

**Details:**

**Class: 4-6 Art Club (weekly meetings)**

**Time Frame: Five Weeks**

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

**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?
- Who was Paul R. Williams?
- Pick out one of Paul R. Williams' houses from the website. Would you want to live there? Why or why not? Who do you think Williams had in mind to live in the house when he designed it? Why do you think that?
- How was Williams able to become so successful even though it was difficult for African Americans to become professional architects during that time in history?

**Performance Objectives:**

**Learners will:**

- Critically investigate the work Paul R. Williams. (NA.4-6.4)
- Evaluate the school building using knowledge of architecture, landscape design, and interior design. (NA.4-6.2)
- Identify architectural aspects of the school building that could be improved, and then develop solutions. (NA.4-6.2 & 3)
- Role-play as a member of an architect team by creating a presentation of the problem and solution, including drawings, models and a written proposal. (NA. 4-6.1 & 6)
- Discuss the merits of the proposal during a class presentation. (NA.4-6.5)

**Activities:**

Anticipatory Set:

Preparation: Teacher will make simple sketches of items in the art room, such as table, chair, cabinet, shelf, door, chalkboard, etc (one item per paper). Stations should include one of these drawings, a tape measure, and pencils.

Activity: After teacher gives quick demonstration of the proper use of the tape measure, students will practice measuring the parts of their item, and record the measurements on the teacher's drawing.

\*\*\*While students are working, teacher should explain that this project is all about architecture, and the tape measure is an important tool for architects\*\*\*\*

Procedure for Teaching:

WEEK 1

**Opening (15 min)**

Students will form 3 groups. (Number in each group can vary depending on class size) Each group will be assigned one of the following: Building Design, Landscape Design, or Interior Design.

**Anticipatory set (see above)**

Students will start a “KWL” graphic organizer about architecture on the board. [K=What I already Know / W=What I Would like to know / L=What I have Learned]

**Discussion (5 min)**

Teacher will lead discussion about architecture by using KWL aesthetics inquiry prompts.

Teacher will discuss the meaning of “built environment,” emphasizing that it not only includes architectural design, but also landscape and interior design. Teacher will distribute attached handout, The Built Environment, and explain that for this project each group will focus on one part of the school’s built environment.

**Art History (15 min)**

Teacher will discuss vocabulary.

Students will explore the Paul R. Williams Project website and discuss his life and work (focus on theme: empowerment - overcoming racial barriers). Teacher will use art history and art interpretation KWL inquiry prompts to lead discussion.

Students will explore the Central Park Website (tip: go to virtual tours link).

Teacher will discuss key historical points.

**Explanation of Project (10 min)**

Teacher will explain project: Each group will investigate a part of the school’s built environment. The Building Design group will create plans to make the school building more wheelchair accessible. The Landscape Design Group will create designs for new and improved school grounds, playground, etc. The Interior Design group will design a new and improved art room that fits their needs for art class. The students will work in groups to create drawings, models, and a report about their ideas for improving the school building.

Teacher will distribute attached handout, Architect Team, and students will pick individual roles to fulfill on their team. (Depending on number of students in each group, some roles might be for two or more people, or some people might fulfill two or more roles)

Teacher will distribute attached handout, Survey Questions, and discuss specifics of each group’s tasks.

**Closure (5 min)**

Groups will discuss their thoughts and feelings about the task for next week (surveying the school).

Students will add to KWL chart on the board.

**Clean-Up (5 min)**

**WEEK 2**

**Opening (5 min)**

Students will add to KWL chart if appropriate.

Teacher will review the expectations for the next task (surveying the school) and answer any questions.

**Group Production (40 min)**

Groups will disperse throughout the school to perform their surveys. Teacher will rotate among the groups to guide them in their investigations.

Groups will reconvene in the art room to discuss their findings. Teacher will reiterate the goal of each group: to think of a problem (something they saw that could be fixed or improved) and come to a solution for that problem (a plan for fixing or improving it). Teacher will visit each group individually to help with ideas.

Students will begin drawings for their design

**Clean-Up (5 min)**

**Closure (5 min)**

Students will add to the “KWL” chart on the board.

Groups will share developing ideas with the class.

WEEK 3

**Opening (5 min)**

Students will add to the KWL chart on the board if appropriate.

Teacher will distribute attached handout, Presentation Questions, and explain that the “author” in each group can begin writing the answers (emphasize that it does not need to be finished until the end of the project).

**Group Production (30 min)**

Groups will continue working on drawings. Teacher will explain that drawings can be individual or group-based, and that several students can make their own drawings of the same thing (this will add depth to their presentation).

**Teacher Demonstration (5 min)**

Teacher will demonstrate methods for creating 3-D models related to architectural, landscape, and interior design.

**Group Discussion (5 min)**

Students will discuss their plans for their 3-D models, and begin making them if they are ready.

**Clean-Up (5 min)**

**Closure (5 min)**

Students will add to the KWL chart on the board if appropriate.

Groups will share developing ideas with the class.

WEEK 4

**Opening (5 min)**

Students will add to the KWL chart on the board if appropriate.

**Group Production (40 min)**

Groups will continue working on and complete 3-D models. “Authors” in each group will finish the Presentation handout.

**Clean-Up (5 min)**

**Closure (5 min)**

Students will add to the KWL chart on the board.

WEEK 5

**Opening (5 min)**

Teacher will allow students time to set up presentations.

**Group Presentations (35 min)**

Groups will present their projects to the class. Teacher will lead critique.

**Clean-Up (5 min)**

**Closure (10 min)**

Students will add to the KWL chart on the board. Students will complete attached handout: Self-Assessment.

**Closure:**

Each group will share their architectural presentation with the class and discuss the merits of the work. Each student will also complete a Self-Assessment sheet.

**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:**

\*\*\*Quantities are listed per group, except when otherwise specified. Example: Tape measures = 1 per group\*\*\*

Art Making Materials

Tape measures (1)

Clip board (1 per student)

Manila paper 9"x 12" (5)

White drawing paper 9" x 12" (5)

Pencils (5)

Colored pencils (1 set)

Rulers (2)

Foam-core board 18" x 22" (1)

Poster board 18" x 22" (2)

Scissors (3)

Masking tape (3)

Glue (3)

Modeling clay (1 set)

<http://www.paulrwilliamsproject.org>

Tempera kits - paint, brushes, water cups, paper towels (1 set)

Markers (1 set)

Handouts [attached]

The Built Environment (1)

Architect Team (1)

Survey Questions (1)

Presentation Questions (1)

Self-Assessment (1 per student)

Additional resources:

Computers with Internet access

Websites:

The Paul R Williams Project: [www.paulrwilliamsproject.org](http://www.paulrwilliamsproject.org)

Central Park Official Website: [www.centralparknyc.org](http://www.centralparknyc.org)

Books

*The Will and the Way*, by Paul R. Williams

*The Small Home of Tomorrow*, by Paul R. Williams

*New Homes for Today*, by Paul R. Williams

### **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 3: Evaluation** - Students will choose and evaluate a range of subject matter, symbols, and ideas.

Performance Indicators:

- Analyze and make connections from a work of art to other experiences.
- Compose an artwork that communicates original meaning through the integrated use of subject matter, symbols, and ideas.

**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:

<http://www.paulrwilliamsproject.org>

- 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:**

**Social Studies / History: Content Standard 5:** History involves people, events, and issues. Students will evaluate evidence to develop comparative and casual analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

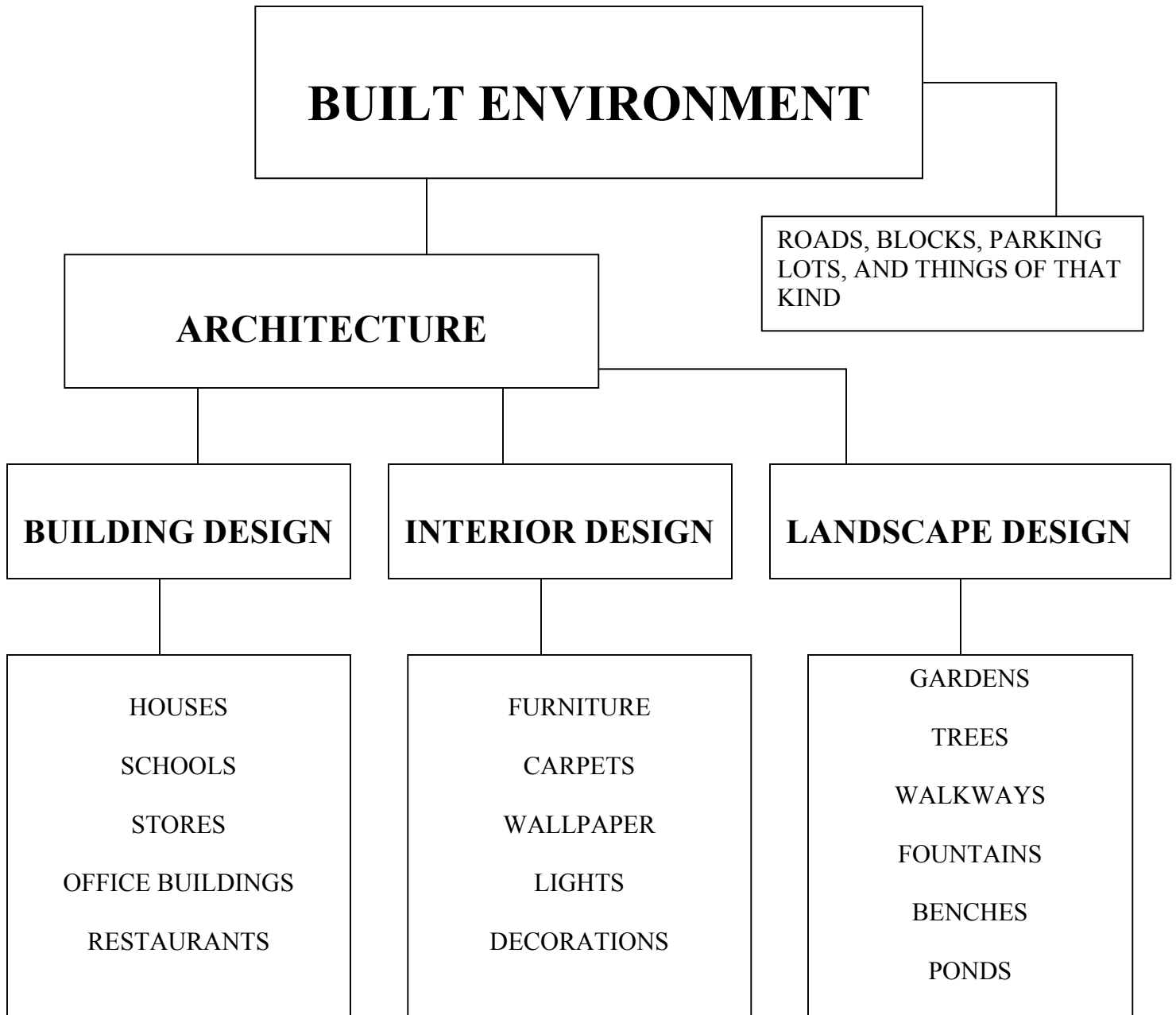
**Mathematics / Geometry - Content Standard 3:** The student will develop an understanding of geometric concepts and relationships as the basis for geometric modeling and reasoning to solve problems involving one, two, and three-dimensional figures.

**Language Arts / Writing - Content Standard 2:** The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.

**Rubric**

	<b>U / 0</b>	<b>N / 1</b>	<b>S / 2</b>	<b>E / 3</b>
<b>Citizenship (group setting)</b>	Student's behavior inhibited group dynamic	Student did not interact much with other group members	Student showed proficient behavior in group setting	Student's behavior enhanced group dynamic
<b>Completion</b>	Artwork was never attempted	Artwork displays little attempt and is not completed	Artwork displays proficient attempt and is completed	Artwork is completed; Student went above and beyond requirements
<b>Concepts</b>	Artwork displays no comprehension of art concepts	Artwork displays little comprehension of art concepts	Artwork displays proficient comprehension of art concepts	Artwork displays advanced comprehension of art concepts
<b>Craftsmanship</b>	Artwork displays no control of medium as appropriate to development	Artwork displays little control of medium as appropriate to development	Artwork displays proficient control of medium as appropriate to development	Artwork displays advanced control of medium as appropriate to development
<b>Creativity</b>	Artwork displays no experimentation	Artwork displays little experimentation, but is not very successful	Artwork displays proficient experimentation and is somewhat successful	Artwork displays advanced level of experimentation and is very successful

# The Built Environment



# Architect Team

**Team Name:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Role:** Team Leader

**Responsibilities:**

- 1) This person will supervise the group and make sure everyone is working and getting along.

**Name:** \_\_\_\_\_

**Role:** Measure Master

**Responsibilities:**

- 1) This person will be in charge of measuring things during the architectural survey.

**Name:** \_\_\_\_\_

**Role:** Sketch Artist

**Responsibilities:**

- 1) This person will be in charge of making sketches during the architectural survey.

**Name:** \_\_\_\_\_

**Role:** Record Keeper

**Responsibilities:**

- 1) This person will be in charge of taking notes during the architectural survey.

**Name:** \_\_\_\_\_

**Role:** Author

**Responsibilities:**

- 1) This person will be in charge of writing the report for the group's presentation.

## Survey: Building Design of our School

***Guiding Question: Is our school wheelchair accessible?***

Go to the school building's front entrance and follow these instructions. When you are done, go to the back entrance and follow the same instructions again.

- 1) Answer these questions on a separate sheet of paper: Would it be easy for a person in a wheelchair to get into the school building through this entrance? Why do you think that?
  - 2) Make sketches of the entrance. Don't forget to take measurements and record your measurements on your sketches. You don't have to measure everything; just what you think is important.
- 

## Survey: Landscape Design of our School

***Guiding Question: What do you see on our school grounds?***

Walk around the school building and look closely at the landscape. While you are looking around, follow these instructions:

- 1) Take notes about the trees, bushes, flowers, walkways, playgrounds, sports fields, or anything else you might see.
  - 2) Stop every now and then to make sketches of the things you see.
  - 3) Don't forget to measure things and record your measurements in your sketches. You don't have to measure everything; just what you think is important.
- 

## Survey: Interior Design of our Art Room

***Guiding Question: How is our art room set up?***

Walk around the art room and look closely at the furniture. Answer these questions on a separate sheet of paper:

- 1) What furniture do we have in the art room?
- 2) What are the different pieces of furniture used for?
- 3) Where are the different pieces of furniture located?
- 4) Make sketches of some of the furniture.
- 5) Don't forget to measure things and record your measurements in your sketches. You don't need to measure everything; just what you think is important.

## Presentation Questions

### Instructions:

Answer these questions on a separate sheet of paper.

The “Author” in each group is in charge of writing, but everyone should help with the answers.

- 1) What is the name of your group?
  - 2) Which part of the school’s **built environment** did your group investigate?
  - 3) When your group did your **survey**, what did you see?
  - 4) What did you decide needed to be fixed?
  - 5) How did you decide to fix it?
  - 6) Describe the art your group made for this presentation.
- 

## Self-Assessment

### Instructions:

Answer these questions on a separate sheet of paper.

### **Group Work:**

- 1) Did you do a good job playing your part in your group? Why or why not?
- 2) Did your group work well together? Why or why not?

### **Art Making:**

- 1) Did you follow instructions for your art project?
- 2) Did you do **more** than the teacher asked you to?
- 3) Did you do your best when you worked on the art project?
- 4) Do you like the way your project turned out? Why or why not?
- 5) If you could do this project again, what would you do differently?

### **FUN!!:**

- 1) Did you enjoy making this art project? Why or why not?
- 2) What was your favorite part about this project?
- 3) If you could change this project to make it more fun, how would you change it?