

1. Statement of task – ‘The Challenge’
 Students will identify client’s needs and take other factors into account in preparing a design brief for a structure. They will design an environmentally sensitive and aesthetic structure to fulfil this brief and communicate the design through sketches, plans and models. They will give due considerations to site, structure and materials, quantities and costs.

2. for age / stage / level?
 For pilot - one S1 class

3. Involving these curricular areas (tick)

Expressive arts *	Religious and moral education
Health and wellbeing	Science*
Languages	Social studies*
Mathematics*	Technologies*

4. Enactment – what we are going to do ‘we are learning today’

	<u>Geography Aims</u>	<u>Technology Aims</u>	<u>Art and Design Aims</u>
	3.Environmental sustainability	4.Writing a design brief	4.Writing a design brief
	7. Working together	7. Working together	6. Explaining cultural and aesthetic appropriateness of structure.
	8. Justifying site location	8. Justifying structure	7. Working together
	11. Negotiating skills	9. conventions	11. Negotiating Skills
	12. Scale drawing of site.	11 Negotiating Skills	13.Translating information from one form to another
	13. Translating information from one form to another.	12. Scale drawing	17. Utilising the language of architectural form and style.
	16. Weather and climate influences	13. Translating information from one form to another	18. Visualising
	17. Visualising	14. Understanding and using a design process	
		17. Utilising the language of architectural form and style.	
		18. Visualising	

6. The Outcome – description of acceptable performance and pupil demonstrations ‘what I’m looking for’

Pupil Task/Performance Criteria

- Produce individually a written report and in your groups a 10 minute multi-media presentation, of your chosen structure.
- Consideration must be given to;
 - * Site location
 - * Structure design, considering; sustainability/environment/aesthetics/clients needs/planning regulations.
 - *Quantities/materials and costs
 - * How did you arrive at your design.
 - * Use appropriate architectural language

- Guest speaker (planner/housing officer/architect).
- Digital mapping/google earth
- Microsoft software.

School based projects

- Bus Shelter
- Cycle shed
- Atrium
- Biology planthouse

5. This will contribute to these capacities (tick)

<p>Successful learners use literacy, communication and numeracy skills* use technology for learning* think creativity and independently* learn independently and as part of a group make reasoned evaluations link and apply different kinds of learning in new situations</p> <p>Responsible citizens develop knowledge and understanding of the world and Scotland’s place in it. understand different beliefs and cultures make informed choices and decisions evaluate environmental, scientific and technological issues develop informed, ethical views of complex issues</p>	<p>Confident individuals relate to others and manage themselves pursue a healthy and active lifestyle be self aware develop and communicate their own beliefs and view of the world live as independently as they can assess risk and take informed decisions achieve success in different areas of activity</p> <p>Effective contributors communicate in different ways and in different settings work in partnership and in teams take the initiative and lead apply critical thinking in new contexts create and develop solve problems</p>
--	---

7. Assessment and reporting – description of acceptable performance (Aifl)

<u>Report 60%</u>	<u>Presentation 30%</u>	<u>Attitudes 10%</u>
<ul style="list-style-type: none"> • Reflects the clients needs • Uses correct technical language • Detailed cost analysis • Justification of site chosen taking account of; environment and climate • Structure of design must be sustainable 	<ul style="list-style-type: none"> • Clear and easy to understand • Reflects clients needs • Shows clear understanding of the following considerations; environment/site/structure/sustainability/cost/materials. • Explanation of design process • Evaluation of other sites/structures considered. • Presentation of map of site and models of structure etc.. 	<ul style="list-style-type: none"> • Contributed well to the group • Respected the views of others • Negotiated well within the group.