

**Details:**

**Class: 6-8 Visual Arts**

**Time Frame: Three Weeks**

**Art Media Focus: Drawing and 3-D Model Making**

**Questions:**

- What is architecture?
- Who are architects? What do they do?

**Performance Objectives:**

**Learners will:**

- Critically investigate the work of Paul R. Williams. (NA.4-6.4)
- The student will learn about certain works of historical architecture and architects.
- The student will learn different aspects of genres of architecture including architects, vocabulary, historical and contemporary architecture and their names and dates and concepts. These will be researched online and in the library and organized in an Excel Spreadsheet.
- The student will narrow down a certain architect of choice within the genre of choice and create a biography report with a word processing computer application.
- The student will create a historically inspired architectural building that reflects the ideas and research done previously.
- The student will create a visual drawing (rendering) of their building as well as a “blueprint” (architectural plan) of the interior space of such building.
- The student will be able to effectively communicate their data and ideas on building choice, concept and comparison of ideas, vocabulary, and final drawing in a PowerPoint Presentation.

**Activities:**

**Anticipatory Set:**

At the start of class, the teacher will hold up a local college newspaper to the students. The teacher will pass it around while he/she speaks to the class about their new project. The teacher will explain that they are considering constructing a smaller art building that will be used for community art camps for underprivileged youth. The teacher will explain that the students will come up with a proposal for a new art building including all details and present it to the college. The newspaper is included to publicity about their project to inspire others. “Children helping children” will be the motto, which will instill a sense of confidence and empathy into the students.

**Procedure for Teaching:**

**WEEK 1**

Day 1: Students will begin lesson with a “think tank” of brainstorming, drawing in their sketchbook, and overall organizing information for their particular

## The Paul R. Williams Project

### Unit 2: Confidence in Architecture

- choice on 1) Genre of architecture, 2) Specific architect(s) that inspires student, and 3) Ideas for their own art building that they will plan.
- Day 2-3: Students will narrow down their area of historical interest to a particular genre (such as cities, regions, cultures, achievements, etc.) and begin creating a list of particular works of art from this period. Students will compile their lists of Architects, Their Architecture (specific Buildings), Title of establishment, Special Characteristic that relates to student and how it will relate to the building they will create for this lesson. Students will take this information and organize it in a Spreadsheet. Students working within the same genre can work together in groups
- Day 4-5: Within this compiled list, the students will pick out a particular architect who emulates what they want to create in their own building. The students will use the Internet/Library to research this architect and create a 3 to 5 page biography on a computer in a word application. Students working on the same architect can work together in groups.

### WEEK 2

- Day 6-7-8 The students will use this time to put all of this research into a drawing.
- Day 9-10 The students will use this time to create a 7 to 10-minute PowerPoint Presentation that encompasses the student's building and how it compares to his featured architect. Historical references and appropriate vocabulary is a must.

### WEEK 3

- Day 11 The students will use this time to create a 7 to 10-minute PowerPoint Presentation that encompasses the student's building and how it compares to her featured architect. Historical references and appropriate vocabulary is a must.
- Day 12-13-14 The students will present their PowerPoint Presentations to one another and the teacher. The students that are not presenting will fill out critique forms that are provided for them that emphasize clarity, professionalism, historical accuracy, and overall communication skills.
- Day 15 Students will participate in a whole class critique of the lesson and each other's buildings.

### Closure:

While each student presents his PowerPoint, the other students will fill out a critique form to evaluate each presentation as well as how they participated in class. Was the student confident and clearly spoken? Did they give you information that was helpful or sparked any new thought? This allows each student to be responsible for participating and learning to positively communicate an idea to another student. The last day of this lesson, the students will participate in a whole class critique of the Presentations as well as a critique on each student's architectural building.

**Vocabulary:**

Built Environment - Man-made surroundings built for human activities; includes large cities and parks, as well as small personal homes

Arcade- A row of arches or columns that create a covered walkway.

Beam- A horizontal piece of structure supported at both ends.

Balcony- A small porch that sticks off a building above ground level.

Bay window- A window that projects out from a building (if it is only on an upper floor, it's called an ORIEL WINDOW).

Bracket- A piece of wood or stone used to hold up another building part, such as a cornice, balcony, lintel or sill.

Cantilever- A piece of building structure that is only supported on one end.

Column- A vertical piece of structure that supports a beam.

Cornice- The molding that projects out from the top of a building.

Dome- A rounded roof, with a circular base, shaped like an arch in all directions.

Dormer- A window that sticks out from a roof to provide more light and air.

Facade- The outside “ face” of the building.

Gable- The end of a roof shaped like a triangle.

Gazebo- An outdoor, open-air structure used for relaxing.

Keystone- The center stone in an arch.

Lintel- The piece of structure over a door or window opening, which supports the weight of the wall above it.

Ornament- Any decoration on a building that has no structural purpose.

Pediment- A small gable over door or window.

Quoins- Large stones that wrap around the corner of a building.

Roof- The top of a building which protects the inside from the weather.

Sill- The piece of the structure under a window or door opening.

Skylight- A window in the roof.

Stoop- A short set of steps up the front door of a building

Structure- The parts of the building that supports weight; a building's skeleton.

Window- An opening in a wall that lets in light and air.

**Supplies:**

Art Making Materials

Tape measures (1)

Architecture Books

Computer and Internet Access

Sketchbook

Excel/Word Processing

PowerPoint

Painting/Drawing materials such as canvas, oils, etc.

“Blueprint tools” such as rulers, protractors, etc.

Vocabulary List

**Standards:**

**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 4 - Historical and Cultural Relationships** - Students will understand the visual arts in relation to history and cultures.

Performance Indicators:

- Explain cultural and historical influences on an artist.
- Describe and place a few artists and works of art in their contexts in culture, time and place.

**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.

**Grading Rubric**

	<b>Outstanding</b>	<b>Above Average</b>	<b>Satisfactory</b>	<b>Underdeveloped</b>	<b>Needs Work</b>
<b>Sketch Book</b>	Over 20 quality pages of writing/ sketching/ historical references properly cited. Clearly developed ideas. Exceptionally thought out and organized.	About 15 pages of developed ideas and well thought out references and how they relate to the project.	Average amount of time put in. No extra effort. Lacking anything personal and special. Average is 10 pages. Clear ideas but little developed ideas.	5-10 pages. Looks “last minute”. No development and little creativity and little time spent.	Under 5 pages. Lacks clear ideas and lacks development and definition. Little class participation and lack of caring. Lack of organization.
<b>Historical Information/ Spreadsheet</b>	Many developed thoughts and ideas that parallel the students own thoughts (10-15). Many different architects and properly cited. Organized and printouts shown.	Great research and clear parallels shown (5-10). Lacks sheer volume of “A” work. Neat and organized. Properly cited.	Average effort with little “extras”. 3-5 references cited that parallel students own work.	2-3 References that are improperly cited. Little to no effort in class.	Improper citations. 0-2 references. Looks “last minute”. Little to no effort or care.

## The Paul R. Williams Project

### Unit 2: Confidence in Architecture

<b>Biography</b>	Thoroughly competent in the knowledge of architect. The biography is clear with no grammatical errors.	Well written biography that is clear and imaginative. One to Two grammatical errors.	Average writing style. Two to Four grammatical error and/or trouble with references.	Paper is too short with numerous grammatical errors. Looks “last minute”.	Little to no effort involved. Writing is underdeveloped and looks “last minute”.
<b>PowerPoint</b>	PowerPoint is organized and neatly presented. PowerPoint is interesting and engaging and thought out. Contains all information required.	PowerPoint is very organized and neat. Lacks presentation style as A work includes such as creative slides and use of all tools. Includes all information needed.	Average work done. Work lacks detail and relationship to topic at hand.	Little to no work done. PowerPoint looks last minute and bland such as white background with black writing.	Little or no work done. Sloppy presentation or disrespectful material.
<b>Student Created Building</b>	Drawing is creative and well developed. Student put forth time and effort and clearly references history.	Drawing is creative and well developed. Student lacks historical references from A work.	Average participation in class. Work looks like more time and effort could have been added.	Work lacks development. Student is uninterested and/or disrespectful of lesson.	Little to no effort involved. No historical references and no respect for assignment.
<b>Critique</b>	Active participant in class critique. Offers competent and knowledgeable critiques and is positive and helpful to others. Master in knowledge of art history.	Active participant in class critique. Positive and helpful. Less use of historical references than “A” work.	Average participation. Offers critiques that lack historical references and proper vocabulary.	Little to no participation in class. There without speaking.	Missing the critique or being disruptive or negative towards others.