

Details:

Class: Art II and Art III 10th-12th graders

Time Frame: Two Weeks

Art Media Focus: Drawing

Questions:

- What guidelines can we use to help determine whether we are looking at a great example of architectural design?
- What does our built environment say about ourselves?
- What do we value?
- How do we “read” a building?
- What influences can we find in Paul Revere Williams’ buildings from other cultures?
- How did Paul Revere Williams’ life exemplify overcoming adversity?
- How did he use architecture to impart a message?
- What clues do we get from a building that tells us about its purpose?
- What can various memorials teach us about how our idea of “memorial” has changed?
- How has the idea of “hero” changed over the years?
- What influences throughout history have altered perceptions of art?
- What styles of architecture did Paul Revere Williams utilize in his buildings?

Performance Objectives:

Learners will:

- Create a garden design based on overcoming difficulties to gain peace
- Create a portfolio with sketches, vocabulary, and checklist
- Present their designs through a tri-fold board

Activities:

Anticipatory Set:

In order to create the courtyard garden that will celebrate our efforts to overcome the violence in the neighborhood and at Kingsbury and our efforts to model a different path, there are some steps that we must accomplish. We want to present our ideas to the entire student body and the administration to get their support for this incredible project. We need to show how our ideas fit within the current building design and how it will reflect where Kingsbury as a whole is now.

Procedure for Teaching:

WEEK 1

Peace Garden

1. Design Process Checklist: Who, Where, When, Why, What? This checklist will be the outline for the items that are necessary on the presentation board, which will be due at the end of the two weeks.
2. Architecture Terminology Scavenger Hunt: Using a sheet of Architecture terms, students will search designated sites to locate the definitions and a visual example of the term.
3. Investigate: Twenty-Five Years of Life at Kingsbury, Memphis, and US. Take the section of history selected and find the style(s) of architecture that was popular, sketch the style, what was happening at Kingsbury, in Memphis and the US. This is a sketchbook assignment, but will also be a part of packet requirement.
4. Investigate: In journal, create a list of questions we should ask the visiting architect. As a class, create a list of questions that we should ask the visiting architect from notes we will share to come up with our class list of questions.
5. Investigate: Interview with an Architect: What information do they need in order to create a design? What steps are taken from design to presentation? What do blueprints look like? What does their design look like? How are they transferred to construction? How does it get from a model to a finished building?
6. Investigate: Create the site plan. In pairs, students will create a legend for their site plan. With measuring tapes, they will measure the site and fixtures within the site, and using large drawing paper create a site plan.

WEEK 2

7. Brainstorm: Select the area that you prefer to design: outdoor classroom, overall landscape design, and “Peace” celebration/memorial.
8. Do the Work: Create a minimum of three sketches showing all three views of your idea – front, back, and side. These should be completed in sketchbook
9. Do the Work: Create an illustration of how the site will look with the design and a floor plan to scale.
10. Do the Work: Using your floor plan as a guide, create a budget for materials for the area of your design.
11. Present your work: Create a tri-fold presentation board of your floor plan, illustration and budget. Create a written explanation of your idea, detailing where it should be located, why that location is important, what it represents, what was your inspiration, what materials should be used to create it, and the approximate costs. Label all parts of your design.
12. Class Critique: Present your work to the class. Peers will check against the checklist to see if packet is complete and all items are on the presentation boards. Select the ones that you like best for the different areas. Write a paragraph telling why you selected that one. Use the information both verbal and non-verbal to write your response.

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:

Architectural Styles – architecture that is classified in terms of form, techniques, materials, time period, region, etc.

Building Elevation- drawing of each side of a building, front rear and sides

Building Footprint – the shape and orientation of the ground floor of a structure on the lot

Fenestration – the design and placement of the openings in a building

Masonry - brickwork

Massing – removing the fenestrations, the basic shape of the building is the “mass”

Courtyard- unroofed enclosed space

Floor Plan- diagram, usually to scale, of the rooms, spaces or other physical features at one level of a structure

Human vs. Visual Scale - the size or proportion (scale) of elements or components of architecture — relative to the perceived sizes of other work

Landscape Architecture deals with the design of the exterior or interior space of a building dealing primarily with plants

Light and Shadow – the quality of light and dark created through materials, orientation or lighting

Orientation, - placement of a building on the lot

Repetitive – repetition of elements within the building

Rhythm – the movement that is created through the lines of the building both literal and implied

Space – the actual enclosed element of the building, the feeling that is engendered by the walls or openings of a space

Spatial Relationships – how the elements of a building work together

Symmetry – the balance of the building

Texture – how a material feels to the touch

View – what is seen from building as well as the image one gets of the building

Visual Perception – the ability to interpret information from what is seen by the eye

Volume – the structure that makes it a 3D object

Supplies:

Sketchbook

8 measuring tapes

15 clip boards

18” x 24” drawing paper

Watercolor paper

15 watercolor sets

Roll of vellum paper

Rulers

Pencils

Erasers

Watercolors/Prismacolor colored pencils

Additional resources:

“Schoolyards to Skylines” www.architecture.org/schoolyards.html

“America’s Favorite Architecture” <http://www.favoritearchitecture.org/>

Learn how to read a building:

<http://www.nps.gov/history/hps/TPS/walkthrough/index.html>

<http://www.greatbuilings.com/>

<http://dc.about.com/cs/sightseeing/a/Monuments.htm>

www.paulrwilliamsproject.org/

Church of Religious Science, Paul Revere Williams

<http://www.paulrwilliamsproject.org/gallery/1950s-churches/>

St. Jude Children’s Research Hospital, Paul Revere Williams

<http://www.paulrwilliamsproject.org/gallery/1960s-hospitals/>

Los Angeles International Airport, Paul Revere Williams

<http://www.paulrwilliamsproject.org/gallery/1960s-transportation/>

Langston Terrace, Paul Revere Williams

<http://www.paulrwilliamsproject.org/gallery/langston-terrace-washington-dc/>

YMCA, 28th Street, Los Angeles, Paul Revere Williams

<http://www.paulrwilliamsproject.org/gallery/ymca-28th-street-los-angeles/>

How to Read a Building, Carol Davidson Cragoe

15 handouts of vocabulary, design checklist, requirements for presentation

Examples of blueprints, floor plans, illustrations of buildings, and presentation boards

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 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.

Research Report: Presentation Board - Courtyard Project

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Diagrams & Illustrations	Diagrams and illustrations are neat, accurate and add to the viewer's understanding of the site and design.	Diagrams and illustrations are accurate and add to the viewer's understanding of the site and design.	Diagrams and illustrations are neat and accurate and sometimes add to the viewer's understanding of the site and design.	Diagrams and illustrations are not accurate OR do not add to the viewer's understanding of the site and design.
Quality of Information	Information clearly relates to the design and site plan. It includes several supporting details and/or examples.	Information clearly relates to the design and site plan. It provides 1-2 supporting details and/or examples.	Information clearly relates to the design and site plan. No details and/or examples are given.	Information has little or nothing to do with the design or site plan.
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.