Details:

Class: 6th Grade
Time Frame: Four Class Periods
Art Media Focus: Pencil and Pen

Questions:

- What are some things that you like about the school building, and why do you like them?
- What are some things that you don't like about the school building, and why don't you like them?
- What are the benefits to having and using an aesthetically pleasing space or structure?
- What are some problems with spaces and structures that are NOT aesthetically pleasing?
- How will designing a more efficient art space help future art classes?
- Is there any risk in doing nothing to improve the space? If so then what?
- How has the architecture of Paul R. Williams and other architects benefited those who used the spaces they designed?

Performance Objectives:

Learners will:

- Discuss the importance of building better spaces for the future.
- Discuss the importance of conceptualizing and planning a design to effectively create.
- Compare several floor plan designs from various sources to decide "what works and what doesn't work"
- Share ideas with each other as a team to compile one idea that works.
- Assess different ideas.

Anticipatory Set:

You are a 6th grader in your final year at Artville Elementary School. In the spring you will be graduating and moving on to bigger and better things at your new middle school. Elementary school was great and you learned **A LOT** in Mr. Rivera's Art Class even though you had limited resources and space to make art.

Artville recently acquired funding to "fix up" and renovate the art room and make it the best possible space it can be for young artists to learn and grow. As a graduating 6th grader you have been given the task of designing a new floor plan for future artists to study and create in. This is your **legacy**.

There are certain things about Mr. Rivera's Art Room that you love and would never consider changing. What are these things?

However, there are many things about Mr. Rivera's Art Room that you have always thought needed improvement but you never had the heart to tell him because you thought you might hurt his feelings and that by doing so your grade might suffer. Now, all the cards are on the table. It is time to be honest about what you would change. You have been at this school for a long time and you have participated in art at all levels. Consider what needs students of different ages and abilities might appreciate in an art room. You have studied architecture as well as many architects (including Paul R. Williams); maybe some of their concepts will help you in creating your own. Keep in mind, funding is good but somewhat limited but the creative possibilities are not. You are the architect and the younger Artville Elementary School students are your clients (and so is Mr. Rivera), so get to work!

Procedure for Teaching:

DAY 1

Opening: Show a clip of A&E Television Network's *Flip This House*. Review prior learning of floor plans, blue prints and design principles of architecture.
Introduce Lesson: Anticipatory Set
Introduce Paul R. Williams. Discuss his life and legacy.

DAY 2

Review learned vocabulary terms and introduce new terms
Divide students into groups of 4 or 5. Have them brainstorm about: Look at this art room. Is it a good art room? What are the positive and negative traits of this room? What do you like and dislike about the art room? List ways the room could be improved.
Close as a whole class discussion.

DAY 3

Provide students with drawing paper to sketch the existing floor plan, estimating size (length and width) of the room and everything in it placing the existing furniture in its appropriate place.

Use tape measures to record the actual size of everything in feet.

DAY 4

Discuss conversion of measurements for making a graph paper floor plan.
Have students make an actual floor plan of the art room.
Finally, have students make a proposed floor plan for the art room implementing their improvements.

Vocabulary:
Built Environment - Man-made surroundings built for human activities; includes large cities and parks, as well as small personal homes
Architecture - The planning and design of buildings and other parts of the built environment
Landscape Design - The planning and design of an outside area, such as a garden, park, courtyard, etc.
Interior Design - The planning and design of the inside rooms of a building
Americans with Disabilities Act (ADA) - A civil-rights law stating that no one can discriminate against people with disabilities; important to architects because they must design their buildings to meet the needs of people with disabilities
Architectural Survey - An activity in which a person observes a building's inside and outside, and gathers important information, such as measurements
Blueprints - Big sheets of blue paper used for architectural drawings and plans
Scale Model - A small model of a building, a room, or a landscape area

Supplies:

- Graph paper
- Pencils
- Erasers
- Tape measurers
- Rulers
- Compasses
- Poster board
- Drawing paper
- Pens

Resources:

A&E Network Television clip of "Flip This House" *http://www.aetv.com/flipthishouse/*

Paul R. Williams Project website *http://www.paulrwilliamsproject.org*/

Frank Lloyd Wright floor plans, *architecture.about.com/od/flw**plans**/tp/flw**plans**.htm*, Frank Lloyd Wright Foundation, *www.**frankllloydwright**.org/*

Math-kitecture *http://www.math-kitecture.com/floor.htm,*

Fire Escape Floor plan for Artville Elementary School

Standards:
Standard 1: Media, Techniques, and Processes - Students will understand and apply media, techniques, and processes.
Performance Indicators:

Use a variety of tools and materials to convey ideas in a work of art.
Compose an original work of art that clearly communicates ideas, concepts, and themes using a variety of techniques and processes.
Standard 2: Structures and Functions - Students will use knowledge of structures and functions.
Performance Indicators:
Examine the different functions of art in various environments using assigned vocabulary.
Design, describe and create an artwork that serves a specific function.
Standard 5: Reflection and Assessment - Students will reflect upon and assess the characteristics and merit of their work and the work of others.
Performance Indicators:
Interpret how their work and the work of others meet intended criteria.
Debate various viewpoints when responding to an artwork.
Standard 6: Interdisciplinary Connections - Students will make connections between visual arts and other disciplines.
Performance Indicators:
Propose and construct a project that combines the visual arts and other arts disciplines.
View other disciplines from the perspective of the visual arts.

Core Content Standards:
Mathematics / Geometry - Content Standard 3: The student will develop an understanding of geometric concepts and relationships as the basis for geometric modeling and reasoning to solve problems involving one, two, and three-dimensional figures.

Closure Prompts:
Who is Paul R. Williams?
Who is Frank Lloyd Wright?
What is a blueprint?
What do we need to consider when designing spaces?

Assessment:
Can identify the work of notable architects.
Art product represents critical thinking, good design.
Art product demonstrates quality workmanship.
Architecture vocabulary. (quiz)