AN INTRODUCTION TO ARCHITECTURE

Skills development Activities:

INDIVIDUAL MINI PROJECT

KS5 - Advanced

Created by Students at The Welsh School of Architecture
INTRODUCTION

WHAT IS ARCHITECTURE?

Learners will choose a block(s) from a choice of Light, Atmosphere, Structure, Materiality, Context and Sculpture to conduct further research for their Individual Project. They will follow an independent reiterative learning process that will develop their visual and oral presentation skills to help with employability, and to support the development of the type of portfolios that many schools of architecture would request as part of an admissions process.

A note that the following lessons are based on the presumption of doing a final artefact as we believe this to be much more helpful for admissions into Architecture at University and for other design based courses.

Indeed the process artefacts (whether they be a drawing, film or three dimensional) that will be produced in this scheme will still serve as beneficial images and diagrams to support any written work as well.

However, if a learner or school is unable to create an artefact for this Individual Project, these lesson plans can still be conducted as a way to explore the field of architecture.
AIMS

- Inspire learners to think about architecture holistically.

- Inspire learners to take initiative to conduct their own research into personal interests and hence activating the **Planning and Organisation** as well as **Personal Effectiveness** Skills.

- Encourage visual presentation skills and ability to orally persuade and discuss/argue. This will help with **employability** and **give learners more confidence** with their own work. Presentation skills will also aid those applying to **Architecture with Portfolios**.

- Using media will encourage the **Digital Literacy** Skill.

- Allowing learners to use both oral and visual presentation methods to communicate and defend their ideas will help with **Critical Thinking** and **Problem Solving**.

- In regards to the artefact(s), the process of design, make and test will provide constant re-evaluation of work, resulting in an impressive array of process artifacts at the end of the project that will only serve to make their **argument stronger**. This will allow others to identify the themes of the learners work as well as track their **thought process**.
LESSON 1
LIGHT AND ATMOSPHERE

INTRODUCTION

Introduce by giving an overview of the key topic: Light and Atmosphere. See PowerPoint.

Please note to learners that as well as the content of the lesson, work done in the lesson will help those learners with the intermediate task (See next page).

TASK

Split the class into groups, with each group having 1 of the 6 categories: Structure, Light, Sculpture, Atmosphere, Context, Materiality. Learners will prepare a 5 minute presentation summarising their findings to the rest of the class.

If possible allow learners working in groups to access all resources (provided by us) via ICT and look at the different themes they have been assigned.

They should be encouraged to find information themselves and focus on what they find most appealing and/or interesting.

At the end of each presentation allow a few minutes for discussion. Teachers and learners should challenge and encourage ideas.

Note that this is a shared learning experience and should become a collective ‘brainstorming session’ where everyone is adding to each other’s knowledge and experience of architecture. There is no wrong answer so long as it can be justified.

POST TASK/ HOMEWORK

Individuals will pursue further research in their own time and produce an artefact of any medium (drawing, model, collage, film, photography, etc) and a 50 word description outlining the ideas behind it. Note to learners that they must be able to critically justify their thinking and artefact.

Teachers will have to decide whether this exercise is better done as a piece of independent study or as a classroom activity.
LESSON 2

REVIEW

Learners will have a chance to view all the artefacts created by the class in an exhibition format. This can be as simple as clearing tables and laying the artefacts neatly.

After this viewing time they will stand by their work while the teacher and classmates ask questions that assess the strength of options and arguments.

A learner that is standing should take into account these opinions but also demonstrate resilience and perseverance if needed.
FRAMEWORK AFTER INTRODUCTION

After lesson one and two, we envisage teachers to further the use of research, make and present:

For every lesson (or week, depending on schedule of class), learners should bring with them a drawing, illustration, film, media or artefact that summarises their thinking in response to research they have conducted during that time.

They will present both their thoughts and media to the teacher individually or in pairs, furthering the use of Critical Thinking and Problem Solving.

This will occur repetitively every lesson or week and in this way learners will improve their ability to justify their proposals.

Learners will then discuss with teachers the appropriate method and outcome for the final artefact for the assessment. Note that this should be of significantly high quality, backed up by the supporting process artefacts/drawings created already.

All in all this will then produce a firm foundation for writing their Individual Project.