



Middleton Towers

# Buildings Resource Pack

Key Stages 1, 2 and 3  
Art and Design

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[www.heritage.norfolk.gov.uk](http://www.heritage.norfolk.gov.uk)



# Introduction

This Buildings Resource Pack is designed to work within Key Stages 1, 2 and 3 of the National Curriculum art and design syllabus.

The Resource Pack provides details from the Norfolk Heritage Explorer website and photographs and drawings from the paper archives held by Norfolk Landscape Archaeology designed to help children develop an awareness of historical buildings and how they can be used to inspire artists. The pack also includes possible teaching activities and ideas for cross curricular working.

The pack is part of a series of Resource Packs linked to the National Curriculum available from Norfolk Landscape Archaeology. Find details and download other packs on the Norfolk Heritage Explorer website:

[www.heritage.norfolk.gov.uk](http://www.heritage.norfolk.gov.uk)

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## Background

Norfolk is blessed with a rich heritage of historic buildings built from a uniquely diverse range of materials. This Resource Pack is designed to demonstrate the rich variety in our built heritage and how it can be used as inspiration for art sessions in Key Stages 1, 2 and 3 of the National Curriculum.

There are a large number of historic buildings in Norfolk recorded in the Norfolk Heritage Explorer, the online version of the Norfolk Historic Environment Record. These date from the Norman period to the modern day and include all listed buildings and a large number of other buildings that have historical, cultural or social significance but are not listed by English Heritage. These are a good place to start looking for inspiration for teaching art through local architecture but all buildings can be inspirational and often the most successful projects use local buildings that children are familiar with.

Buildings used can range from the humblest telephone box to a majestic cathedral. The scale or cost of a building is not important. They have all been designed and this Resource Pack illustrates how even the most simple structure contains design elements that can be interpreted and examined by children as preparation for producing their own work in response to buildings.

This artistic work can demonstrate much more than a good eye for detail. Work inspired by local buildings can explain the children's emotional and intellectual response to its' structure and decoration. The variation in responses to the same building can be enormous. This may be a good way to introduce the concepts of individual response and interpretation within art.

This Resource Pack offers opportunities for teachers to use the sheets in the pack entirely within the classroom but it is hoped that many of the ideas will transfer to local buildings and allow teachers to use the resources on their doorsteps (literally) more effectively within the art and design curriculum.

# Buildings in the National Curriculum

Although the National Curriculum does not prescribe art and design content it does suggest that teachers use a variety of inspirational resources. It is often difficult for teachers to identify and use historical sources of inspiration for art. This is why this series of Resource Packs have been created.

This pack contains photographs of buildings of historic interest in Norfolk. It has been created in consultation with local teachers, the Learning Team of Norfolk Museums & Archaeology Service and the QCA Scheme of Work for Key Stage 1, 2 and 3 art and design. It will be useful for teachers following other specifications and may be used in a variety of different ways. The pack gives students a chance to interact with historical sources as inspiration in a fresh and interesting way.

**Buildings in the QCA/Department for Education and Skills Schemes of Work**

**Art and design at key stages 1 and 2 (Year 1 or 2)**

**Unit 2C: Can buildings speak?**

Section 1: Exploring and developing ideas (1)

Ask the children to make rubbings and prints based on different surfaces found in and around buildings, *eg brickwork, tiles, wood grain*. Ask them to use a variety of objects and tools to print regular patterns in straight lines and rows and irregular patterns. Encourage them to explore ways of rotating shapes, *eg printing an irregular shape and turning it through the points of the compass*. Ask the children to describe the shapes and patterns they have made, *eg triangular, rectangular, circular, flowing*. Talk about which parts of buildings their patterns and textures suggest, *eg pattern of windows, tiles on roof, paving on paths*. Make a classroom display about buildings in the local area and elsewhere. The focus of this unit should be on children learning to work out what visual and tactile information can tell them about the building, its purpose and importance.

Section 2: Exploring and developing ideas (2)

Show examples of public buildings, including buildings from other times and places. List words about the shape, pattern and decoration of buildings. Ask the children what they think the different purposes of the buildings could be and what they would feel about using these buildings. Arrange a visit to a public building such as the town hall, library or a place of worship. Ask the children what they think the purpose of the building is. Ask them to explain the use of different spaces inside the building, *eg a space for entering and leaving, a space for the main activity, facilities for eating*. Ask them what they know about how and why the building is used. Ask them what they think and feel about the building and whether they behave differently inside and why. If possible, use a digital camera to collect images of parts

of the building to use as a reference in the classroom. Reinforce vocabulary for art and design. Provide children with a list of key words that they can use to help them write notes about purposes of buildings and shapes and patterns.

### Section 3: Exploring and developing ideas (3)

Ask the children to look for shapes and patterns in the building and think about why they were chosen. Ask them to use a viewfinder to separate features that show shapes, patterns and decoration, *eg windows, doors, brick and tile patterns*. Ask them to record these features.

### Section 4: Exploring and developing ideas (4)

Discuss ideas for the design of a large-scale mural to represent the school, a part of the school or a building in the community. Agree which building, or part of a building, children will represent in their designs, *eg the school playground, the leisure centre, the library*. Ask the children to work individually on designs for a panel that will be one section of the large-scale mural. Ask them to share their ideas in pairs and then in groups of four. Ask them to think about the patterns and textures they have observed and recorded and how these can be used within the design to create interesting surfaces. Help the children to work out ideas for shapes, forms and patterns that will communicate the purpose of the building or part of the building. *What shapes, forms and patterns would they use to tell people about the swimming pool? Fish shapes? Wave-like patterns? What about the library? Shapes of books and patterns of letters?*

### Section 5: Investigating and making

Ask each group to produce a panel for the mural. Mount the panels together to make a group mural. Discuss how the blocks could be arranged to emphasise the effects of shape, pattern and decoration.

### Section 6: Evaluating and developing work

Talk about the way the children used their observations and drawings to develop the relief panels. Decide how effective the panels were when they were arranged to make a large-scale piece of work. Decide how well the panel enhances the area in which it is displayed. *What works well and what might be improved?*



## **Art and design at key stage 3 (Year 7)**

### **Unit 7B: What's in a building?**

#### Section 1: Exploring and developing ideas

Discuss pupils' ideas and feelings about buildings they know. Ask them to list the types of buildings they have seen and visited in the local area, *eg civic, religious, domestic*. Ask them how they respond to different types of buildings and how they feel about them. Examine floor plans of buildings, different angles and elevations. Talk about space and divisions of space, distances, proportions, materials, surfaces, sounds, temperatures, etc. Ask pupils how they think the design and layout of the building would facilitate, direct or restrict their movement.

#### Section 2: Exploring and developing ideas (2)

Arrange a visit to a local building. Ask the pupils to identify and name types of architectural detail, *eg doorways, mouldings*. Discuss qualities of buildings such as shape, pattern, texture and form. Ask the pupils to use viewfinders to focus their attention. Ask the pupils to research buildings in the local area. Pupils could carry out tasks such as: making a number of simple line drawings of interesting parts of buildings, *eg columns or doors and window frames*, making studies of brick, stonework, etc, emphasising pattern, exploring the detail of surface decoration or texture by making rubbings of lintels, rendering or low-relief decoration, using torn or cut paper and tonal drawing to describe the shadows and forms of moulding or carving. Discuss with the pupils the differences between drawings made for different purposes, *eg gathering information, exploring ideas, investigating visual qualities, designing*.

#### Section 3: Exploring and developing ideas (3)

Ask pupils to design a small-scale sculpture of a particular type of building. Ask them to use their research and the visual and other information they have collected about buildings. Emphasise that they should aim to convey their ideas and feelings about the building in their plans and make clear how they interpret its meaning, *eg creating surface textures, pattern, architectural detail, sounds, written responses to show objective and/or expressive interpretations*.

#### Section 4: Investigating and making (1)

Show pupils examples of the methods and processes they could use to make their small-scale sculpture and demonstrate some techniques. Discuss: how the concept of a building could be built up through using basic forms, *eg slabs, blocks, cubes, domes* the potential of the materials and how they could dictate the forms, how surface qualities of pattern and texture might be created how visual and tactile qualities could be exaggerated, taking ideas

from architecture and sculpture. Guide the pupils to create the basic forms of their building by: creating slabs and assembling these as blocks of different sizes and proportions, creating cylindrical, conical or spherical forms, cutting from, and adding to, forms, enlarging or combining shapes to produce new forms. Discuss examples of abstract sculptural forms with pupils and notice the way that visual and tactile qualities are exaggerated, *eg discuss how Brancusi used bold geometric shapes or how Moore produced simple and intricate forms and other qualities in his work*

#### Section 5: Investigating and making (2)

Ask pupils to make a free-standing sculpture in clay based on their research about buildings. Ask them to: roll and cut clay slabs or combine coil and slab work to make a free-standing three-dimensional form, refer to the design and other plans as a guide to form the base shapes and forms, mark out on the surface and apply, model or inscribe other shapes, patterns, textures or forms, cut shapes from the base shape and when the clay is firm emphasise changes in surface and form, *eg work oxide into selected areas, work the clay to produce distinct and bold or intricate forms*

or

Ask the pupils to make a free-standing card and paper sculpture based on their research into buildings. Ask them to: cut main shapes in card, assemble these shapes into a free-standing three-dimensional form, use ways of linking, joining, cutting and intersecting the shapes, use and apply card, paper and/or papier mache to build forms or create surfaces consider treating the surfaces of the sculpture, *eg experiment with spraying, sponging, stippling and wiping to create a metallic, wood or stone effect*

#### Section 6: Evaluating and developing work (1)

Ask the pupils to review the methods and approaches used in their own and others' work. *Which work made effective use of visual and/or tactile qualities? Which used a combination of forms to create a structure? Which used bold shapes, patterns, textures or forms? Which showed the inventive use of materials and techniques? Which has succeeded in the overall effect and finish of the work?*

#### Section 7: Evaluating and developing work (2)

Ask the pupils to analyse how effectively the methods and approaches they used matched their intentions. *Which work shows effective drawing of architectural detail from first-hand experience? How practical were the ideas and other plans? Were materials and techniques matched to qualities of forms?* Ask the pupils to think about the effect of their work. *Do they notice, respond to and appreciate buildings and architecture differently as a result of their investigations and work? If so, can they explain why this is?* Identify with pupils at each stage of their work the changes that need to be made. Agree with them how parts could be modified to make improvements.

## Possible Teaching Activities

### 1) Looking at the detail of buildings (Sheets A to H)

- Look at the images of the details of buildings (sheets A to H). Ask the children to think about the different materials used and surfaces and effects achieved. Ask them to use a variety of objects and tools to print regular patterns in straight lines and rows and irregular patterns imitating the details. Encourage them to identify repeating and rotated patterns in the details and to try to recreate this for example by *printing an irregular shape and turning it through the points of the compass*.
- Ask the children to describe the shapes and patterns they have made, *eg triangular, rectangular, circular, flowing*. Talk about which parts of buildings their patterns and textures suggest, *eg pattern of windows, tiles on roof, paving on paths*. Now looking back at the details in the pack (sheets A to H) can the children suggest what parts of the building these details are taken from. Emphasise what visual and tactile information can tell them about the building, its purpose and importance.

### 2) Looking at different types of buildings (Sheets I to U)

- Ask the children to look at the different sorts of building in the photographs (sheets I to U). Can they make lists of words that describe the shape, pattern and decoration of the buildings. Can they guess what they were/are used for? How would feel about using these buildings.
- Ask the children to explain how the different spaces inside the building were/are used. Ask them what they know about how and why the building is used. Ask them what they think and feel about the building and whether they behave differently inside and why.

### 3) Looking at decoration and purpose (Sheets I to U)

- Ask the children to look at the photographs of the buildings (sheets I to U) and concentrate on the decorations and to think about why they were chosen for the building. Does the decoration represent the purpose of the building? Can they design appropriate decorations for a church, library or school?



4) Identifying materials (Sheets I to U)

- Look at the different images of buildings (sheets I to U). Ask the children to identify the materials used in the construction. Could they use similar materials in their designs or art work?

5) Buildings mural (Sheets I to U)

- Ask the children to create a large mural showing all sorts of different buildings. Ask them to choose one of the buildings in the pack (sheets I to U) or close to the school and design and create a panel for the mural based on this building. Ask them to think carefully about what materials and patterns they use, perhaps creating a collage effect by using collected materials.

6) Building sculpture (Sheets I to U)

- Use one of the buildings in this pack (sheets I to U) as inspiration for a building sculpture. Children study the building (finding out more information on the Norfolk Heritage Explorer website, [www.heritage.norfolk.gov.uk](http://www.heritage.norfolk.gov.uk)) and choose appropriate materials—clay, paper mache, card and paper or recycled materials. Children should be encouraged to exaggerate form and pattern from the details of the building not simply to produce a scale model. Different surface effects replicated and enhancing surface effects shown on the building in the photograph can then be applied to the completed work.

## **Cross Curricular Links**

### **IT**

- Use the online gallery to download images of buildings to use in a presentation.
- Use a photo or image editor package to produce images of buildings and details of buildings.

### **History**

- Look at the way buildings have changed over time. Why?
- Find out as much as you can about the building you live in. When was it built? What different families have lived there? What important things happened about the same time the building was new?

### **Drama**

- Devise and perform a short drama about the construction of a building.

### **Literacy**

- Create descriptive plaques for each of the buildings in the Pack (sheets I to U).
- Ask children to write clue sheets describing one of the buildings pictured in the pack and then swap them and ask children to identify which building is described (sheets I to U).
- Write a series of questions to “ask a building” about its’ life (sheets I to U).
- Ask children to imagine that they are walking through one of the buildings pictured in the pack and describe what they see, hear and smell (sheets I to U).

### **Maths**

- Look at the shapes, symmetry and tessellation in buildings.

### **Science**

- Use the pictures in the pack to stimulate discussion of the understanding of different properties of building materials and why they are used for particular parts of a building.
- Find out about the forces involved in designing a building that will stay upright and construct buildings from different shapes to see which are the strongest.

### **Design and technology**

- Find out how buildings are constructed. Discuss how and why buildings are designed. Which work well? Which don’t? Why?

### **Geography**

- Think about how houses are designed for different climates. How are they designed to make life comfortable in very hot countries, very wet countries or very cold countries?
- How could modern houses be designed to be suitable for our changing climate?
- Design a building for the future incorporating possible changes in lifestyle and

environment.

- Figure out what kind of dwelling is best suited for your area. Take into account cost and availability of materials and workers as well as effects on the environment.
- Think about why houses or other buildings are located where they are. What factors influence the choice of location?

### **Music**

- How do buildings designed for listening to music in differ from others? How does the acoustics of a building affect the way music sounds? Try listening to the same piece of music recorded in two very different spaces—do you like one version more than the other? Why?

### **Religious education**

- Discuss why religious buildings are special. Look at the features of the religious buildings of different faiths and compare and contrast their design (sheets S). How does the building represent the faith it serves in its details as well as its plan and structure?
- Photograph and classify buildings of worship in your area. Note how the exteriors reflect or do not reflect religious beliefs and practices.

### **Citizenship**

- Visit your local town hall. Discuss how the building is used in local politics and represents the community.

### **Home economics**

- Make a gingerbread house.

## Using the Images with an Interactive Whiteboard

You can find high quality images from this pack on the Norfolk Heritage Explorer Teachers' Resources gallery:

<http://gallery.e2bn.org/gallery754.html>

Look at each of the pictures of buildings in turn. Think about the sort of information you could get from them if you knew more about them. In groups think of 3 questions that you could ask about the buildings that would explain more about their use. Write the questions on the board using the Notebook function. Different groups can then answer your questions. Suggested questions: What is it made of? How is it decorated? What is it used for? How was it made? How old is it?

Using the screenshade function hide half of the image. Ask the children what they think the other half of the building looks like. Compare their answers to the image as you slowly reveal more of the picture. Do they change their minds about what the building looks like as they are given more information?

## Finding Out More

### **Books**

Pevsner, N. and Wilson, B., 1997. The Buildings of England Norfolk 1: Norwich and North-East (London Penguin).

Pevsner, N. and Wilson, B., 1999. The Buildings of England Norfolk 2: North-West and South (London, Penguin).

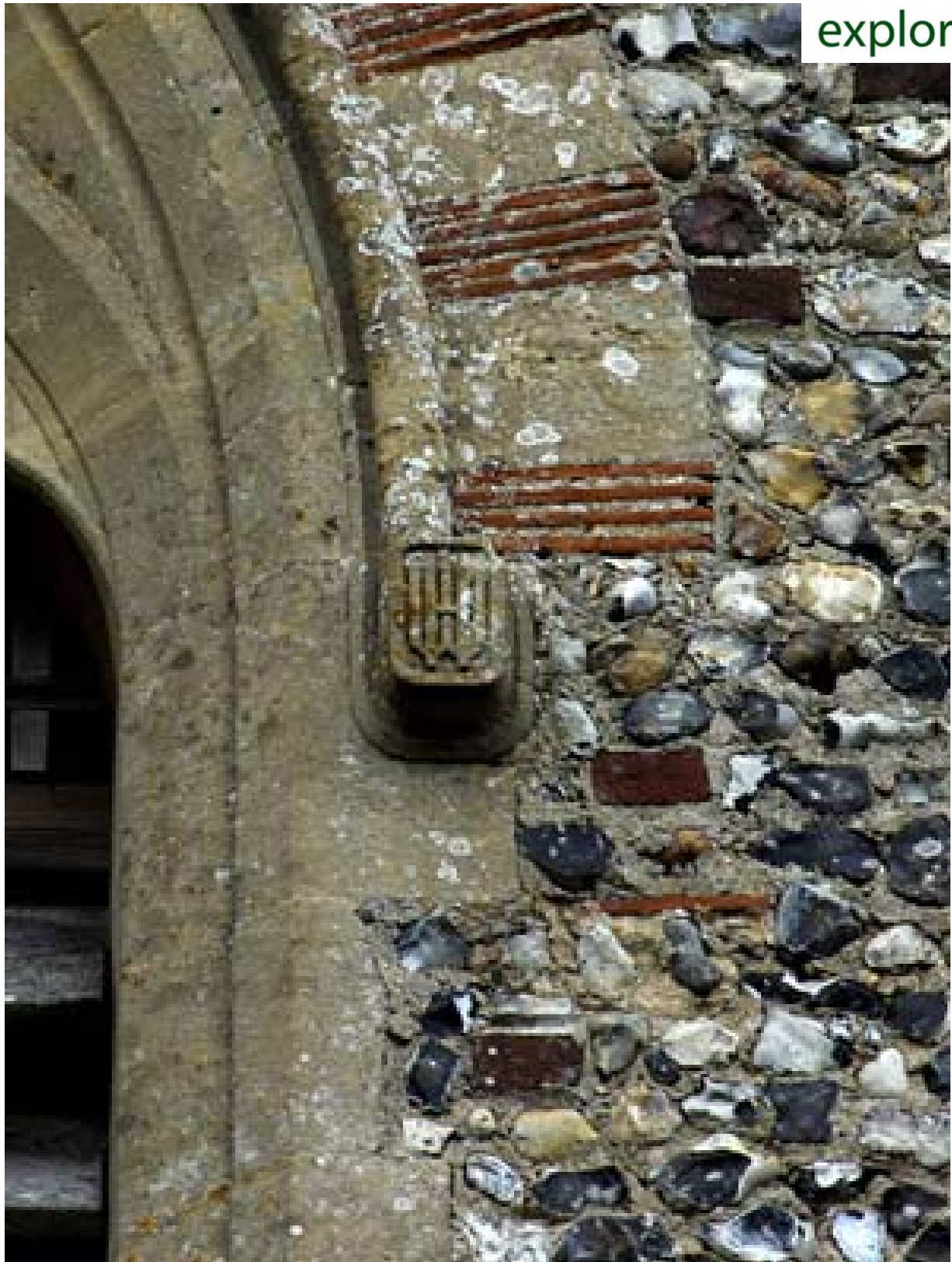
### **Websites**

BBC, undated. BBC What Where When Why Buildings. Available:  
<http://www.bbc.co.uk/scotland/education/wwww/buildings/>  
Accessed 3 May 2007.

The Buildings Book Trust, 2006. Looking at Buildings. Available:  
<http://www.lookingatbuildings.org.uk/>  
Accessed 3 May 2007.

Robinson, N., undated. Norfolk Historic Buildings Group. Available:  
<http://www.nhbg.fsnet.co.uk/>  
Accessed 3 May 2007.





Flint construction and brick dressings at Ketteringham Church, NHER 9515.  
Can you copy the design of the bricks turning it through the points of the compass?  
Available online at: <http://gallery.e2bn.org/gallery754.html>  
Copyright Norfolk Museums & Archaeology Service.



Photograph of the brick and flint construction at Burgh Castle, NHER 10471.

Can you copy this design to create a repeating pattern?

Available online at: <http://gallery.e2bn.org/gallery754.html>

Copyright Norfolk Museums & Archaeology Service.



Detail of a Roman mosaic excavated at Gayton Thorpe, NHER 3743.  
Can you recreate the pattern of the floor from these fragmentary tiles?  
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# Buildings Resource Pack Sheet D

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Detail of a barn at Great Dunham, NHER 13022.

Can you use one or two of these blocks to create a repeating pattern?

Available online at: <http://gallery.e2bn.org/gallery754.html>

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Detail of a barn in Shelton, NHER 39829.

Can you use straight lines to produce a repeating pattern like this ?

Available online at: <http://gallery.e2bn.org/gallery754.html>

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# Buildings Resource Pack Sheet F

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Detail of a barn in Shelton, NHER 39829.  
How many different textures can you see in this photograph?  
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Copyright Norfolk Museums & Archaeology Service.



Detail of St Peter and St Paul's Church, Halvergate, NHER 10395.  
Do you prefer the natural curving lines of the flint to straight lines created by worked square flints?

Available online at: <http://gallery.e2bn.org/gallery754.html>  
Copyright Norfolk Museums & Archaeology Service.



Detail of St Jame's Church, South Repps, NHER 6806.  
Can you use long vertical lines to create a pattern like this?  
Available online at: [www.churches.co.uk](http://www.churches.co.uk)  
Copyright Simon Knott.





The Cow Tower, NHER 632.

Why do the walls of the tower curve?

Available online at: <http://gallery.e2bn.org/gallery754.html>

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A 1950s AA Box in Brancaster, NHER 33409.  
How does the decoration of the box show the user what it is?  
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Copyright Norfolk Museums & Archaeology Service.



# Buildings Resource Pack Sheet K

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A pillbox in Brisley, NHER 5764.

What do you think the small windows were used for?  
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Copyright Norfolk Museums & Archaeology Service.



Burnham Overy Mill, NHER 1765.

Why is there a railing around the cap of the windmill?

Available online at: <http://gallery.e2bn.org/gallery754.html>

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# Buildings Resource Pack Sheet M

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Chedgrave Lodge, NHER 13864.  
Why is this building symmetrical?  
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Copyright Norfolk Museums & Archaeology Service.

# Buildings Resource Pack Sheet N

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The Old Lifeboat House, Cromer, NH&ER 42754.  
Do the blue doors represent the sea?  
Available online at: <http://gallery.e2bn.org/gallery754.html>  
Copyright Norfolk Museums & Archaeology Service.

# Buildings Resource Pack Sheet O

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The Corn Exchange, King's Lynn , NHER 12919.  
Where is there a shield on the front of the building?  
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Copyright Norfolk Museums & Archaeology Service.



# Buildings Resource Pack Sheet P



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Middleton Towers, NHER 3393.

This building isn't a castle so why does it have battlements?

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# Buildings Resource Pack Sheet Q

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The Old School, Ringland, NH 12605.  
What was put at the top of the school in the space in the gable?  
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Copyright Norfolk Museums & Archaeology Service.

# Buildings Resource Pack Sheet R

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Hallgate House or barn, Ryston, NHER 2469.

Can you see all the blocked up windows? Could you use blocked windows as a feature in your art work?

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The Baptist Church, Cromer, NHER 36515.

Do you think the architect designed the windows to look like old fashioned church windows?

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# Buildings Resource Pack Sheet T

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Victorian and modern water towers in Dereham, NHER 13813.  
How do the water tower designs reflect fashionable design when they were made?  
Available online at: <http://gallery.e2bn.org/gallery754.html>  
Copyright Norfolk Museums & Archaeology Service.



A telephone box, Kimberley, NHER 44293.  
Why do you think the phone box is red?  
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Copyright Norfolk Museums & Archaeology Service.



# norfolk heritage explorer

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