

Take a Closer Look at Structures



The *Take a Closer Look at Structures* learning journey relates specifically to:

Key Stage 2 Art & Design, Unit 6C, 'A Sense of Place' (Yrs 5/6).

Exploring and developing ideas (2): ...ask the children to use viewfinders to select views they think include interesting features, e.g. fields, walls, hedges, waste spaces, waterways, details of buildings, such as decorative work, columns, windows, towers, doorways.

The learning journey can be used along with the following suggested activities to meet the above criteria. Links to other relevant units of the National Curriculum are given at the end of this sheet.

Activity One

As a precursor to children undertaking the on-line activity a class discussion on the following topics may be appropriate:

- defining what a structure is
- key structures in the local environment
- different ways of recording the environment such as taking photographs or painting and drawing it

Children should then be introduced to the *Take a Closer Look at Structures* learning journey as a preliminary to recording aspects of the environment for themselves. The learning journey will introduce them to interesting features on buildings and other structures in small, easily digested sections. A simple image-text format is used to show examples of different features and give a brief description/history of them.

It is envisaged that children can work independently through each section as follows:

- Columns
- Windows
- Towers
- Doorways
- Decorative Work

Activity Two

At the end of each section of the learning journey is an option to choose a relevant *Print & Play* sheet. Some are simple puzzles and games others have a more focused content. Teachers may wish to use some of the *Print & Play* sheets as class worksheets – this could be as a follow-up exercise after the children have completed the on-line activity.

In particular the *Print & Play: I-Spy* sheets have been devised to encourage children to search for examples of columns, windows, towers, doorways and decorative work in the environment for themselves. By introducing the idea of searching for examples as a game the subject is

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introduced to children in a fun way. The worksheets are designed to allow children space to sketch examples or even paste in photographs if photography is to be used. The sheets could be utilised as part of a field trip exercise.

Activity Three

The *Print & Play: I-Spy* sheets also suggest ways in which the search for examples of different features on buildings and other structures could be carried out on-line. This could be done using the SINE image collections or even other web resources. Tips for using printed resources are also given.

It might be desirable to encourage children to search for examples across both media to balance their research. This may or may not be in addition to fieldwork.

Activity Four

To encourage children to begin to collect visual information they could select images with examples of different features on buildings and other structures from the SINE website. If a colour printer is available children could print out copies of their selected images and paste them onto the *Print & Play: I-Spy* worksheets.

Alternatively selected images could be incorporated into a slide show using PowerPoint. Children could be encouraged to:

- compete to find the best/most unusual examples of different building features by searching the SINE database (or other websites)
- research background information about the examples from sources such as the web, books, etc.
- explain why they selected that particular example
- vote for the examples they wish to include in the presentation
- compile an automated slide show presentation using PowerPoint (designing the slides in the same image-text format as featured in the learning journey)
- stage a class presentation

Fieldwork

These activities are not intended to replace fieldwork but to act as preparation for such an opportunity. Children should still be encouraged to use sketchbooks to record from personal observation the different environmental features outlined in the learning journey.

Children with learning difficulties

Children with learning difficulties may need to be provided with a prepared selection of examples of different features on buildings and other structures. These could be selected and printed off from the SINE website. Children could be encouraged to identify the correct example needed to paste onto the relevant section of one of the *Print & Play: I-Spy* sheets. **Alternatively** children could be encouraged to use the printed images as a prompt for their own drawings.

Curriculum Links

This learning journey and its associated activities may also be linked to other elements of the National Curriculum for **Key Stage 2** such as:

KS2 English (Reading)	Reading for Information	(3.a),(3.c),(3.d),(3.e)
	Non-fiction and non-literary texts	(5.f),(5.g)
KS2 English (Writing)	Composition	(1.a),(1.e)
KS2 ICT	Finding things out	(1.a),(1.b),(1.c),(2.a)
	Exchanging and sharing information	(3.b)
	Reviewing, modifying and evaluating work as it progresses	(4.a)

Specific Units of the National Curriculum which may be linked to the learning journey and its associated activities are:

Art & Design Key Stage 2 and 3 (Years 1, 2, 3, 4 and 7)

Unit 2C: Can buildings speak?

Unit 3C: Can we change places?

Unit 7B: What's in a building?

Design and Technology Key Stage 1 and 2 (Year 1)

Unit 1D: Homes

Geography Key Stage 1 and 2 (Years 1, 3, 4 and 6)

Unit 1: Section 1: Where do I live? Where do other pupils live?

Unit 1: Section 3: What can we see in the streets around our school?

Unit 1: Section 4: What are our immediate surroundings like?

Unit 6: Section 2: Where is the locality in relation to other places? Where is our school?

Unit 6: Section 3: What is the village like?

Unit 6: Section 4: What are the main land uses in the village?

History Key Stage 1 and 2 (Years 5 and 6)

Unit 15: Section 4: How have the ancient Greeks influenced our buildings?

Unit 18: Section 3: What can local buildings or sites tell us about the past?

ICT Key Stages 1 and 2 (Years 3 and 6)

Unit 3A: Combining Text and Graphics

Unit 6D: Using the internet to search large databases and to interpret information

Citizenship Key Stages 1 and 2 (Years 3-6)

Unit 9: Section 4: Taking responsibility – what new uses can we find for empty buildings?

Unit 9: Section 3: Why should we take responsibility for public spaces?