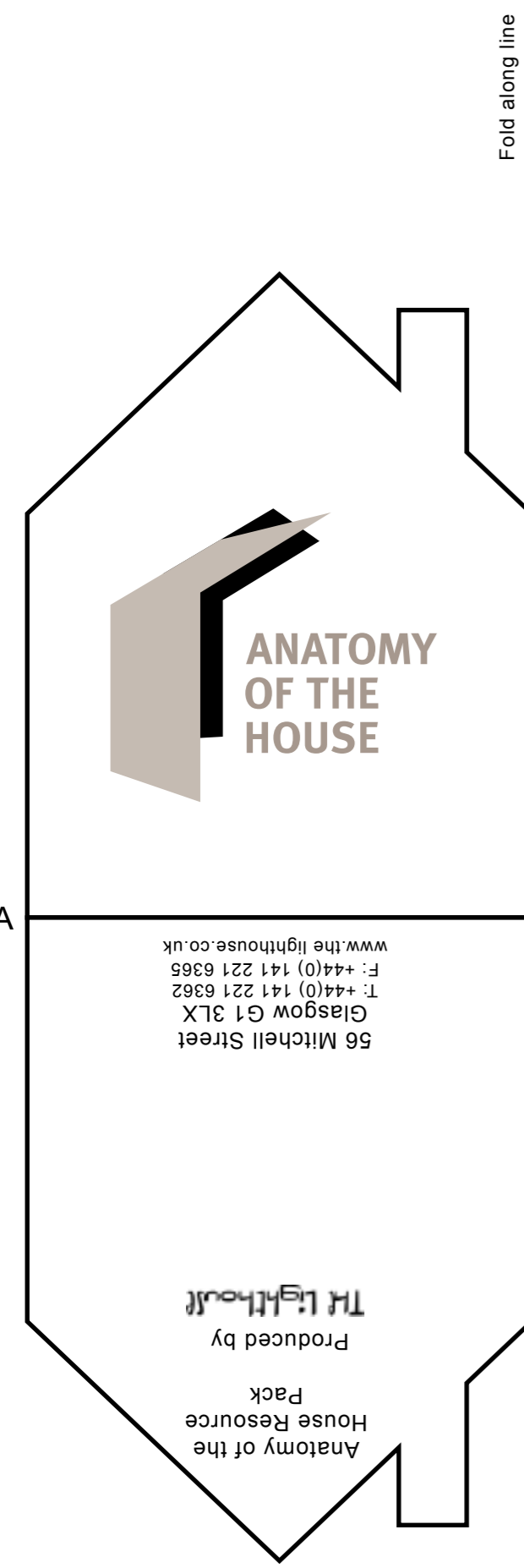


**ANATOMY OF THE HOUSE
BRIEF INTRODUCTION**

Over the past 5 centuries the modern Scottish home has emerged. This notion of the 'home' as a private, self contained entity, used solely for domestic purposes, where the public and commercial worlds rarely enter, has manifested itself in a variety of architectural forms and settings.

Anatomy of the House looks at the Scottish house from both a historical and contemporary perspective. Five housing types namely Croft, Castle, Settlement, Urban and Suburban are examined in terms of their histories and their development to their modern day equivalents. The exhibition shows the experiences of both the architects who designed the houses and of the occupants now living in them.



Answer the questions
Cut along line A-A
Glue the two halves together
Fold along the dashed lines
Cut along the dotted lines.

Fold along line

Where do you live?









○
○
○
○
○
○
○
○
○

- City
- Village
- Town
- Edge of a town
- City edge/Suburb
- Countryside
- An Island
- The Moon
- Other

Fold along line

What type of home do you live in?

○
○
○
○
○
○
○
○
○

- Detached 
- Semi-Detached 
- Terrace 
- Modern Flat 
- Tenement Flat 
- High Rise Flat 
- Houseboat 
- Caravan 
- Other

Fold along line

Make a quick sketch of the front of your home.

(This view is known as the front elevation.)

Fold along line

What is your home made of?

Make a list of all the materials your home is made of i.e. glass, brick, paper, mud, steel etc.

What is your favourite place?


Why is it your favourite place?

Draw a plan of your bedroom.

Imagine you could float up to your bedroom ceiling, draw what you'd see when you look down.

Who lives in your home?

(Draw a picture of everyone including your pets.)



How many

○ Rooms

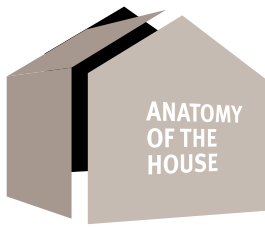
○ Doors

○ Windows

does your home have?

A

A



INSTRUCTIONS

In this activity pupils take on the role of interior designer for another member of the class

Pick a room at home or in school which you would like redesigned.

On **RESEARCH SHEET ONE** collect images from magazines and newspapers. Take clippings of colours, patterns and textures in the room and stick them onto the worksheet.

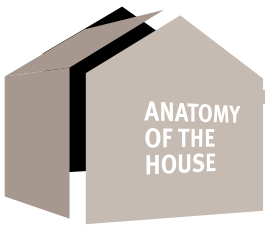
Make a list of the materials that are used in the room.

Draw a plan and a section of the room.

On **RESEARCH SHEET TWO** collect more clippings from magazines and newspapers, draw and write about how you would like the room to look.

Swap your two research sheets with another member of the class and design a room for them. Present your room to them explaining how you came to your Final Design.

This exercise can be expanded by giving prices to materials and asking the designer to cost their final design.



RESEARCH SHEET 1

COLOUR

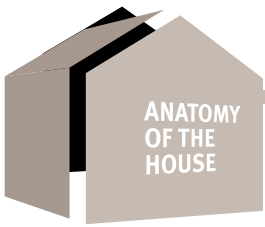
PATTERN

TEXTURE

MATERIALS

SECTION

PLAN



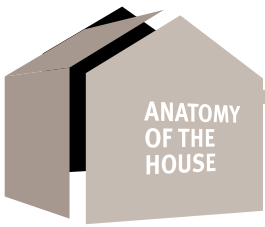
RESEARCH SHEET 2

COLOUR

PATTERN

TEXTURE

DRAW A PLAN OF YOUR ROOM



FINAL DESIGN

PLAN

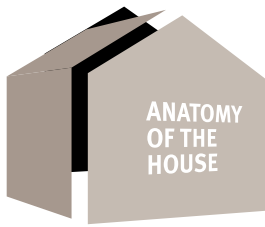
SECTION

COLOUR

TEXTURE

PATTERN

MATERIALS AND FEATURES



ACTIVITY 2

This activity introduces analysis of the built environment, design, architecture, feelings, judgements, opinions, observation, sensory exploration of space, imagination, geography, history, maps and photography.

Decide on a particular area of study. The environment you choose can be the school itself, or the immediate area surrounding the school. It needs to be somewhere which is easily accessible and can be conveniently returned to regularly.

Start with a walk, followed by a class discussion.

SENSORY WALKING

On one side of an A4 sheet, ask pupils to make annotated thumbnail sketches of things they see on their walk. Retrace your steps asking them to make two lists: the first of what they can hear and the second what they can smell. Encourage them to share their sensory experiences. The raw vocabulary gained makes a good starting point for poetry.

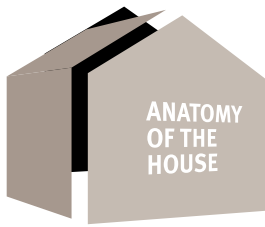
DECORATIVE MEMORY MAP

Tell pupils that they are going to make a map of their route decorated with any significant features they see, smell or hear along the way. (You may also want them to note feelings.) They will make the map from memory in the classroom so they will need to make notes along the way. Back in the classroom they can make individual or group maps. The aim is to produce a map that records sensory responses and feelings about their environment.

PHOTO EXPLORATION

One camera can be passed between the group. Ask pupils to record details or buildings they found during the walk. Things they like and dislike.

The final display could be made up of all the photos, drawings and annotations. Ask them to prepare a brief presentation, justifying their choices, in the case of the building or feature they don't like and suggest improvements.



ARCHITECTURE SEARCH ENGINE

www.greatbuilding.com

Virtual Museum of Architecture

www.quondam.com

Scottish Architecture

www.lets-go.co.uk/architect

CROFT

Tour of the Highland Blackhouse

www.dualchas.com

A Short history of Crofting in Skye

<http://pages.eidosnet.co.uk/~skye/crofting.html>

CASTLE

Scottish Castles

www.casles.org

Craigivar Castle

www.aboutbritain.com/craigievarcasle.htm

URBAN

RIBA Stirling Prize – Graham Square

www.ajplus.co.uk/stirling/graham/

Homes for the Future 2

www.glasgow.gov.uk/homes2/intro.htm

SETTLEMENT

Sustainable Communities Network Scotland (Findhorn)

www.ecovillages.org/scotland/scns/memberprojects/findhorn.html

PUBLICATIONS

House, Showing how people have lived throughout history with examples drawn from the lives of legendary men and women, Albert Lorenz, Harry N Abrams, Inc, 1998. **ISBN 0 - 8109 1196 - 5**

Home, The Twentieth Century House, Deyan Sudjic, Laurence King Publishing, 1999.

ISBN 1856691543

Hundertwasser Architecture, For a more human Architecture in Harmony with nature, Taschen, 1997.

ISBN 3 – 8228 – 8564 - 9

Understanding Plans, A laypersons guide to Architectural Drawings, Peter Murray & Michelle Ogundehin, The Arts Council Of England.

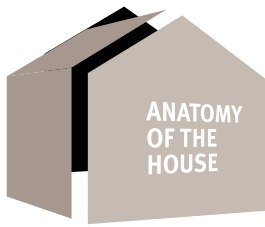
LIGHTHOUSE PUBLICATIONS

Available on request from the Lighthouse Education Team

Space and Place

Brainstorming Buildings for 4 – 7 year olds

Brainstorming Buildings for 8 – 12 year olds



PLAN

The plan is possibly the most important drawing in architecture. A plan makes a horizontal slice through a building, usually as if it is cutting midway through the window panes, and looking straight down.

ELEVATION

An elevation can show the front, back or side of a building. It is a two dimensional drawing of one side of a building.

SECTION

A section slices vertically through a building in the same way as a plan makes a horizontal cut.

RURAL

In the country

URBAN

In the city

SUBURBAN

On the outskirts of a city or town

CONTEMPORARY

Current, new, now.

FACT FINDERS





CASTLE :> THE LONG HOUSE

Go to www.anatomyofthehouse.com and select the **Castles** section

What sort of building do you think of when you think of a castle? Describe it

Read the introductory text. How did castles develop through time?

Draw the front elevation (front view) of the Long House.

Read about 'The Long House'. Describe the site where it is located.

Use the Video and the Full Text Transcript to find the answers.

Listen carefully to the **occupant** of the house.
Can you find these facts?

How long did the project take?



CASTLE :> THE LONG HOUSE

Go to www.anatomyofthehouse.com and select the **Castles** section

What reasons does he give for the neighbours objecting to the house?

What do the occupant's friends and family think about the house?

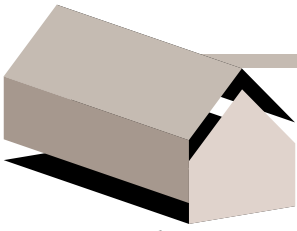
Listen carefully to the **architect** of the house.
Can you find these facts?

What brief did the client, David Pearson, give to the architect? List all the things he wanted.

List the words which the architect uses to describe the house.

Your Opinion

What is your favourite part of the house? Give reasons for your answers.



ANATOMY
OF THE
HOUSE
ACTIVITIES

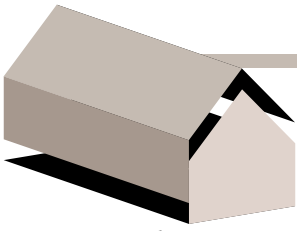
THE CROFT => TIGH NA DROCHAIDE

Go to www.anatomyofthehouse.com and select the **Croft** section

What two features were typical of simple early houses in rural Scotland?

Who shared the space inside small rural houses?

Draw Tigh Na Drochaide in its landscape setting



ANATOMY
OF THE
HOUSE
ACTIVITIES

THE CROFT :> TIGH NA DROCHAIDE

Go to www.anatomyofthehouse.com and select the **Croft** section

Use the Video and the Full Text Transcript to find the answers.

Listen carefully to the video of **occupants** of the house.
Can you find these facts?

Which area of the house is the man's favourite space?

What does he like about this room?

Listen carefully to the **architect** of Tigh Na Drochaide.
Can you find these facts?

What is the main ethos of his architectural practice?

What does the architect say about kit houses?

What two aspects make the architects houses suitable for the economy of the area?

Your Opinion

Would this be the kind of house you would like to live in? Explain why?



SETTLEMENT :> INCHYRA PLACE

Go to www.anatomyofthehouse.com and select the **Settlement** section

Read the introductory text. What has been the key ambition of architects and planners during the last century?

Where is the earliest excavation of a township?

Use the Location option to draw the shape of Inchyra Place from a bird's eye view (hint: the shape is a bit like a rugby ball)

A large, empty rectangular box with a yellow border, intended for drawing the shape of Inchyra Place from a bird's eye view.



SETTLEMENT :-> INCHYRA PLACE

Go to www.anatomyofthehouse.com and select the **Settlement** section

Use the Video and the Full Text Transcript to find the answers.

Listen carefully to the video of **occupants** of the house.

Can you find these facts?

How does the man describe the house?

What sort of people live in these houses?

What are the occupants' favourite rooms and why?

Listen carefully to the **architect** of Inchyra Place.

Can you find these facts?

What model inspired the architects in their design of this 'settlement'?

Why did the architects use strong colour?

How does the architects' design make it easy for people to meet on a daily basis?

Your Opinion

What do you think is good about the design of these houses? Explain why?



SUBURBAN :> WHINHILL PHASE 4

Go to www.anatomyofthehouse.com and select the **Suburban** section

Read the introductory text.

Why do many people choose to live in the suburbs?

Whereabouts in Scotland is Whinhill Phase 4 located?

Draw one of the houses at Whinhill Phase 4

Why are the insides of the houses 'upside down'?



SUBURBAN :> WHINHILL PHASE 4

Go to www.anatomyofthehouse.com and select the **Suburban** section

Use the Video and the Full Text Transcript to find the answers.

Listen carefully to the video of **occupants** of the house.

Can you find these facts?

How many occupants are there in the house?

What has living in the house done for them as a family?

Why does the female occupant like the kitchen and the bedroom?

Listen carefully to the **architect** of the house.

Can you find these facts?

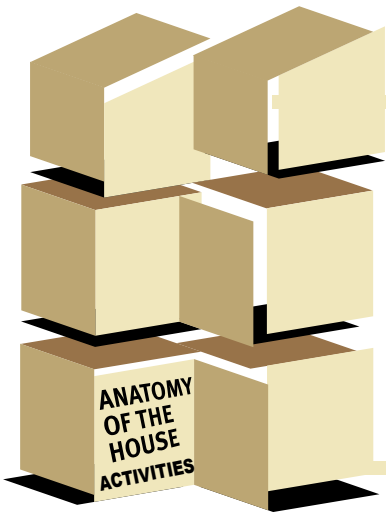
What do the occupants enjoy most about these houses?

Why are fuel costs low?

What type of housing is it?

Your Opinion

What do you think is good about the design of these houses? Explain why?



URBAN :> GRAHAM SQUARE HOUSING

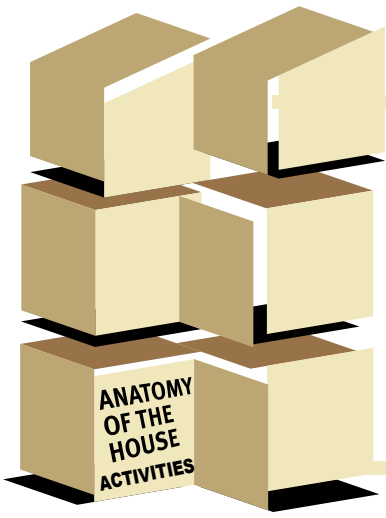
Go to www.anatomyofthehouse.com and select the **Urban** section

Read the introductory text.

What were conditions like in Edinburgh's old town tenements?

Why are many people attracted to city living?

Draw the shape of the original meat market wall which links to the Graham Square housing (clue: look at centre of the aerial photo in the **Location** section).



URBAN :> GRAHAM SQUARE HOUSING

Go to www.anatomyofthehouse.com and select the **Urban** section

Use the Video and the Full Text Transcript to find the answers.

Listen carefully to the video of **occupants** of the house.
Can you find these facts?

What was the site before the houses were built?

Where is the occupant's favourite place in the house? Why?

What does the occupant say is good about living in a modern flat?

Listen carefully to the architect of the house.
Can you find these facts?

How do the houses collect free heat in the buffer zone?

In what ways did the **architects** work with the sunlight?

Your Opinion

What do you think is good about the design of the house? Explain why?
