

MODEL SCHOOL

4

Experiencing Architecture

Lesson Plan:
4.0 Mapping my school



Model School

4. Experiencing Architecture



Stage 4 Outline.

We experience our surroundings, not just visually, but through all our senses. This is how we interpret the atmosphere of a place. Our emotions also play an important part in how we feel about a space.

The objective of this lesson is to ask your class to similarly explore their school and record their emotional feelings and physical understanding of it on a 'collage' map. The intention is for the pupils to understand that our environment has an affect on our senses and our moods and depict this in a graphic way.

This is an intensive lesson which might last 1/2 a day, or you can break it down into smaller chunks if you wish. You can either to draw an outline plan of your school as preparation, don't worry it can be a VERY basic drawing, indicating classrooms, and the big spaces, or simply let the class draw their own version of the map. Whichever method you use, it will form the base for your pupils to record their experiences. Give your pupils a free rein to develop their own graphic way of recording their findings.

Lesson 4.

Mapping My School

Small groups of pupils should focus on different aspects of their environment for example; lively spaces, quiet spaces, soft and hard spaces. Involve all the senses including experiences of smell, warmth, textures, sounds etc. Blindfolds could be carefully used to enhance certain experiences. Pupils should make a map of their school based on their experience, e.g, for sound, a loud space would have a large area on the map where as a quiet space could be small. Colour and texture could also be added to the maps to indicate additional factors. This investigation can be widened to local areas around the school as well, giving you more coverage of the curriculum.

Further reading

If you wish to widen your knowledge for this stage or find more material and images:

MAPS by Nigel Peak, ISBN: 978-0-9556284-1-2

In Praise of Shadows by Jun'Ichiro Tanazaki, ISBN: 13-978 0099 283 577

Atomospheres by Peter Zumthor, ISBN: 13-978 3764374952

Map as Art, contemporary artists explore cartography by Katherine Harmon, ISBN: 13-978 1568 987620



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Lesson Plan 4

Mapping My School

Location	Classroom/ School grounds
Suggested Duration	2 x 1.5 hours (approx)
Task type	Group
Materials /Equipment	Cameras, pens, coloured paper, old magazines, crayons, charcoal for rubbings, 1 large sheet paper - plain wrapping paper or A0 paper, or the end of a roll of newspaper print
Learning intention	To apply mapping knowledge to interpret space creatively
Record Of Learning Activity	Map in the form of a collage or drawing

INTRODUCTION

Discussing

Generate a discussion about the purpose of maps and the type of information which is recorded.

Allow 5 mins.

MAIN ACTIVITIES

The first task is an investigation of your surroundings. Divide the class into small groups and allow them to discover different parts of the school.

We suggest that each group should produce one map using a different sense:

Map of smells

Map of sounds

Map of textures

Recording

Teachers can improvise here and come up with their own aspects to investigate, another theme could be **Spaces for pupils : Spaces for teachers**, pupils could take photos of the areas they are investigating so that these can be printed and used as material for making collages.

Mapping

The second task is map making, use prints of your school map, local area map or combine with ICT lesson using googlemaps as the basis for the class to create their collage maps. The class can use coloured and textured paper to show different atmospheres, e.g, red for warm areas, green flowered paper for grassy areas.

You may want to make an extremely large scale map to allow the whole class to contribute. End rolls of newspaper print are excellent for this or use a projector to project a base image on to a large wall and overlay with drawing. Maps should be designed in relation to the **sense** that pupils are investigating. The largest area on the map should be the place where the sense was evoked the most. The maps should be colourful, textured and vibrant.

CLOSING THE LESSON

Discussing

Upon completion of the maps ask each group to talk about the information they have gathered and the way they have chosen to depict this. A general discussion across the class will reveal their experience of the school environment. Maps should be kept for future reference and presentation.

HOMEWORK (OPTIONAL)

Illustrating + making

This homework task should prepare your pupils for Stage 5: The Big Design Event and also builds on the work done in this stage. Ask your class to draw a map of a fictional classroom and make a collage of all the aspects they would want to include in a classroom of their own design for example materials, textures, views, sounds etc. An A3 size piece of paper is suggested for this.



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INFORMATION SHEET



Making collage maps with
textured and coloured
paper





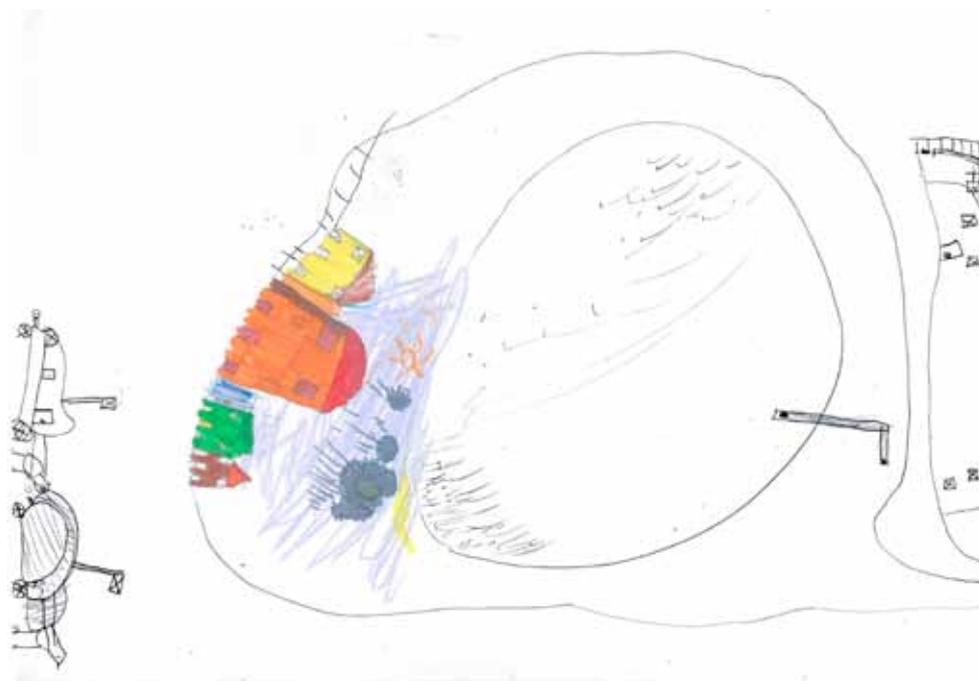
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Creating a big map



Mapping by P4 pupil



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SENSORY ARCHITECTURE

MAGGIE'S CENTRE



DUNDEE by Frank O Gehry



INVERNESS by Page + Park



Photograph:
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HAZELWOOD SCHOOL

For children and young people with sensory impairment

www.hazelwood.glasgow.sch.uk