

From the Computer, To Paper, To Models: Architecture Comes Alive
Architectural Unit
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Art II 8th Grade

Introduction:

Introduce students to architecture by viewing a video about the great architect, Frank Lloyd Wright and the challenges he faced, and how he liked and encouraged the use of the environment with his work. Compare other buildings from the area and discuss how they harmonize with their environment. This unit includes lessons with lesson plans, worksheets, and Power Point presentations that will introduce architectural terms and ideas. Students will gain ideas and strength as they work toward their final project and create a presentation for their client. My unit is designed for a nine week period of time. I have collected materials and created my own material to create this unit and adapted to make it work for me, so feel free to make any changes that work for you. Dive right in and make Architecture come alive in your classroom.

Lesson 1:

Objective: Students will gain an appreciation and understanding for the artist Frank Lloyd Wright.

Introduction to Frank Lloyd Wright: I use the video by A&E – (An adaptation of Internet research by the students could take the place of the video)

Assessment: A test is given on the video from notes taken during the video

Lesson 2:

Objective: Students will understand and be able to create a perspective drawing without assistance at the end of the demonstration.

Introduction to Perspective: I guide my students through the perspective drawing process by using a Wacom tablet and Activboard (if this is not available use an overhead projector or white board) and the students use pencil, paper, and ruler. (I use this process since most have not had art class or just need a refresher)

Lesson 3:

Objective: Students will be able to identify and name basic parts of architecture.

Introduce Vocabulary of Architecture Power Point- (Students should join in with discussion)

Vocabulary

Texture	decoration	dormer	peak	terrace
Level	wall	color	trim	shutters
Arch	deck	story	roof	shape
Upright	railing	balcony	patio	floor
Client	reinforced	concrete	pillar	tower
Entry area	carport	chimney	environment	stucco
Column	turret	porch	garage	window
Architect	plywood	post	gable	stairs
Foundation	doors	architecture		

Lesson 4:

Objective: Students will appreciate the construction of the Dana House and complete a reflection using the worksheet given.

Using the Dana House Power Point- View and discuss the Dana House. Handout the worksheet “Reflecting on the Dana House” worksheet before viewing the Power Point, this way the student can make notes or circle the architectural terms as they are watching the Power Point. Students will complete the reflection following the “writing instructions” at the bottom of the page of the worksheet. Students should use architectural terms when completing their reflection.

Assessment:

-Can your students identify the five basic architectural terms (roof, wall, door, window, and chimney) and this point?

-Can your students name and identify other building parts?

Lesson 5:

Objective: Students will understand characteristics of the four environments and how homes are made to harmonize with them.

Four Environments: As you view the Power Point, have the students discuss the environments and if they have lived in any of them, what animals or plants would be there, and what type of house would harmonize with this environment. Also, mention that these environments can be combined. Hand out the worksheets the four environments, fill out and discuss together.

Lesson 6:

Objective:

- Students will create an environment of their choice or assignment (teacher choice).
- Students will create a 2-point perspective drawing of a house that will contrast with their environment.

On a large sheet of drawing paper have the students choose or assign them an environment to draw leaving a space to place a house (do not draw in the house, only draw the environment) add color.

Next, on a separate paper using 2-point perspective drawing a house that DOES NOT harmonize with their environment. Cut the house out and glue in place.

Lesson 7:

Objective:

- Students will create an environment collage on a large heavy paper using cutting or tearing methods
- Students will use a variety of hues to create depth in their environment

View My Environment Collage Power Point- Guide students as they produce their collage. The students will need their collage for Lesson 8







Lesson 8:

Objective:

- Students will produce a relief sculpture
- Students will design a building that will harmonize with their environment collage

View my relief sculpture Power Point and Samples of Art Work -- 8th Grade Students for how to complete relief sculpture project.

Resources for relief sculptures:

-  Construction paper 12x18 inches
-  Small, pre cut pieces of corrugated card board to use as spaces to elevate
-  Scissors
-  Glue
-  Pastels or crayons
-  Preview Power Points and examples

Assessment Rubric

1. Students produce a relief Sculpture.

Sculpture exceeds expectations if it has four or more levels of depth.	4
Sculpture meets expectations if it has three levels of depth.	3
Sculpture approaches expectations if it has two levels of depth.	2
Sculpture fails to meet expectations if it has only one level of depth.	1
Total	

2. Students design building that harmonizes with their particular environment.

Sculpture exceeds expectations if 2/3 or more of its shapes, colors, and textures harmonize with those in its environment	4
Sculpture meets expectations if 1/2 of its shapes, colors, and	3

textures harmonize with those in its environment.	
Sculpture approaches expectations if a 1/3 of its shapes, colors, and textures harmonize with those in its environment.	2
Sculpture fails to meet expectations if less than 1/3 of its shapes colors, and textures harmonize with those in its environment.	1
Total	

Lesson 9:

Objective: Students will demonstrate understanding of architecture and architectural rendering by completing a cumulative project and presenting to the class in the roll of architect.

-Refresher- Using 2 Point perspective work sheets refresh students on perspective for exterior and interior techniques.

1. Students will complete an exterior rendering of a house including the environment.
2. Students will complete three interior views of three different rooms of their choice in two- point perspective complete with furniture.
3. Students will complete a floor plan on graph paper that will match the shape of their house design. The floor plan should be complete with walls, doors, windows and basic furnishings.
4. All should be colored and attached to a poster board or display board. The presentation should be written.
5. Students will then present their architectural proposals to their clients (the class)

Rubric

- ~ View of house including landscaping in 2-point perspective (50 points)
- ~ Floor Plan (25 points)
- ~ Presentation (50 points)
- ~ Neatness (50 points)
- ~ 3 different interior rooms with furnishings in perspective w/color (75 points)
- ~ Written paper of presentation (25 points)
- ~ Completed worksheet packets (*perspective papers & environment papers*) (25 points)
- ~ Total Points 300

Lesson 10:

Objective: Students will construct a 3-D model working in groups of 3-4 of one of their house designs using foam board or cardboard.

3-D Models of Home:

-Students will cut foam board/ card board and assemble walls and rooms using glue and toothpicks.

-holes will be cut for openings for doors and windows

-furnishings should be added for extra details (added details can be added to foam board/cardboard with black marker)

Rubric

- ✓ Cut are neat and straight (50 points)
- ✓ Furniture included (50 points)
- ✓ Rooms are clear and identifiable (50 points)
- ✓ Openings are present (50 points)
- ✓ Total 200 Points

Computer Lesson (Worksheet included on this disc)

When lab time is available, I allow the students to do the worksheet and floor plan individually. When a lab is not available, I use the Activboard in my room, and we complete the worksheet together and a floor plan as a group. This works well, but is not as interactive as allowing the students to complete on their own.

-Computer time can be completed several times with the activity of creating the floor plan or researching Frank Lloyd Wright's homes.

Reference:

Erickson, Mary & Michael Delahunt. *"Architecture & Environment"*, Crizmac, 2008.