

Comparative Study

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The purpose of this unit is to allow pupils to develop a wider understanding of the way architects and artists influence each other in the design process. While producing original works they may have drawn on a number of sources to achieve this end.

The aim of this unit is to provide a resource that will allow either a school or site based comparative study of the work of the architect Enric Miralles in the Scottish Parliament with other artists who may have helped to influence his design. For the purpose of this study, Charles Rennie Mackintosh has been chosen as another artist, although other people could be used, e.g. Antoni Gaudi.

The unit is sub-divided to allow the lessons to be carried out over several weeks, but equally each of the lessons can be used as freestanding lessons.

This unit is aimed at 5-14 Level C to allow the teacher to differentiate by either simplifying or extending the activities to meet the diversity of abilities within a class.

Learning Outcome: Evaluating and appreciating.

Strands: Observing, reflecting, describing and responding.

Using visual elements: pattern

Using media

Attainment Targets:

- Consider and discuss a range of artists' and designers' work sources using basic vocabulary and indicating a few similarities and differences.
- Using appropriate vocabulary, make comparisons of art and design works.

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By exploring the similarities and differences of the work of [Enric Miralles](#) in the Scottish Parliament and the artist [Charles Rennie Mackintosh](#), pupils will be able to appreciate how artists may influence each other's ideas/works.

Background

The Scottish Parliament building is an excellent context to review the diversity of architectural design and comparative artistic influences.

Enric Miralles, the architect of the Scottish Parliament, became aware of the work of Charles Rennie Mackintosh whilst studying in Glasgow. There are several examples within the Scottish Parliament of how Miralles' ideas may have been influenced by Mackintosh.

One example is the fencing surrounding The Scottish Parliament building, designed by Miralles, shown in photograph (a). When compared to photograph (b) - a Charles Rennie Mackintosh design, the fine ironwork and 'petal/leaf-like' motif of the fencing in photograph (a) could be reminiscent of the Mackintosh style and design.

a)



Railings around the Scottish Parliament Building (Miralles)

b)



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Railings around the Glasgow School of Art (Mackintosh)

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Pupil Activities

1. Look at Photograph (a).

An architect called Eric Miralles designed these railings.

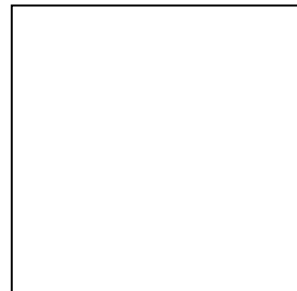
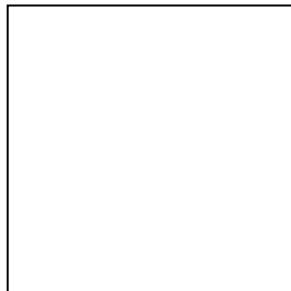
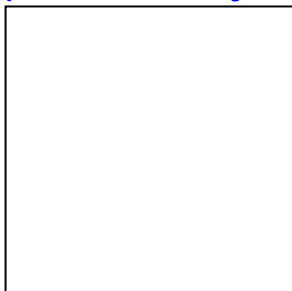
- What type of materials are the railings made of?
- What kind of patterns can you see in the railings?
- What sort of patterns or shapes do you think Eric Miralles was thinking of when he designed the railings?
- Are the shapes like anything you may see in everyday life?

2. Look at Photograph (b).

These railings were designed by Charles Rennie Mackintosh.

- What type of materials are the railings made of?
- What kind of patterns can you see in the railings?
- What sort of patterns or shapes do you think Charles Rennie Mackintosh was thinking of when he designed the railings?
- Are the shapes like anything you may see in everyday life?

3. Compare Photographs (a) and (b). Make some sketches of the patterns that you can see which show similarities and differences.



Linked Practical Lessons

The following lessons using Photograph (a) as a stimulus can be used to develop an understanding of the pattern work in Miralles' design.

Strands: Using visual elements: pattern
Using media

String Bas-relief

Materials: photograph (a)
tracing paper
pencils and white coloured pencils.
black sugar paper,
PVA glue,
string,
art straws

Process

1. Take piece of tracing paper the same size as the photograph. Trace the design of the railings. Turn the paper over and gently shade this surface with the lead pencil. Then turn the paper over again.
2. Take a piece of black sugar paper. Now place the tracing paper on top of it with the original side up. Write over the traced lines, keeping the paper exactly in place. This will transfer the image onto the paper.
3. Glue along the lines that you have made with PVA glue. Place the string or art straws along the pattern.
4. If you would prefer not to use the string or art straws, you can alternatively draw along the lines with white pencil.

A negative image can be achieved using the above technique with a black notewriter/pencil or string on white paper.

Repeated Pattern

Strand: Visual Elements - pattern

Materials:
scissors
glue
sugar paper

Process

1. Take a rectangular piece of sugar paper. Fold it into at least 4 vertical sections.
2. Draw a section of the pattern onto the paper and cut it out (similar to making a paper chain).
3. Choose a contrasting colour of paper for backing paper and glue the cut-out onto it.

A silhouette effect can be created using this technique. The black paper pattern could alternatively be applied to a brightly coloured wash. There is opportunity to discuss colour, contrast, tone, and shape

Stained Glass Window

This technique is similar to the repeated pattern technique above, where the darker pattern line can be emphasised against a coloured background.

1. Fold an A4 piece of paper into 4 or 8 sections.
2. Cut out a leaf motif, keeping a join at the folded corner.
3. Open up the paper, where you will see that the pattern has been repeated.
4. Apply different colours of sugar paper to the open sections.

The pattern activities could lead onto designing wrapping paper, notelets, cards, etc.

Further activities that could be adapted to these designs include press print, wax resist/paint, tabletop printing, graffito, etc.

Ideally a visit to the Scottish Parliament Building would allow pupils to explore the architectural design.

By observing:

- barriers
- connections
- structure
- and transparencies

they can identify and make comparisons of how the architect's ideas may have been influenced by other artists.

This would provide excellent opportunity for quick sketching activities if the students were given sketch books. Pupils could be given a digital camera to record the images they have seen to make comparisons. Please note, there are restrictions on photography and the opportunity for sketching in some areas of the Parliament.

If you are unable to visit the Scottish Parliament the photo resource sheet (see below) can be copied and further images can be downloaded from the Scottish Parliament Web site.

Photograph Resource Sheet

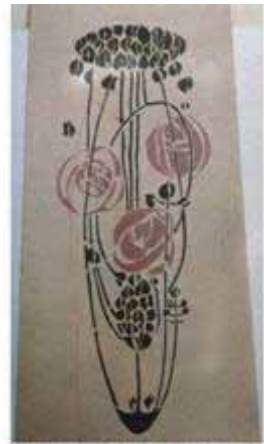
1. Photographs of Enric Miralles' Design at the Scottish Parliament Building.



2. Examples of Charles Rennie Mackintosh's Designs.



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