (for example, presentation, competition, production of materials, event)?

- Learners could look further afield in Glasgow to gain inspiration to plan a building for their own community which would house appropriate amenities to suit their needs and those of all local residents
- School could hold an open day where, in partnership, architects and construction personnel could demonstrate their skills and work experiences to parents, learners and staff

Brief outline of plan

Sequence	Input and content	Teacher activity	Learner activity
1	<p>Introduction of topic</p> <p>Review Clydeside structures</p> <p>Establish outcomes of learning</p>	<ul style="list-style-type: none"> Introduce project by: <ul style="list-style-type: none"> - researching existing structures and the inspiration behind them - discussing existing amenities and ideas for new amenities - highlight architectural elements of existing Clydeside structures 	<ol style="list-style-type: none"> In teams research existing Clyde architecture In teams discuss, agree and present a list of 3-5 provisional influences for their structure
2	<p>Plan and draw a new Clydeside structure:</p> <ul style="list-style-type: none"> - deciding upon individual roles within team - identifying skills needed to produce item - such as ICT, Art, Language - planning how best to approach the project - booking library visits - using the internet - using photographs - using the model as a guide <p>Outline expectations – include discussion of a ‘good’ structure plan</p>	<ul style="list-style-type: none"> Support groups during research by: <ul style="list-style-type: none"> - discussing individual roles within teams - facilitating choice of architecture - encouraging learners to work together and share information where appropriate - discussing which ideas for amenities are appropriate for the Clydeside - identifying research methods - identifying sources of relevant information - supporting and supervising groups during research - regulating roles and responsibilities - supporting learners in finding appropriate information Model an appropriate structure containing three architectural elements Supervise teams during production of structure plans 	<ol style="list-style-type: none"> Discuss and agree a permanent role for each individual until the completion of the lesson Use internet and library visits to locate and access appropriate photographs of architecture around the River Clyde Agree on three architectural elements and one amenity which will be used to complete the final drawing Produce team structure plan using Art and ICT skills Present group’s plan (e.g. poster) to class
3	Review results	<ul style="list-style-type: none"> Assess results of work 	<ol style="list-style-type: none"> Contribute to peer and self-evaluation

		<ul style="list-style-type: none">• Facilitate peer and self-evaluation discussions• Ensuring assessment – self, peer and teacher is recorded for identifying impact and progression	discussions
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