



Project:>

Our Village

Introduction:

This project, funded by the Scottish Architectural Education Trust (SAET), supported and enhanced the ongoing Environmental Studies 5-14 work on "Our Village" at Lochmaddy Primary School. The staff of this two-teacher school recognised their role in encouraging the children to concentrate more on looking at buildings in the village in preparation for the project.

The aim of the 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.

Learning Aims:

- To help children look at and really see architectural variety in their surrounding area and consider its functions
- To explore the concepts, vocabulary and ideas which allow children to offer informal opinions on buildings

Learning Outcomes:

- Creation of detailed drawings of local sites using a variety of materials (The Old Court House, The New Court House and Spanish House)
- Discussion about the occupants past and present of the premises
- Communication, through role-play, about past experiences of occupants of Spanish House and people of the local area

Final Product:

- Production of detailed drawings of keynote buildings in local environment
- Video of role-play based on historical context
- Investigative work on local area achieved by children before visit

Methodology:

- Welcome cup of tea (made by the children) and scones
- Initial meeting with children (P1-7) and discussion about what they thought we should know about their area
- Highlighting Art and Design and Drama as two areas to investigate.
- All work to take place out of doors (October but luckily an Indian summer!)
- Early stages (P1-3) sketched the Old Court House and the rest of the pupils sketched the swing bridge leading to Spanish House
- Collaborative work incorporating all children and all adults to produce role-play in outdoor setting with Spanish House as backdrop. This involved the children being divided into three working groups
- Group presentation of final outcome (video)
- Children reflect and evaluate their day's work. Here the early stages pupils had major input via drawings and P4-7 through drama via revisiting video.

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Resources:

Official guide to local area
Existing work on local area compiled by children.
Human resources within school
Library
Internet

Cross Curricular:

Environmental Studies, Language, R.M.E., Art, Drama and ICT

Differentiation:

Basically this was achieved by dividing school (25 pupils!) into two groups (P1-3 and P4-7) for drawing process. Children within these groups were assigned to student teachers, students of architecture, and educators. Ratio of pupil/adult was either one to one or two to one.

Teacher Input:

Teachers planned and implemented work on the local environment over a 4 - 6 week period. The one day input was discussed and planned on the basis of this work.

Pupil Input:

Children discussed which building/structure in the local environment they wished to make a detailed drawing of.

Children worked collaboratively with educators to produce role play scenario.

Children demonstrated their existing knowledge of local environment through display of work to date and discussion.

Word Bank:

The Old Court House	Sponish House	Swing Bridge
stone	ruin	structure
patterns	derelict	river
doorway	powerful	wires
windows	stairs	planks
roof	stone	wobbly
carvings	scale	connects
steps	shadows	construction

Equipment:

Clipboards, pencils, charcoal, paper, props for role play, camcorder, video and video recorder.

Recording:

Booklet, Video and detailed drawings.