



## Worksheet B8: Field Trip; Community Study

Do this with Lesson 7.

Put all completed work in your folder.

Name .....

Team .....

### Stage 1 — Exploring your community's centre or point of origin

#### Red Team — Photographers

Take a good look around. Decide on the key points of interest, both good and bad. Photograph these and keep a written record of what was photographed. On the map, mark the points you photographed. Be prepared to explain your choices. (If you have time, process and print your own photographs in the school darkroom later.)

#### Blue Team — Map-makers (Cartographers)

Study the area carefully. Note the orientation (where are north, south, east and west?). On your maps, add any information which is not shown. This information could include important uses or activities, trees and other vegetation, problem areas, derelict areas, pleasant spots, good views/vistas etc.

#### Yellow Team — Investigative Journalists

What information can you see? Look for signs and plaques. Record what they say and where they are located. Collect any leaflets or brochures which are available. Make notes. Later, you may want to do further research in the local library or by consulting the local historical society.

#### Green Team — Artists/Illustrators

Make a series of drawings. Identify key features, both natural and man-made, which are characteristic of the area. If there are any elaborate buildings, different members of the team can record key features (doors, walls, windows, carvings etc.). Are the buildings mostly of brick, stone, rendered (plastered)? What about the roofs? Note the general use of colour. In your sketches, record the typical colours you find.

#### Purple Team — Archaeologists

Are there any traces of earlier inhabitants in the area? Locate grave stones, tombs, monuments. Record/draw/make rubbings. Note any names and dates of birth/death, if these are available.



Stage 2 — Street Survey

Name of Street/Square

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Names of Partners

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Spend about 15 minutes having a good look around your street/square before completing this part of the worksheet. You may want to record lightly in pencil before finalising your answers. Photograph any special points of interest as you move along. Make a note on your map of the things you photograph.

1. Possible origin of the street name

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2. Start at one end of the street (or at one corner, if you are surveying a square). On your map, number each of the buildings on the street you are surveying. If the map already has house numbers, you won't need to do this.

3. Now, starting at the first building, make a chart like this.

Building No.	Use(s)	No. of storeys	Terraced, Semi-Det., Detached	Materials	Colours
1.					
2.					

4. On your map colour in each of the buildings according to its category. (Residential = blue; Commercial = yellow; Industrial = brown; Institutional = red; Recreational = green; Transport = grey.) If a building has more than one use — a flat over a shop, for example — colour it half blue, half yellow.

5. Tick the term which best describes the street/square.

Residential ..... Commercial ..... Mixed .....



## NEIGHBOURHOOD, VILLAGE, TOWN, CITY

6. Roof lines — In your sketch pad, make simple outline drawings of the roof lines on each side of the street/square. You may need to use more than one page.
7. Width — Is the street/square wide or narrow? What effect does this have on the flow of traffic?

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8. In your notebook, sketch a cross-section of the street/square. Try to get the widths of the street and footpaths and the heights of buildings in the correct proportion. If there are trees, garden walls or railings, show them in your section. On your map, record where you drew your section. If the street changes along its length, you may have to draw more than one section.

9. Are all the buildings at the same scale? Elaborate.

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10. Describe the street line on each side. Are the buildings close together or are there gaps between them?

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11. Is there a continuity of building styles? Describe them.

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12. Identify (as best you can) and name the oldest and newest buildings. Give reasons for your choices.

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13. Identify if you can those buildings which have been renovated or adapted to serve a new function (e.g. a residential building is now a shop).

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14. Name and mark on your map any “special buildings”. Say why you think they should be considered special.

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15. Are there any public spaces, apart from the street/square itself? Identify them.

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16. Is there any soft landscaping on the street/square — gardens, hedges, trees? List these and say what effect they have.

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17. Identify the street furniture — street lights, benches, litter bins, phone box, gates, railings, manhole covers etc. Are any of them hindering clear access along the street?

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18. What are the people doing — shopping, playing, chatting, passing by on the way to somewhere else?

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19. Describe the range of vehicles and forms of transport you observe. Comment on how effective you feel the street is in coping with traffic and pedestrians.

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NEIGHBOURHOOD, VILLAGE, TOWN, CITY

20. What time of day is it? Does this reflect the amount of activity? Would there be more or less activity at another time? Why?

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21. Close your eyes. Record what you can hear and smell.

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22. Open your eyes. Describe your feelings.

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23. Look around you. How would you describe the overall appearance of the street/square?

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24. Circle or highlight the words which you think best describe the street/square.

formal/casual      clean/dirty      warm/cold      calm/windy  
sunny/gloomy    orderly/muddled    colourful/dull    friendly/unfriendly

25. Comment Box — Fill in a chart like this, commenting on what you consider to be the most attractive features of the street (Positive) and those which need improvement (Negative).

Positive	Negative



### Stage 3 — Street details

Student's Name

Names/Numbers of buildings

1. Record the use of each building if you have not already done so.
2. In your sketch pad, make an **outline drawing** of your assigned group of buildings. Photograph them first, if you have a camera.
3. In your sketch pad, make a **detailed drawing** of the building you like best. Carefully note the shape and proportion of the building, as well as its architectural features. Write a few sentences under the drawing, explaining why you have selected it.
4. Photograph or sketch an ornamental feature you discovered in your group of buildings — a distinctive window or door, a decorative piece of wood carving, metalwork or stone.
5. Which architectural features can you identify in your group of buildings? (cornice, pilaster, fanlight, string course. . .) Note where you saw each feature.

6. Look down. Record what you see. What materials have been used for paving?

7. Look up. Record any new things you can see.



8. Using some paper from your sketch pad and a soft pencil, take rubbings of different surfaces, textures and patterns which attract you. Record where you found them.

### Homework

1. Complete any unfinished sections of your worksheet.
2. Have your photographs developed or process and print them yourself.



### Scrapbook

Dedicate a section of your Scrapbook to **Street Furniture**. Collect samples of street furniture from newspapers, magazines etc. Label them.

### Vocabulary File

Add new words and definitions to your file.