AN INTRODUCTION TO **ARCHITECTURE**

Skills development Activities:

GLOBAL CITIZENSHIP MINI CHALLENGE

KS5 - Advanced

Created by Students at The Welsh School of Architecture

CONTENTS

INTRODUCTION

ARCHITECTURE: DESIGN, MAKE, TEST

The Global Citizenship challenge is designed to make learners aware of issues that extend past the scope of their own country and allow them to formulate a response or solution to this global problem.
You will investigate the issue of Sustainability in Architecture, with the title question:
There is a huge rise in sustainable technology that seeks to combat the overconsumption of the Earth's resources. How should architecture respond to these responsibilities?

AIMS

- Encourage the use of presentation skills and ability to persuade and discuss/ argue, tieing into **Critical Thinking** and **Problem Solving Skill** as well as giving vital experience for the **Global Conference**. We hope by using learner presentations often in activities, they will be less intimidated by public speaking, while also serving as a collaborative process of shared learning between learners.

- The Innovative use of materials will access the **Creativity and Innovation Skill** where they will have to critically design with the time at hand, constantly learning and reassessing as they present, make and test.

- Generating ideas creatively in a collaborative process will encourage both the **Creativity and Innovation** skill and **Personal Effectiveness.** Learners will develop their ability to work alongside each other and make compromises in design even if there are disagreements, and share the successes of each other's ideas.

- Keeping with the multi genre nature of Architecture, learners will have to grapple with the balance between aesthetic/feeling with pragmatics in a way that will strongly encourage **a more open minded approach to problem solving.**

- Usage in portfolios for **admission to university for Architecture** and other Design based courses.

- Generate enthusiasm and inspiration for sustainable design and up-cycling.

- The constant iterative process of design of presentation, oral feedback, application of skills and making will allow learners to critically assess at their own work.

OVERVIEW

Learners will use recyclable/reclaimed objects (free) to design, make, test, and pitch a chair while satisfying certain architectural and pragmatic requirements.

Newspaper will be most common/used but we encourage finding bottle caps, bottles, crisp packets etc that the learners can find themselves and apply innovatively.

Learners will use presentation and discussion as a key component of design.

This lesson is split into sub lessons for flexibility in regards to class time.

LESSON 1

INTRODUCTION TO SUSTAINABILITY AND ARCHITECTURE

INTRODUCTION & HOOK

Introduce by giving an overview of the current crisis with waste materials and waste disposal (e.g. Mt Everest waste pile, waste + population).

The severity of the issue is to be stressed. Give examples of how to respond to these problems. Show projects that use up-cycling and are endeavouring to be innovative with their sustainability.

Start a brief discussion with class, what makes a particular project stand out/be successful? Prompt thoughts about both pragmatics, aesthetics and resourcefulness.

Outline the task for this lesson, which is to design, pitch, make, and test a chair made from primarily newspaper, but other materials encourage and should be supported at the discretion of the teacher and learner.

They will be graded by the teacher for various interdisciplinary skills at the end, but will be measured throughout the tasks (See mark sheet).

TASK

Split learners into groups.

Get learners to start design on paper as a team. Generating ideas and how to use materials per design, using precedents as inspiration. (If there is more time, researching chairs online is encouraged).

Teacher not to ‘give’ help or ideas during this exercise but only provide thought provoking suggestions/questions. Measuring a human is a way of designing, drawings/sketches are strongly encouraged.

FEEDBACK

After a certain time, learners will per group, present their ideas (and/or drawings) for feedback from teacher and other learners.
Discussion is highly encouraged (a time limit should be made as presentations and presentation questions can often run over time.) Note teacher should avoid stating, but rather question and prompt.

Learners will consolidate the criticism and encouragement into their designs.

LESSON 2

MAKE

INTRODUCTION

Overview/recap of comments left from previous lesson.

TASK

Further consolidation from feedback.
This exercise will further develop **Critical Thinking and Problem Solving** as well as **Creativity and Innovation** through the continual generation of ideas and self assessment of those ideas.

Start making. Teacher to prompt thoughts and ideas, not to ‘give answers’.
This lesson can be stretched into two lessons, depending on pace of the class.

LESSON 3

TEST

Conclusion of project is another presentation. Brief recap from group members about things they learnt between the initial design stage and making with any changes they made along the way, justified.

Test model weight for Weight/Economic assessment, review marksheet.

This assessment is informal and not linked to WJEC assessment of the Global Citizenship challenge.

WSA - MARKSHEET

Weight/Economics
The lighter the chair the more efficient and the higher the score.

20%

Stability/Structure
Does the chair successfully hold a human being, if so how convincing is its stability?

20%

Aesthetic/Tactility
What is the quality of the finished project? Is it apparent that extra attention has been paid to the aesthetic quality of the chair?

20%

Process/Attitude/Presentation
Has the group shown professionalism, worked well with others and learned from their mistakes?

20%

Overall Grade

/100