



TEACHER

G U I D E L I N E S

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- Background Information
- Skills Development
- Strands

Linkages	Integration		
 SESE Geography	 Mathematics	 Visual Arts	 Physical Education
 SESE Science	 SPHE	 Gaeilge	 English





Managing the Module: Senior Classes

Though it might seem that this module demands a certain skill in terms of drawing and painting ability, it is actually designed to be suitable for all abilities. Its purpose is not to test the artistic skills of the pupils but to improve their observational abilities using the medium of drawing and painting. When the final streetscape is assembled it becomes a group work that goes beyond the individual abilities of the pupils.

The following is a brief guide on how to draw a building on a street line. Remember to observe the 'safe-cross' code when on the street and be aware of all relevant health and safety issues (see Resources: *Health & Safety Guidelines*).

The scale at which each pupil draws their own building does not matter greatly and differences in scale will not impair the final assembly of the streetscape. It is best to encourage the pupils to draw their building using most of the page- the one thing to avoid is somebody drawing their building far too small.

Materials:

<i>Clipboard</i>	This is by far the most suitable backing for the drawing. Otherwise, try and arrange something which will be comfortable for the pupil to hold.
<i>Pencil</i>	It is highly recommended that the pupils do not draw with a biro but with a pencil. A HB pencil will do, but a softer pencil (2b) is even better. An eraser and a sharpener might come in handy!
<i>Paper</i>	Avoid paper that is very glossy- a coarser texture will be easier to paint. White paper is preferable, but an 'off-white'/slight-grey will also do. One page per pupil should do in most cases- bring some spare pages rather than giving every pupil a spare sheet.

Drawing the Streetscape

Step 1:

All the drawings are going to be assembled side by side so the first thing we require is straight sides for the building. What you do not want is for the pupils to draw the building from the side giving it a three-dimensional effect. The building must be drawn looking straight on, so the drawing should start with a vertical line close to each side of the page.

Then three horizontal lines need to be added: one for the bottom of the building, one for the top, and a third for the division between wall and roof. As you look up at a building from the street it is often difficult to see much of the roof and the tendency is to make the roof too squat. This detracts from the drawing. Therefore, as a rule, the roof should be at least a quarter if not a third of the total height of the building.

Step 2:

The next thing to put on the drawing is a gridline for the bays and *storeys* (see Module 7). These guidelines are essential if the drawing is to function properly. The horizontal lines represent the top and bottom edges of the windows, and the vertical ones their sides. These guidelines can be drawn lightly and rubbed out later.

Step 3:

Once the guidelines are in place the pupil can then draw the edges of the doors and windows with a heavier line. Try and ensure that the outline is drawn for all the doors and windows before they begin to draw in the details of these features. There will be a tendency to start drawing some of the fine detail before the overall framework is in place.

Step 4:

There is a tendency to draw chimney pots on top of the roof but this is not how they actually appear and the drawing will look better if the bottom half of the stack is brought down into the roof space.

Step 5:

Now it is time to fill in some detail. Use a double line to emphasise the ridge line and the gutter line of the roof. Windows can be a little tricky but remember the drawing will be coloured so only guidelines are needed. It is also a good idea to draw in the windowsills. Doors can also be tricky because of the detail; again only basic guidelines are needed, especially as the door is probably going to be painted a single colour.

Step 6:

The drawing is now nearly finished. A few extra details may be necessary but, again, remember that the idea is to draw a basic framework for painting and not a fine detailed drawing. Particularly discourage them from drawing individual roof slates- just show the odd one with a T.



Prompt: Remember, you need to know the order of the drawings to assemble the streetscape. It will help if the pupils note who is to their left and right when they are drawing. Check that the pupils have noted the colours of the buildings.

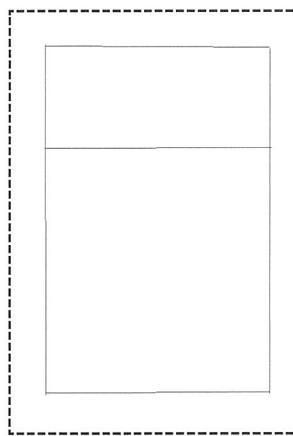
Painting the Streetscape

Step 7:

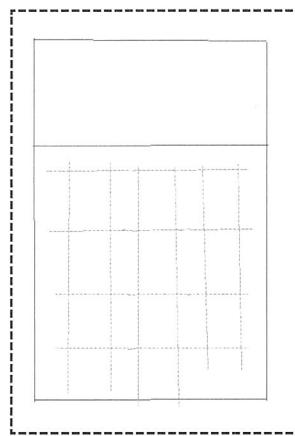
Ordinary poster paints will produce satisfactory paintings. The roof will look a bit dull if painted black though this is probably the colour the pupils will have noted. The painting will look better if they use a purple (or a dark blue) for slates. If no purple paint is available, ask them what two colours mixed gives purple (Red/Blue). Now you have lots of purple paint! Black is a suitable colour for glass. But remember the window divisions (glazing bars)- either leave these free of black (they can stay unpainted) or colour them in later in white.



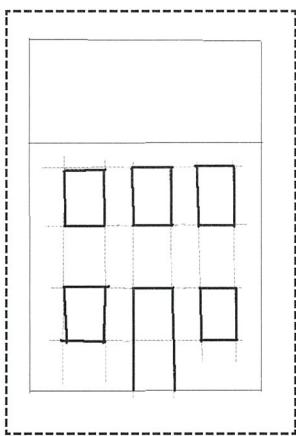
Prompt: Don't let the pupils over-paint the drawing- as soon as you think they are finished- they are finished. Once the roof, the basic wall colour and the window glass are done, the painting needs very little extra detail.



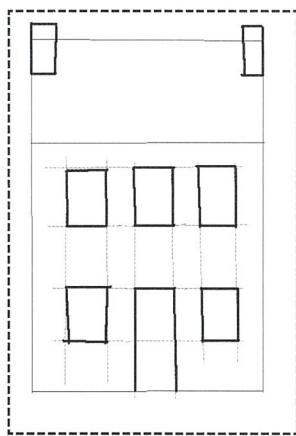
Step 1



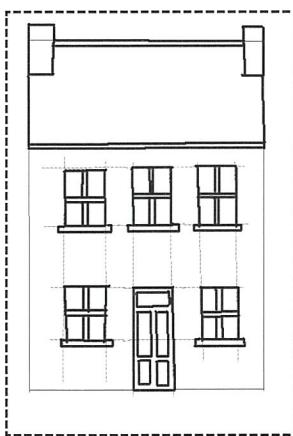
Step 2



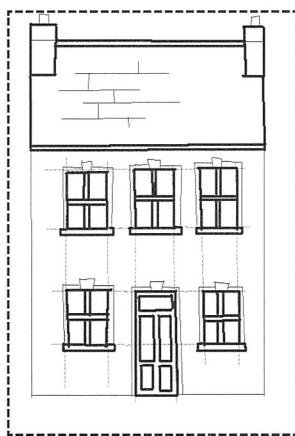
Step 3



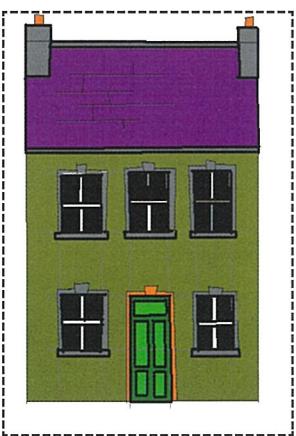
Step 4



Step 5



Step 6



Step 7

Managing the Module: Junior Classes

It is possible to assemble a streetscape without venturing outside, and this may be the most suitable way to do the exercise for junior classes. Enlarge a house drawing from one of the activity sheets in Module 7 and place in front of the class. Give a sheet of paper with prepared guidelines- as many as you feel necessary (the Step 4 drawing above should be helpful). The infant classes could just join-the-dots and colour in the drawing. First and second classes could draw in more details (chimneys, windows, door) as well as placing their finished paintings on the streetline.



Skills and Concepts Development: *Working as a Historian*

Time and Chronology:

- By recording the streetscape the pupils can become aware of and discuss a simple story based on life in the past.
- By recording the streetscape the pupils can encounter historical evidence.
- By recording the streetscape the pupils can communicate an awareness of the past.

Time and Chronology:

- By recording the streetscape the pupils can begin to distinguish between past, present and future.
- By recording the streetscape the pupils can begin to develop an understanding of chronology by looking at older and more modern aspects of buildings.
- The pupils can explore ideas of change and continuity in terms of features that have changed or remained unchanged in a streetscape.

Change and Continuity:

- By examining the streetscape the pupils can examine how it is changing and the reasons for these changes.
- By recording the streetscape the pupils are using this visual evidence to examine aspects of change over time.
- By recording the streetscape the pupils are able to communicate an awareness of the past and the present as embodied by buildings and street furniture.
- Using the streetscape the pupils can imagine and discuss how the street and those who work and live there are changing over time.

Cause and Effect:

Using Evidence:

Synthesis and Communication:

Empathy:

INFANT CLASSES

Time and Chronology:

- Begin to develop an understanding of chronology by considering old and new elements in a streetscape.

Change and Continuity:

- By recording the streetscape the pupils can explore words and phrases associated with time.
- The pupils can explore ideas of change and continuity in terms of features that have changed or remained unchanged in a streetscape.

Cause and Effect:

- By examining the streetscape the pupils can examine how it is changing and the reasons for these changes.

Using Evidence:

- By recording the streetscape the pupils are using this visual evidence to examine aspects of change over time

Synthesis and Communication:

Empathy:

3RD AND 4TH CLASSES

- By recording the streetscape the pupils are using this visual evidence to summarise and make simple deductions about the past.
- By recording the streetscape the pupils are able to communicate an awareness of the past and the present as embodied by buildings and street furniture.
- By recording the streetscape the pupils are using evidence and imagination to reconstruct elements of the past.
- Using the streetscape the pupils can imagine and discuss how the street and those who work and live there are changing over time.

Time and Chronology:

- By recording the streetscape the pupils can develop an understanding of past, present and future within a broad historical sequence.
- Begin to develop an understanding of chronology by considering old and new elements in a streetscape.

Change and Continuity:

- By recording the streetscape the pupils can explore words and phrases associated with time.
- The pupils can explore ideas of change and continuity in terms of features that have changed or remained unchanged in a streetscape.

Cause and Effect:

- By examining the streetscape the pupils can examine how it is changing and the reasons for these changes.

Using Evidence:

- By recording the streetscape the pupils are using this visual evidence to examine aspects of change over time.

Synthesis and Communication:

Empathy:

5TH AND 6TH CLASSES

- By recording the streetscape the pupils can recognise how evidence from the past can be incomplete in a number of ways.
- By recording the streetscape the pupils develop skills in locating and selecting evidence about the past.
- By recording the streetscape the pupils are able to communicate an awareness of the past and the present as embodied by buildings and street furniture.
- By recording the streetscape the pupils are using evidence and imagination to reconstruct elements of the past.
- Using the streetscape the pupils can imagine and discuss how the street and those who work and live there are changing over time.

Strand: Story Strand unit: Stories*The child should be enabled to*

- become aware of the lives of women, men and children from different social, cultural, ethnic and religious backgrounds, including the lives of "ordinary" as well as "more famous" people
- express or record stories through art work, drama, music, mime and movement and using information and communication technologies.

Strand: Change and continuity*The child should be enabled to*

- visit, explore and become aware of elements in the local environment which show continuity and change
- record findings through drawing and other art work, modelling, photographs, information and communication technologies.

Strand unit: Continuity and change in the local environment

Strand: Local Studies*The child should be enabled to*

- become familiar with important events in the history of the locality, referring to the wider national context where relevant.

Strand unit: Buildings, sites or ruins in my locality

The child should be enabled to

- actively explore some features of the local environment
- investigate various aspects of these sites
- present findings using a variety of media and appropriate timelines.

Strand unit: Homes

The child should be enabled to

- explore changes which have taken place in the home and other homes in the area.

Strand unit: Stories from the lives of people in the past

- become aware of the lives of women, men and children from different social, cultural, ethnic and religious backgrounds, including the lives of "ordinary" as well as "more famous" people
- examine and begin to make deductions from some simple relevant evidence
- express or record stories through oral and written forms, art work, music, drama, mime, movement and information and communication technologies.

Strand: Society, work and culture in the past

Strand unit: Life in Ireland since the 1950's

Strand unit: Life in the 18th century

Strand unit: Life in the 19th century

The child should be enabled to

- become familiar with aspects of the lives of these people
- examine and become familiar with evidence from the periods studied, especially evidence which may be found locally.

Strand: Continuity and change over time

Strand unit: Shops and fairs

Strand unit: Transport

Strand unit: Homes and houses

The child should be enabled to

- study aspects of social, artistic, technological and scientific developments over long periods
- identify items of change and continuity in the "line of development"
- identify some of the factors which have caused or prevented change.

Strands

Strand: Local Studies

The child should be enabled to

- become familiar with important events in the history of the locality, setting local figures or events in the national and international context where relevant.

Strand unit: My locality through the ages

Strand unit: Homes

The child should be enabled to

- compare and classify a range of homes in
- investigate local and/or regional variations or similarities in building styles and materials.

Strand unit: Buildings, sites or ruins in my locality

The child should be enabled to

- actively explore some features of the local environment;
- investigate various aspects of these sites
- present findings using a variety of media and appropriate timelines.

Strand: Story

The child should be enabled to

- become aware of the lives of women, men and children from different social, cultural, ethnic and religious backgrounds, including the lives of "ordinary" as well as "more famous" people
- examine and begin to make deductions from some simple relevant evidence
- express or record stories through oral and written forms, art work, music, drama, mime, movement, information and communication technologies.

Strand unit: Stories from the lives of people in the past

Strand: Society, work 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 1950's

The child should be enabled to

- become familiar with aspects of the lives of these people
- examine and become familiar with evidence which informs us about the lives of people in the periods studied, their thoughts and concerns, especially evidence which may be found locally.

Strand: Continuity and change over time

Strand unit: Workshops and factories

Strand unit: Barter, trade and money

Strand unit: Homes housing and urban developments

The child should be enabled to

- study aspects of social, artistic, technological and scientific developments over long periods
- identify examples of change and continuity in the "line of development"
- identify the factors which may have caused or prevented change.



LINKAGES ACROSS THE CURRICULUM

SESE
Geography

INFANTS

Strand: Human environments
Strand Unit: Living in the local communityStrand: Environmental awareness and care
Strand Unit: Caring for my locality

1ST AND 2ND CLASSES

Strand: Human environments
Strand Unit: Living in the local communityStrand: Environmental awareness and care
Strand Unit: Caring for my locality

3RD AND 4TH CLASSES

Strand: Human environments
Strand Unit: People living and working in the local communityStrand: Environmental awareness and care
Strand Unit: Caring for my locality
Strand Unit: Environmental awareness

5TH AND 6TH CLASSES

Strand: Human environments
Strand Unit: People living and working in the local communityStrand: Environmental awareness and care
Strand Unit: Caring for my locality
Strand Unit: Environmental awarenessSESE
Science

INFANTS

Strand: Materials
Strand Unit: Properties and characteristics of materials
Strand Unit: Materials and changeStrand: Environmental awareness and care
Strand Unit: Caring for my locality

1ST AND 2ND CLASSES

Strand: Materials
Strand Unit: Properties and characteristics of materials
Strand Unit: Materials and changeStrand: Environmental awareness and care
Strand Unit: Caring for my locality

3RD AND 4TH CLASSES

Strand: Materials
Strand Unit: Properties and characteristics of materials
Strand Unit: Materials and changeStrand: Environmental awareness and care
Strand Unit: Caring for the environment
Strand Unit: Environmental awareness
Strand Unit: Science and the environment

5TH AND 6TH CLASSES

Strand: Materials
Strand Unit: Properties and characteristics of materials
Strand Unit: Materials and changeStrand: Environmental awareness and care
Strand Unit: Caring for the environment
Strand Unit: Environmental awareness
Strand Unit: Science and the environment



INTEGRATION ACROSS THE CURRICULUM

Mathematics	INFANTS	Strand: Shape and space Strand: Measures
	1ST AND 2ND CLASSES	Strand: Shape and space Strand: Measures
	3RD AND 4TH CLASSES	Strand: Shape and space Strand: Measures
	5TH AND 6TH CLASSES	Strand: Shape and space Strand: Measures
Visual Arts	INFANTS	Strand: Paint and colour Strand: Drawing Strand: Construction
	1ST AND 2ND CLASSES	Strand: Paint and colour Strand: Drawing Strand: Construction
	3RD AND 4TH CLASSES	Strand: Paint and colour Strand: Drawing Strand: Construction
	5TH AND 6TH CLASSES	Strand: Paint and colour Strand: Drawing Strand: Construction
SPHE	INFANTS	Strand: Myself and the wider world
	1ST AND 2ND CLASSES	Strand: Myself and the wider world
	3RD AND 4TH CLASSES	Strand: Myself and the wider world
	5TH AND 6TH CLASSES	Strand: Myself and the wider world
Physical Education	INFANTS	Strand: Outdoor and adventure activities
	1ST AND 2ND CLASSES	Strand: Outdoor and adventure activities
	3RD AND 4TH CLASSES	Strand: Outdoor and adventure activities
	5TH AND 6TH CLASSES	Strand: Outdoor and adventure activities
Gaeilge	RANGANNA NAÍONÁN	Snáithe: Éisteacht Snáithe: Labhairt
	1 AGUS 2 RANGANNA	Snáithe: Éisteacht Snáithe: Labhairt Snáithe: Scribhneoiracht
	3 AGUS 4 RANGANNA	Snáithe: Éisteacht Snáithe: Labhairt Snáithe: Scribhneoiracht Snáithe: Léitheoiracht
	5 AGUS 6 RANGANNA	Snáithe: Éisteacht Snáithe: Labhairt Snáithe: Scribhneoiracht Snáithe: Léitheoiracht
English	INFANTS	Strand: Receptiveness to language Strand: Competence and confidence in using language Strand: Developing cognitive abilities through language Strand: Emotional and imaginative development through language
	1ST AND 2ND CLASSES	Strand: Receptiveness to language Strand: Competence and confidence in using language Strand: Developing cognitive abilities through language Strand: Emotional and imaginative development through language
	3RD AND 4TH CLASSES	Strand: Receptiveness to language Strand: Competence and confidence in using language Strand: Developing cognitive abilities through language Strand: Emotional and imaginative development through language
	5TH AND 6TH CLASSES	Strand: Receptiveness to language Strand: Competence and confidence in using language Strand: Developing cognitive abilities through language Strand: Emotional and imaginative development through language