



## Lesson 9: Planning and Aspect

Explores case studies of two families with different needs. Considers appropriate designs and house types. Investigates the concepts of site and aspect.

**Support material:** Information Sheet 11 “Site for a House”, Information Sheet 12 “House Evaluation Checklist”.



### Spotlight

Houses and sites



### Key Concept

A home should respond to people’s needs.

### Review of work

Discuss the results of students’ work on Worksheet A6.



### Activity 1 — Design a house

Good domestic environments are created when the space in a house is used in a logical and imaginative way. Describe the following Case Studies to the class. The Brainstorming Checklist should get them thinking. Ask: If you were an architect, how would you solve the problems confronting these two families?

Two families want to build new houses, but they have not decided whether they want a bungalow or a two-storey house. They must also decide what kinds of rooms they need, what size the rooms should be and where the rooms will be located. Their decisions will be based on their needs. What are the needs of each family?

#### The Murphys

Mr Murphy and Mrs Murphy own a small newsagents’ shop. They have three children, one boy aged 15 and two girls aged 13 and 9. The family owns a van.

#### The Doyles

Mr Doyle is an architect. Mrs Doyle is a teacher. They have one grown-up son who now has his own home. Mr Doyle’s elderly mother is coming to live with them and she owns a dog. The Doyles have two cars.

#### Brainstorming Checklist

Talk about the needs of each family. Make up two Checklists, one for the Doyles and one for the Murphys, based on these questions.

- How many bedrooms should the Murphys have? Why?
- How many bedrooms should the Doyles have? Why?
- Which family needs the bigger kitchen? Why?



## MY HOME

- What special needs do the Doyles have which the Murphys do not? How could the Doyles approach these needs in the design of their house?
  - What special needs do the Murphys have which the Doyles do not? How could the Murphys approach these needs in the design of their house?
  - Each family has cars/vans. Should they consider this fact in their plans? Why/Why not?
  - Would you choose an urban, suburban or rural location for each family? Explain your choices.
  - Should either family build a bungalow? Why?
  - Should either family build a 2-storey house? Why?
1. Students work in pairs to consider as many ideas as possible. On the basis of their discussions, each pair draws scale floor plans for the Murphys' and the Doyles' houses. Plans should be drawn at a scale of 1:100. (Use graph paper for speed.)
  2. Design the front elevation of the house for one of these families. Information Sheets 4, 5 and 6, as well as Scrapbook material, may be used as references. (*This may be given as an individual homework assignment, depending on class time/interest.*)



### Activity 2 — Site the house

*Note: Ideally, Activity 2 should be carried out in class. If time does not permit, make Activity 2 a homework exercise, but carry out the brainstorming session in class.*



### Key Concepts

Light. Accessibility. Noise. Privacy. Existing features (man-made and natural).

Distribute copies of Information Sheet 11 "Site for a House". It shows a site adjacent to a main road and a secondary road. There is planning permission to build a house on this site.

In Ireland, many houses are built with the front of the house facing the road, regardless of the shape of the site, the direction of the sun and other factors. What should the owners consider when deciding where to place a house on this site? Bring in the Key Concepts while brainstorming with the class.

### Brainstorming Checklist

- How would you ensure the house gained maximum sunlight? Which rooms should get the most sunlight? The least? Why?
- How would you provide shelter from the wind?
- What would give the house the maximum privacy?
- Where would the noise be the greatest? The least? Which rooms would you place where there is the least noise? Why?
- Where would you put the entrance to the driveway? Why?
- How would you make sure the design for a house harmonised with its environment



under the following headings: shape and size, use of materials, boundaries, hedges, fences, walls, trees?

- “In the countryside, the landscape must remain the dominant image.” Comment on this statement, referring to the placement of the house on the site.
- Should all houses blend in? If not, why not? What kind of buildings should stand out in the landscape/cityscape? Why?

**Materials** — Each student needs: Information Sheet 11 “Site for a House”, Information Sheet 12 “House Evaluation Checklist” and their ground floor plan for either the Murphys’ or Doyles’ house.

1. Students choose the best position for the house on the site (Information Sheet 11). To do this, house plans will need to be reduced and the site plan enlarged so that both are at the same scale. Use the photocopier to do this.
2. Students should also check Information Sheet 12, as some of the points will help them make their decisions.

## Homework

1. If not done in class do Activity 2
2. **Scrapbook** — Students start a new section entitled **My Dream House**. They should collect samples of houses which they would consider for their “dream houses”.  
*or*  
Start a new section entitled **Houses in the Landscape**. Students collect samples of house types which are well situated and in harmony with their surroundings.
3. Students update their **Vocabulary Files**.

## Cross-Curricular Connections

1. Design/Home Economics/Media Studies — Imagine that your family wants to buy a house. Read the property pages in a local or national newspaper. (Most papers publish a property section on a particular day.) Select some houses which interest you. Then visit the estate agents for the relevant brochures. (Or just collect a selection of brochures from one estate agent.) Now assess the properties, using Information Sheet 12 “House Evaluation Checklist”.
2. Business Studies/Home Economics — Find out about mortgage finance. With your Business Studies or Home Economics teacher, investigate how to go about buying a house: saving with a building society, getting a mortgage, surveys, certificates of compliance, tax relief and insurance.
3. Art History — Find out about a house designed by any of the “Masters of Modern Architecture” — Frank Lloyd Wright, Le Corbusier, Louis Kahn, Walter Gropius, Alvar Aalto, Antonio Gaudi, Mies van der Rohe. Describe the house in words and drawings.



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4. Media Studies/English — First, study the property sections again and list the terms which estate agents use to attract your attention. Analyse these terms — could they confuse the potential buyer in any way? For example, what do you think terms like these mean?
  - “Perfect for the DIY enthusiast!”
  - “Splendid seclusion”
  - “Antique outbuildings”
  - “Garden has potential”Now, in not more than 30 words, write an advertisement for your own home.
5. Public Speaking — “Bungalow Bliss or Bungalow Blight?” The debate could examine *either* the suitability of the designs chosen by many people for their houses *or* the effects of these houses on the Irish landscape.
6. Maths/Business Studies/Home Economics — Examine the range of costs involved in maintaining a home — telephone, electricity, fuel, repairs, taxes, rates. . . Find out how utility bills are calculated.
7. Look at the houses illustrated in Information Sheet 15, ‘Four Houses’. Using the House Evaluation Checklist (Information Sheet 12) work out which of these houses would be most suitable for your family.