Celebrating success in Norfolk Schools

Architects in Schools 2002

The Architects in Schools 2002 initiative supported by CITB, the Norfolk Association of Architects and led by Norfolk Education Advisory Service, provided a unique opportunity for Norfolk young people to work with professional architects to improve their learning. The successful outcomes are celebrated here in this publication for all schools in the LEA to enjoy.

Advisers involved in this programme are Mike Hodkinson, Chris Hemmings and Susan Falch-Lovesey

Firside Middle School, Hellesdon

Architect involved - David Cumming

Teacher involved - Debra Turner

Other adults involved - Lorraine Heyhoe (LSA)

Outline of Project

A Y6 project to design and make a model of our Upper Quad garden. The children's models were to demonstrate how the garden could be changed into a useful resource area - outside learning and leisure.

Outcomes

Children learned the value of working cooperatively, considering several views and making decisions. David, our architect, broadened design ideas and showed how designs and resources could have environmental implications. Children worked through the design process in a 'real life' context, making decisions about their working environment.

Curricular Links

D&T - designing and making models, reasoning, choice of resources, using appropriate tools.
Maths - measuring, surveys, spatial awareness.
Geography - making plans, learning about sustainability of resources.
ICT - digital camera, producing final evaluation of project.
Literacy - using a range of genre (instructions, lists, questionnaires, reports), communication of ideas.
PSHE - cooperation, compromise and reasoning.

Raising Standards

Children making 'real' design choices about their working environment. Enhanced knowledge of the design process, especially moderation of ideas to produce a successful model. Awareness of global issues when resourcing project. Improved cooperation and team work. Consideration for the skills of other team members.

Benefits to Pupils, Staff and School

Children being Architects - raising own standards to achieve the best model. Exhibition of work - at school - gave a forum for positive reinforcement of children's achievement. Demonstrated skills to other children and staff. Provided ideas for future development of the Upper Quad.

Sustainable and Environmental Issues Covered

Use of sustainable resources for resourcing build projects. Global concerns, due to exploitation of valuable natural resources. Damage to the rainforests. Local choices for a world problem. How to develop an 'environmentally friendly' ethic in school.

Additional comments

This project became very important and precious to the whole year group. All children were very proud of their work. The help and guidance from David Cumming and Chris Hemmings was greatly appreciated by everyone involved in the project.

Thomas Bullock CE VA Primary School

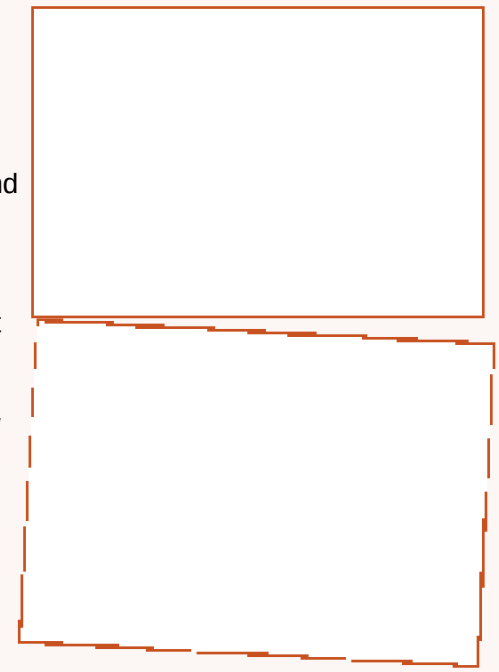
Architect involved - Fahmi Noor

Teachers involved - Angela Phelps and Pam Horrocks

Other adults involved - Helen Hunton, Viv Knight (LSAs)

Outline of Project

We wanted to develop an 'outdoor / indoor' room. This design idea was to be multi-purpose; an entrance to school, a sheltered area for pupils and parents, a quiet area, but above all, a stimulating environment. The designs needed to make use of ideas to develop sensory awareness and include sustainable gardening methods.



Outcomes

The project developed the pupils understanding of the built environment by exploring new building techniques and materials using information and images from worldwide architecture, times and cultures. The plans and models enabled the pupils to consider the needs of others and how this impacts upon designs. They were also able to develop the use of 'found' materials in their model making.

Curricular Links

D&T - structures
Art - properties and qualities of materials, colour relationships.
Numeracy - measuring, ratio and proportion - scale.
ICT - research using websites, using a digital camera to record work in progress, data handling, gathering information and drawing conclusions which influenced design work.
Geography - plans and maps, environmental issues.

Raising Standards

The project enabled pupils to expand their horizons through D&T. The standard of their work was enhanced by the 'real' exhibition in The Forum giving them an opportunity to value their work.

Benefits to Pupils, Staff and School

The experience of working on a 'real' project which may be translated into reality, was highly motivating. We all loved being involved in the process. A lot of real discussions about design and the environment opened all our minds to amazing possibilities.

Sustainable and Environmental Issues Covered

Materials used to make the models were mainly 'found' or re-cycled. The creative use of these developed an understanding of using resources appropriately. Research into organic gardening methods to use in growing areas in the design was undertaken.

Additional Comments

The experience of working with our architect was a real pleasure and support to pupils and staff. So many families visited the exhibition and enjoyed their children's work, the project has turned into a real community project.

Ethel Tipple School

Architect involved - Roy Payne

Teachers involved - Jan Clubb

Other adult involved - Gerald Bhagat (LSA)

Outline of Project

We wanted to improve a small inner courtyard that had great potential but was hardly used. After collecting data, all our Year 8 pupils were to be involved in researching, producing designs for re-development and putting ideas into practice.

Outcomes

We asked potential users for their views about how the areas should be used. Roy showed us how architects work. He helped us see the potential of the area and produce an extensive range of drawings and models. We have refurbished existing garden furniture, replaced flag stones, repainted surrounding walls and expect to finish hard landscaping (including a fountain) by the end of term. New planting and refurbishing the existing pond will take place in the autumn.

Curricular Links

D&T - technical drawing, planning, taking users views into account, modelling, structures, refurbishment, materials, safe working with tools.
Maths - measuring, shapes, tessellation, charts, costing.
Science - pond life, plants, materials.
Literacy - speaking & listening, writing for a purpose.
Art - aesthetics, colour, grouping shapes, drawing skills.
ICT - word processing, charting data, using the internet.
Geography - improving the environment.

Raising Standards

Noticeable improvement in pupils' ability to work together in differing groups and to work in a responsible manner. They showed terrific concentration and commitment. D&T has taken on new meaning for them as they have seen a practical purpose for it. Their drawing, modelling and practical skills have improved.

Benefits to Pupils, Staff and School

The pupils have a great sense of ownership and pride in the concrete results of their work. There has been enormous interest shown by the school community in our display of ideas and in the practical work. All can see the benefits of improvement to this central part of the school.

Sustainable and Environmental issues Covered

Initial ideas included new seating and other garden furniture, plus new water features. The pupils themselves saw that it was preferable to refurbish existing furniture and did so with pleasing results. We decided to retain the existing pond, tidy it and replant it. We have used redundant drain pipes for plants that attract wild life. We would like our new fountain to be solar powered.

Additional comments

Roy Payne has been very generous with his time and evidently enjoyed working with the children who responded well to his efforts. We are very grateful to him. The year group wish to continue to care for the courtyard in the future and to add to its attractions.

Sprowston Middle School

Architects involved - Janet Jury and Lise Rose

Teachers involved - Jayne Cator and Melanie Mahony

Other adults involved - Anne Bromley (LSA)

Outline of Project

We wanted to improve an unattractive, useless patch of v shaped wasteland which lies between two corridors. The 'lean to' corridors are in a poor state of repair and are due to be rebuilt, we thought it would be interesting to see if the space could be used more creatively.

Outcomes

Children gained a great deal from the input of the architects, Janet and Lise. It expanded their ideas by moving beyond common concepts about materials and buildings. The children's awareness of buildings and design in their locality was also greatly enhanced and their final models were well designed and of high quality.

Curricular Links

Maths - accuracy in measurement, use of scale.
D&T - joining, cutting, measuring, creating a design, structures.
Science - materials and their properties.
Literacy - speaking and listening skills.
PSHE - group work and compromise.
Art - creativity and imagination, use of the styles of other architects.
ICT - digital camera, drawing packages.
Geography - scale plans.

Raising Standards

The children's ability to draw, cut and measure accurately showed great improvement. Their commitment to the project was amazing, and their teamwork and cooperative skills developed well.

Benefits to Pupils, Staff and School

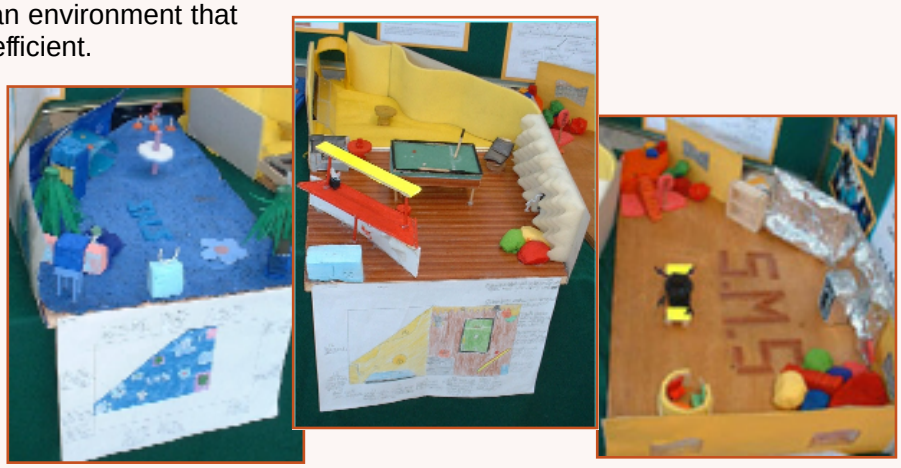
Crucially, the project related school activities to the 'real' world. Children's self-esteem and school profile was raised through the public display, allowing all children and parents to share in our success.

Sustainable and Environmental Issues Covered

The children investigated how to create an environment that had effective insulation and was energy efficient.

Additional Comments

The project generated a great deal of enthusiasm in the children, and the final results went far beyond out expectations. A really valuable experience.



Hockwold Primary School

Architect involved - Rhona Flemming

Teacher involved - Sue Garland

Other adults involved - Sarah Myers (LSA) Peter Cowper (School Governor)

Outline of Project

The idea evolved from the children wanting a quiet area within the school for reflective time, away from the bustle of the playground. They were very interested in the idea of a sensory garden and wanted it to use reclaimed materials where possible.

Outcomes

The project is completed at the modelling stage. The children learnt a great deal about modelling skills and about thinking in a structured way. They drew and modelled to scale and brought together their ideas into a garden made in strips, a sight garden, a touch garden and a smell garden. All were to be joined by a hearing path. What of taste you might ask? The children soon realised the dangers of allowing young children to taste things that grow in case they thought they could eat anything. As the garden was to be used partly to mask an ugly canteen building Rhona suggested that this be our ‘taste garden’!

Curricular Links

Maths - measuring, scale drawing and modelling.
Speaking and Listening - accommodate different views, look for consensus, review progress at intervals and achieve compromise where necessary.
ICT - realising ideas through computer generated drawings.
D&T - an improvement in drawing and modelling skills.

Raising Standards

The children have developed their design and modelling skills and the most important element for us has been the depth of thinking that has taken place.

Benefits to Pupils, Staff and School

Children were shown that creativity is more than just art, music, dance and drama; that it is needed to create the built environment. They and the staff have had the experience of knowing that people in the work place work through a rigorous process of designing and that they can model this in their own design and technology work.

Sustainable and Environmental Issues Covered

Susan Falch-Lovesey talked to the children about possibilities for the use of sustainable materials in their garden and one of the most popular ideas was a solar powered fountain.

Additional Comments

“It’s the best technology we’ve ever done.” Taylee Yr 4
“It’s the hardest technology we’ve ever done.” Leah Yr 6
“It’s the most realistic technology we’ve ever done.” Joshua Yr 3

Hethersett Woodside First and Nursery School

Architect involved - John Western

Teachers involved - Karen Russell and Andrea Eckley

Other adults involved - Helen Lamb (Head) Sallie Morton, Karyn Procter (LSAs)

Outline of Project

Year 3 children explored how the playground and field could be made more stimulating and useful throughout the year. We are currently unable to use much of our space for most of the year. The grass can only be played on in dry weather and the playground is too small to accommodate the needs of nearly 250 children.

Outcomes

We had great fun imagining all the possible solutions to our problem and considering which would be feasible. No idea was too outlandish until it had been thought through. Children throughout the school made suggestions for Year 3 to look into and brought them to a 'client' meeting with the architect. We thought about the usefulness of the ideas, whether or not they fulfilled the brief and the impact they might have on the environment, both locally and further afield. Our architect encouraged the children to think in a clear, logical way about their designs, questioning their thinking and identifying aspects to be developed or deleted from their plans. The models were the culmination of the process following a lot of discussion, thinking and planning.

Curricular Links

Literacy - reporting (for a 'newspaper'), keeping records, making notes, discussing and explaining ideas.
Numeracy - measurement, shape, direction and scale.
ICT - photographs on CD-ROM, Textease.
D&T - planning work, identifying a problem and success criteria, making skills, evaluating a solution to a problem, reviewing the work done.
Geography - using plans including scale drawings, developing understanding of the area around the school.
Art - using materials, combining skills and techniques, communicating ideas.
Philosophy - creative thinking, debate, working in a group, reasoning and questioning.

Raising Standards

The project has been instrumental in demonstrating and developing the awareness of DT skills within the school, both for staff and children. It has highlighted what children **can** achieve and the importance of the whole design process, not just the making of products.

Benefits to Pupils, Staff and School

There was a real sense of achievement when we took our work to The Forum for the exhibition. Many parents came to see the work and the children were very proud to be representing Woodside. Playground improvements are now at the forefront of everyone's minds and our new School Council and after school club will be looking at raising funds to turn ideas into reality. It also provided one member of staff with the opportunity to show colleagues that her previous experience in architecture has its uses!.

Additional comments

We would encourage other schools to take part in this project because it provides children with a **real** focus for their learning. If you give children the opportunities it is amazing what they can achieve.

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