



# BRISTOL OPENING DOORS

<b>Curriculum Focus:</b>	Design and Technology (Art and Design/Local History)
<b>Key Stage:</b>	2
<b>Bristol Opening Doors Link:</b>	The Granary Building <a href="http://bristolopeningdoors.org/site/the-granary">http://bristolopeningdoors.org/site/the-granary</a>
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>• Learn more about a local heritage building which has cultural significance</li> <li>• Understand more about the design considerations of a building</li> <li>• Understand more about the function of a building and how this can change over time</li> </ul>
<b>Introduction:</b>	<p>Using the <i>Bristol Opening Doors</i> web page, explore information about and images of the Granary with students. Ask students several short questions using the photos of the Granary:</p> <ul style="list-style-type: none"> <li>• Do you like the design of the building? Why?</li> <li>• Do you think it was easy to build? Why?</li> <li>• What craftsmen do you think were involved in building the Granary?</li> <li>• Do you think it was an expensive building to make? Why?</li> </ul>
<b>Main Activity:</b>	<p><b>INTRODUCTION</b> (Whole class)</p> <ol style="list-style-type: none"> <li>1. Explain that the Granary was designed to perform a specific <b>function</b> (drying grain) but its use changed over the years, firstly becoming a music venue and more recently a restaurant and flats</li> </ol> <p><b>Questions:</b> <i>Can students think of any other Bristol buildings that were originally designed for one purpose and are now used for a different one? (e.g. Old Council House is now the Bristol Register Office - students could use the BOD website to research others).</i></p> <ol style="list-style-type: none"> <li>2. Explain that the Granary was built to undertake an industrial process (drying of grain before it was milled into flour) but the designers also decided to make it look <b>beautiful</b> and <b>decorative</b>. This decision has meant that it has continued to be a popular building even though it has performed different functions over the years</li> </ol>

**Main Activity (cont.):****Questions:**

*Can students think about what a modern industrial building (e.g. a factory) looks like? Is it beautiful? Why/why not?*

*Can the students think of a building that they think is beautiful? What do they like about it?*

3. Explain that the Granary was made from **local materials** - bricks made at Cattybrook near Almondsbury (just outside Bristol)

**Questions:**

*Why might local building materials have been used at the time the Granary was built? (e.g. cost, transport).*

*Why might it be a good idea to use local building materials now? (Link made to energy and climate change).*

4. Explain that the Granary building is in a **specific style**, *Bristol Byzantine*, which is unique to the local area

**Questions:**

*Can the students think of any other buildings in Bristol that are built in the same style?*

*Do students think the Granary's unique style has helped it to survive? (Not left to go derelict or be demolished as many other warehouses on the Bristol harbourside were).*

**ACTIVITY** (Students work in pairs)

The Granary building is situated near to the Bristol harbourside and is now mostly made up of flats.

Set students the challenge of designing a new block of flats for the Bristol harbourside (encourage students to research images of different flats/houses from around the harbourside area first, as inspiration).

**Students will need to consider:**

- That their building needs to be designed for a specific purpose (e.g. housing)
- What types of people will live in the flats? (e.g. single, couples, professionals, families, etc)
- Where the flats will be located (Bristol harbourside). How will they fit in with other surrounding buildings?
- How can they make the block of flats beautiful, not just functional? (so that people want to buy/live in them)
- What building materials will their block of flats be made from? How environmentally friendly will they be? (e.g. local building materials)



<b>Main Activity (cont.):</b>	<ul style="list-style-type: none"> <li>How can the flats be distinctive and reflect the identity of Bristol, like the Bristol Byzantine style of the Granary? (Students need to make sure their building will be a popular landmark in Bristol many years after it is built, like the Granary)</li> </ul> <p>After discussion, students produce their own 2D annotated design drawings.</p>
<b>Plenary:</b>	<p>In pairs, students to feedback their designs to the rest of class and explain how they have thought about/responded to the questions above. Re-cap on the following learning points:</p> <ul style="list-style-type: none"> <li>A building doesn't look the way it does by accident. It has been designed that way by a designer and usually because it has a specific purpose/job (e.g. housing)</li> <li>It is possible for buildings to look beautiful as well as do their job/perform a specific function. This can help them have a life beyond their original function</li> </ul>
<b>Extension:</b>	<p>Linked to Literacy:</p> <p>Get students to imagine they are estate agents. Ask them to write a persuasive description of one of the flats in the block they have designed, highlighting all the positive features.</p>
<b>Specific Curriculum Links:</b>	<p><b>Design and Technology</b></p> <ul style="list-style-type: none"> <li>Generate ideas for products (buildings) after thinking about who will use them and what they will be used for</li> <li>Investigate and evaluate products (buildings), thinking about how they work, how they are used and the views of the people who use them</li> <li>Recognise that the quality of a product (building) depends on how well it is made and how well it meets its intended purpose (e.g. how well products meet social, economic and environmental considerations)</li> </ul>
<b>Websites:</b>	<p>Bristol Opening Doors: <a href="http://www.bristolopeningdoors.org">www.bristolopeningdoors.org</a></p> <p>The Architecture Centre: <a href="http://www.architecturecentre.co.uk">www.architecturecentre.co.uk</a></p>

