



## Lesson 2: My Favourite Room

This lesson explores the layout, colours and textures of rooms and their contents.



### Spotlight

Describing a room



### Key Concepts

Layout. Space. Colour. Texture. Pattern.

### Review of work

Discuss Worksheet A1 and the students' scrapbooks. Ask questions such as these.

- What did you discover about how your house was used?
- What did you discover about the furniture and fixtures in your house?
- Is there a room in your house which is too dark. . . too small. . . doors/windows in the wrong place. . .?
- How does a room reflect the needs of the people who use it? Compare two contrasting rooms (eg kitchen and sitting room). Refer to the charts completed in Worksheet A1. Lead the discussion with questions such as the following.
- What goes on in each room? Do certain things happen in one room and not in another? Why?
- How do the layout, fixtures and furniture in a room reflect what happens in that room? Examples: In the sitting room, can everyone see the TV from a comfortable position? In the kitchen, can you take a pot of boiling vegetables from the cooker to the sink without crossing the room? Is more than one thing going on in a room at the same time? Can the room cope with this? Why? Why not?
- What did students collect for their scrapbooks? Students may show their collections to each other, thus leading to an exchange of ideas.
- Which room in your house is your favourite? Give reasons.



### Activity — Memory drawing

A view of "My favourite room"

Get the students to do this activity in class without any warning so they truly try to sketch from memory. Ask them to close their eyes and visualise their rooms. Bring in their senses — sight, touch, hearing, smell. Discuss the Key Concepts and get them to think about fabrics and furniture. When they have considered these features, they are ready to draw their rooms from memory. On their drawings, students can add written notes on texture, sound and smell, and other factors which cannot be represented visually.

Students should use their sketch pads. Their finished drawings should be inserted in their manila folders.

**Materials:** sketch pad, pencil, eraser, sharpener, coloured pencils or poster paints.



## Homework

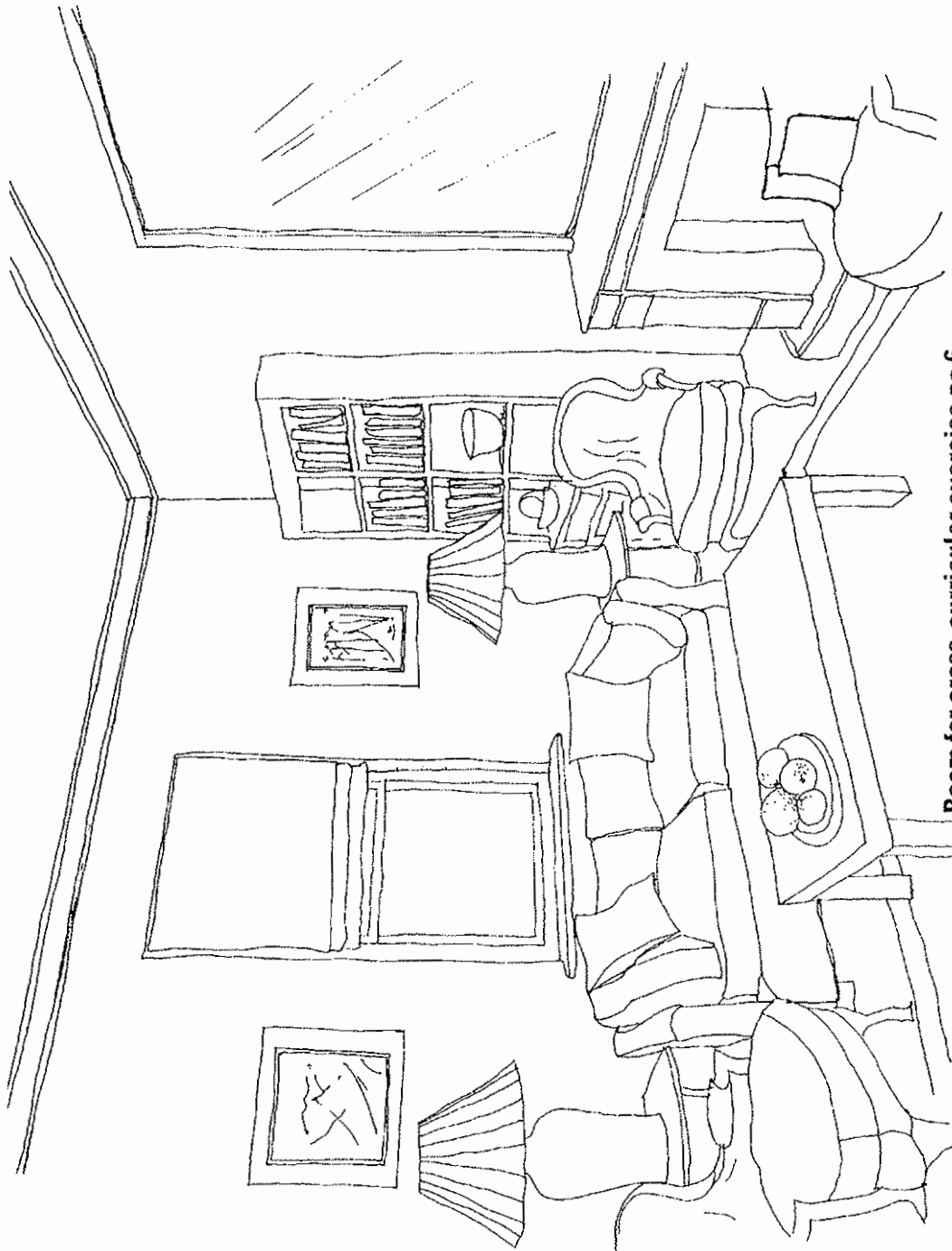
1. Students draw their favourite room from observation. Tell them to select a viewpoint — the place from which they will be able to see its most important features. They should examine the range of items in the room, their position, size, shape and proportions; note the range of colour, texture and patterns; add any details they observe.
2. Students update their **Vocabulary Files**.
3. **Scrapbook** — In the section dedicated to Interiors, students add pictures of different types of rooms — bedrooms, kitchens, sitting rooms... They should write a short note for each image, explaining why they find it attractive.

## Teacher preparation for Lesson 3

- Read “Surveying Guidelines” and “Drawing Guidelines”.
- Study Information Sheet 2 “Architectural Symbols” and Information Sheet 3 “Landscape and Services Symbols”.
- Check Lesson 3 for the equipment and materials which will be needed.

## Cross-Curricular Connections

1. History of Art and Architecture — Study interiors in paintings. Select one painter (eg Van Eyck, Van Gogh) or a group of painters (Impressionists, Fauvists etc.). Investigate the ways in which they represent interiors. Visit a nearby gallery and make sketches of the paintings. Find out more, using books in your school or local library.
2. Art/Home Economics — Design “My dream room”. Consider the Key Concepts. Students may want to refer to “Drawing Guidelines” for this project.
3. Art/Construction Studies/Woodworking — Build a 3D model of your favourite room or of the room you designed in 2 above. “Model-making Guidelines” will be useful here.
4. Career Guidance/Design — Invite a guest speaker to visit your school/class to speak on the theme “Interior Design”. Local technical colleges, art colleges and commercial designers may be researched and then contacted. Students may wish to take on the arrangements themselves, booking the visit and providing the speaker with a brief.
5. Career Guidance/Design — Visit a workshop, craftshop or college open day to explore examples of textile design/furniture design/interior design.
6. Art/Craft/Design — Plan a colour scheme for a room. Choose a real room — or use the imaginary room shown on page 29. Investigate the ways in which different colour schemes have different effects. Try planning different schemes for the same room using cool colours, warm colours, primary colours only, contrasting/complimentary colours.
7. Art/Craft/Design — Design a printed or woven textile for curtains or upholstery.
8. Art/Woodwork/Metalwork — Choose a particular furniture style (Victorian, Art Deco, Shaker) and consider its development — materials, construction, uses, appearance.
9. Leisure Studies — Restore an old piece of furniture.



Room for cross-curricular exercise no.6