

# Module 9

## Streetscape

Discover buildings by drawing them

### Curriculum Linkages and Integration

See Teacher Guidelines for additional information



### SESE History

#### INFANT CLASSES

**STRAND: Story**  
Strand Unit: Stories

#### 1st & 2nd CLASSES

**STRAND: Story**  
Strand Unit: Stories

**STRAND: Change and Continuity**  
Strand Unit: Continuity and change in the local environment

#### 3rd & 4th CLASSES

**STRAND: Local Studies**  
Strand Unit: Buildings, sites and ruins in my locality  
Strand Unit: My locality through the ages

**STRAND: Story**  
Strand Unit: Stories from the lives of people in the past

**STRAND: Continuity and change over time**  
Strand Unit: Homes and houses  
Strand Unit: Shops

**STRAND: Life, society and culture in the past**  
Strand Unit: Life in the 18th century  
Strand Unit: Life in the 19th century  
Strand Unit: Life in Ireland since the 1950s

#### 5th & 6th CLASSES

**STRAND: Local Studies**  
Strand Unit: Homes  
Strand Unit: Buildings, sites and ruins in my locality  
Strand Unit: My locality through the ages

**STRAND: Story**  
Strand Unit: Stories from the lives of peoples in the past  
Strand Unit: Myths and legends

**STRAND: Continuity and change over time**  
Strand Unit: Homes and houses and urban developments  
Strand Unit: Shops, workshops and factories

**STRAND: Life, society and culture in the past**  
Strand Unit: Life in the 18th century  
Strand Unit: Life in the 19th century  
Strand Unit: Life in Ireland since the 1950s

### LINKAGES



**SESE Geography**  
- Human environments  
- Environmental awareness and care



**SESE Science**  
- Materials  
- Environmental awareness and care



**Mathematics**  
- Shape and space  
- Measures



**SPHE**  
- Myself and the wider world



**Visual Arts**  
- Paint and colour  
- Drawing  
- Construction



**Gaeilge**  
- Éisteach  
- Labhairt  
- Scribneoireacht  
- Léitheoireacht



**Physical Education**  
- Outdoor and adventure activities



**English**  
- Receptiveness to language  
- Competence and confidence  
- Developing cognitive abilities through language  
- Emotional and imaginative development through language

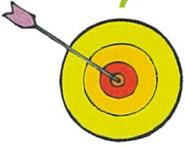
### INTEGRATION

"I liked the streetscape best  
because it was fun painting and  
drawing."

5th Class Pupil



## OBJECTIVE



By understanding and recording buildings on a streetscape, pupils become aware and appreciate their built environment.

## AGE APPROPRIATENESS



This module is suitable for all classes.  
To manage the module for each age group, see Teacher Guidelines.



## MATERIALS REQUIRED



- Pencil and eraser
  - Clipboard
  - Blank sheet of paper
  - Paints and brushes
  - Roll of wallpaper
  - Glue
- For each pupil

## PREPARATION

The pupils will need some guidelines on how to draw buildings.  
They should also have some basic idea about the component parts of a streetscape.



Drawing helps us to  
see a building with  
sharper eyes



# Let's get started!

## Setting the Scene

The buildings along a street line form a distinct pattern of shape, size and colour. By standing back and looking at the buildings in these terms the pupils will have a better understanding of what they are drawing (see Teacher Guidelines).



## The Activity

- Take the pupils out and give them each a building along a street line to draw.
- Check the order in which they buildings are assigned as the drawings will all be placed side-by-side later.
- If there is a gap between buildings or an archway this will need to be accounted for. Either add it in with one of the buildings on either side or have it drawn separately.
- Have plenty of spare pages so that if somebody is unhappy with their drawing they can start again.
- Ensure that the pupils have noted the colour(s) of the building and any other notable detail.



**Prompt:** In a rural setting a similar montage could be assembled for interesting features, like old houses, gates and piers, old farm machinery, estate features, etc. (see Module 12).

## Closing Activity

- Back in the classroom get the pupils to paint their drawings using the appropriate colours. When colouring the drawings, blacken in the window glass, and try to avoid using very strong colours.
- Each painting is then cut out and the street line is assembled on the blank side of the sheet of wallpaper. When the paintings are stuck onto the sheet it can then be displayed in an appropriate place (i.e. classroom wall).

Allow the pupils to discuss the finished streetline, focusing in on the form and function of the buildings. This can be related to the *Building Record Sheet* of Module 7.

## Weblinks



Architecture for kids

[www.loggia.com/designarts/architecture/kids.html](http://www.loggia.com/designarts/architecture/kids.html)

### Key Terms

- Streetscape
- Shopfront

### Teacher's Log

*"This exercise allowed the pupils to open their eyes and see the buildings of the village in a new light".*

4th Class Teacher

