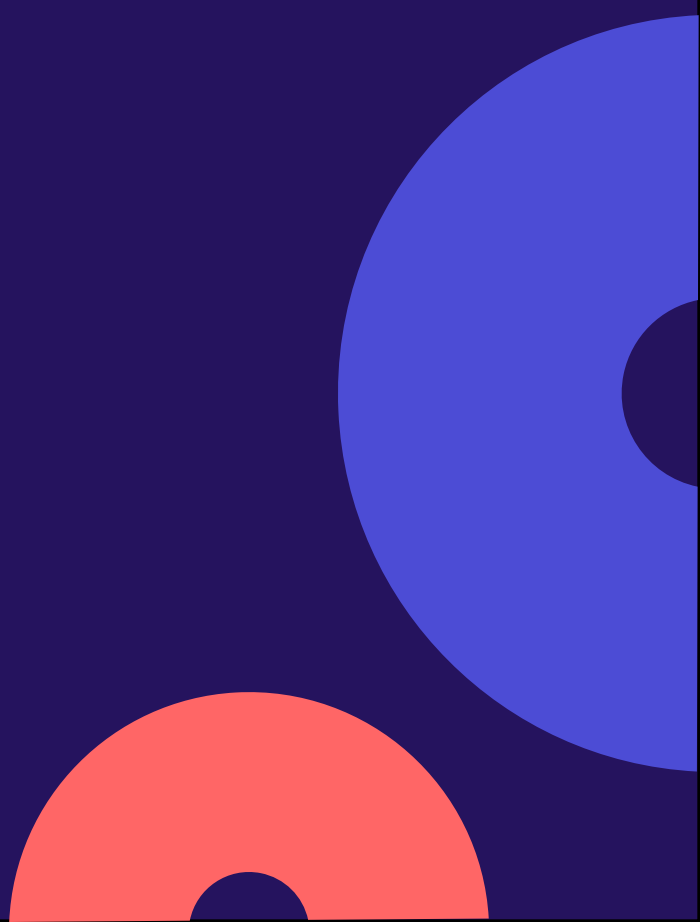


Focus on architecture

60 minute lesson
Years 7 - 13



<p>Teacher One teacher should be available for this lesson</p>	<p>Subject Supports art, design and geography subjects.</p>	<p>Level and range Years 7 - 13.</p>	<p>Lesson timing Ideally, 60 minutes is recommended. Can be extended to accommodate your school lesson timings.</p>	<p>Any other notes Lesson can be extended by giving more time to complete the tasks.</p>
<p>Previous knowledge through questioning.</p> <p>LOs: To understand what a career in architecture may involve or look like</p> <p>AIMS:</p> <ul style="list-style-type: none"> To understand the different jobs and day to day work of different architecture roles To identify key skills and knowledge required by architects to do their job To compare students' own skills and interests with those required for different roles within architecture <p>Materials:</p> <ul style="list-style-type: none"> Focus on Architecture presentation Whiteboard Pens and paper Colouring pencils Print out of 'careers worksheet' for each student Print out of 'design brief & mood board' for each group of four students <p>Optional: Computers if you'd like students to do the architecture challenge on a computer.</p>			<p>Curriculum links:</p> <p>Literacy: Using professional terminology e.g., pitch in discussions. Using persuasive language and communicating ideas clearly and concisely.</p> <p>Numeracy: Contextualising statistics</p> <p>Design: Responding to a specification, designing an appropriate solution, and evaluating the final design.</p> <p>Gatsby benchmarks: Benchmark 2 - Learning from career and labour market information. Benchmark 3 - Addressing the needs of each pupil. Benchmark 4 - Linking curriculum learning to careers</p>	

Slide - Discussion/Task/Activity - Time	Key/hinge questions	Measures of achievement
<p>SLIDES 1-2: Introduction to the session's focus on architecture</p>		
<p>SLIDE 3: Icebreaker task. Group discussion and identification of famous landmarks. (3 mins)</p>	<p>What do you think of when people say architecture?</p> <p>What types of jobs do you think fall under architecture as a theme?</p> <p>Are there any careers other than architects you know of who work in architecture?</p>	<p>Understand what architecture is - evidence in answers.</p>
<p>SLIDE 4: Partner task. Students brainstorm answers with partner before feeding back to the class and teacher leading the discussion. (5 mins)</p>	<p>What type of buildings and spaces are designed?</p> <p>Do different buildings require different knowledge or skills?</p> <p>What external factors might affect the type of design work done?</p> <p>Would you enjoy designing any of these buildings?</p>	<p>Understand the wide range of spaces and buildings architecture covers - evidence in answers.</p>
<p>SLIDE 5: Slide 5: True or false quiz to be completed with by voting with hands up as a class majority. (2 mins)</p>	<p>What stereotypes are there around a career in architecture?</p> <p>What skills do you think are required?</p>	<p>Correct answers identified</p>
<p>SLIDE 6: Explanation to architecture's value as an industry and future trends. (2 mins)</p>	<p>Is architecture a reliable source of work?</p> <p>How is architecture relevant to people not in the industry?</p>	<p>Understanding shown through questions answered.</p>

Slide - Discussion/Task/Activity - Time	Key/hinge questions	Measures of achievement
<p>SLIDES 7 & 8: Play ShedKM video embedded in powerpoint (3:31) and show students the questions they need to answer on slide 8. Ask for feedback and discuss answers as a class. (4 mins).</p>	<p>What skills do they use or say are important?</p> <p>Do any skills or facts surprise you?</p> <p>Why is communication so important?</p> <p>What type of job satisfaction do they get?</p> <p>Why do you think they enjoy working in architecture?</p> <p>What can you do to develop your skills and knowledge if interested in a career in architecture?</p>	<p>Correct answers provided to questions and relevant reflections about content expressed.</p>
<p>SLIDE 9: Ask students to match the careers listed on slide 9 with the job descriptions on page 1 of their career packs. (5 mins)</p>	<p>What other jobs are available in architecture?</p> <p>What roles would I be good at – which play to my strengths and weaknesses?</p> <p>How do different roles work together?</p>	<p>Correct answers provided in task</p>
<p>SLIDE 10: Explain the three career pathways for an architect using the information in the notes. (3 mins) https://www.architecture.com/knowledge-and-resources/resources-landing-page/support-guides-for-students-and-early-career-architects#available-resources has more info</p>	<p>Do students prefer academia or practical learning?</p> <p>Which option may support their individual circumstances</p> <p>How do we communicate our ideas clearly?</p>	<p>Students able to state preferred pathway.</p>

Slide - Discussion/Task/Activity - Time	Key/hinge questions	Measures of achievement
<p>SLIDES 11 - 12: Group task. Students will be working in groups of four to come up with a design solution to the design brief provided. Add the appropriate extension task to the challenge depending upon age. (17 mins). Each group will have 2 minutes to present their pitch to the class and the teacher will select a winning design (15 mins)</p> <p>EXTENSION TASKS</p> <p>Age 11-13</p> <p>Show slide 12. Ask students to include a floorplan which shows where each space or room will go for the ground floor of their youth centre. This should be an extra task to accompany the client brief.</p> <p>Age 16-18</p> <p>Show slide 13. Ask students to consider how they can make their design environmentally friendly or sustainable. This should be an extra task to accompany the client brief.</p> <p>Plenary</p> <p>SLIDE 13: Discussion around the questions used as prompts. (2mins)</p>	<p>What are the strengths of our team and how can we use this to complete the task?</p> <p>What would our client expect based on the brief?</p> <p>What spaces work well together?</p> <p>How can I adapt my design to make it environmentally friendly?</p> <p>What have I learnt about architecture and careers in this industry?</p>	<p>Students share designs which meet the brief and articulate ideas clearly. Evidence of teamwork and time management through completing task.</p> <p>Floorplans which have been well considered and support their building design.</p> <p>Designs which show evidence of environmentally friendly features.</p> <p>Self-reflection in answers, recalling of facts or information learnt.</p>