



Project:>

# Exploration of the Built Environment in Portree

### **Introduction:**

The aim of the Scottish Architectural Education Trust (SAET) is to encourage a positive development of attitude and culture in Scotland towards architecture and the built environment by increasing awareness and understanding of architecture in young people.

The pupils of Portree High School worked alongside HE students of education and architecture and created a building that they could respond to. The pupils were introduced to the design process.

### **Learning Aims:**

- To assist 5th and 6th year pupils to look at and really see architectural variety in their surrounding area and to evoke an emotional response to such buildings
- To give an understanding of the design and planning done by architects through a co-operative practical task

### **Learning Outcomes:**

- The observation, with a fresh eye, of the architecture of Portree, formed and shaped by topography and weather
- Recording visually one building that students can respond to
- Discussion of their emotional response to that building
- Working alongside students of education and architecture
- Exploration of natural materials on the beach to construct a visual map of the local area.
- Individual recording (using blank slide) of an aspect of local environment

### **Final Product:**

- Create through visual recording a building that they can respond to
- Emotional response to same building
- Understanding of design process

### **Cross-Curricular:**

- Language, Environmental Studies, Problem Solving

### Methodology:

- Initial meeting with group to discuss format of day.
- Encouraging pupils to walk round local area paying particular attention to the architecture.
- Ask them to choose one building that they feel an emotional response to. This can be negative as well as positive.
- Ask them to make a visual recording of this building. Encourage them to have free choice of materials to make visual recording
- Encourage them to display feelings through 'What, Why, How, Where' questioning
- Group feedback of morning workshop.
- Afternoon session began with pupils working collaboratively in groups to construct a visual 3D map of the local area. This took place on the local beach. The pupils were given little guidance on this and were encouraged to interpret it as they thought best. Problem solving at its best!
- Each group did interpret it differently and a huge variety of natural materials were found and used.
- Group presentation of completed work.
- Using blank slides pupils were given five minutes to design a slide depicting an aspect of the local environment. Slide show as finale and a bit of added fun!

### Resources:

- Maps of local area, guide to local area, library, internet, tourist information

### Differentiation:

- am. Pupils working at their own individual level.
- pm. Pupils working together in mixed ability groupings

### Teacher input:

- Working alongside other adults assisting and supporting pupils as and where necessary

### Pupil Input:

- Good knowledge of local area but on their own admission had 'stopped seeing' many buildings in their local environment
- Able to discuss in a coherent and concise manner their personal thoughts of individual buildings

### **Word Bank**

Whitewashed walls, gable end, pitched roof, street furniture, light, shadows, doorway, curved, attached

### **Equipment:**

- Drawing materials, video, camera, natural materials from beach

### **Recording:**

- Visual data, slides, video, discussion

### **Assessment:**

- Teachers, pupils, (oral); students and educators (written reports)