

# Unit Title: Architecture

## INSTRUCTIONAL UNIT AUTHORS

Adams-Arapahoe School District  
Beth Engelking  
Wendy Livingston

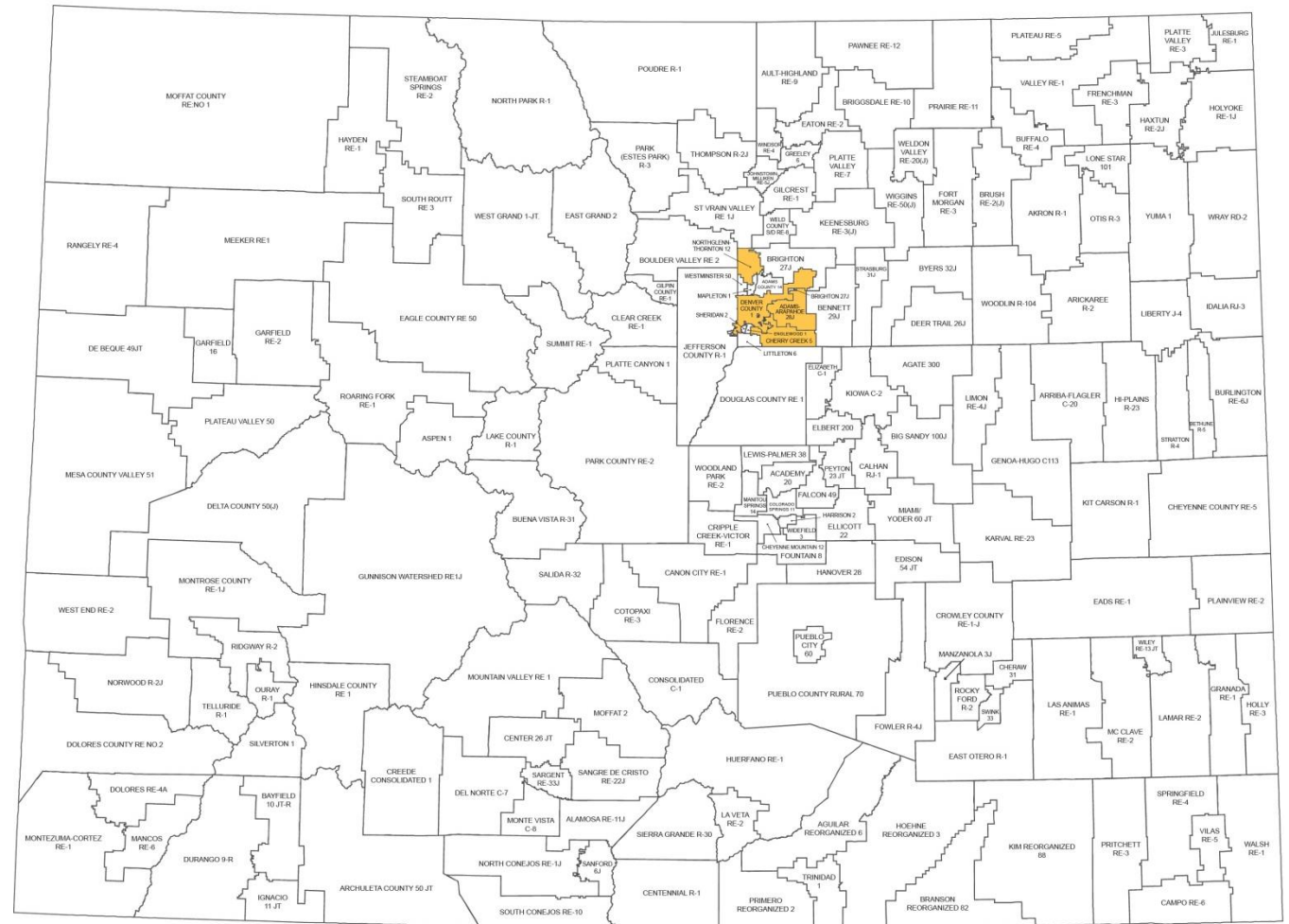
Colorado State University  
Patrick Fahey, PhD

## BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

Adams Five Star School District  
Donna Samuels

Denver School District  
Capucine Chapman

Cherry Creek School District  
Dale Zalmstra



*This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.*

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Content Area</b>	Visual Arts	<b>Grade Level</b>	3 <sup>rd</sup> Grade
<b>Course Name/Course Code</b>			
<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>	
1. Observe and Learn to <b>Comprehend</b>	1. The identification of characteristics and expressive features in works of art and design help to determine artistic intent	VA09-GR.3-S.1-GLE.1	
	2. Art has intent and purpose	VA09-GR.3-S.1-GLE.2	
2. Envision and Critique to <b>Reflect</b>	1. Artists, viewers, and patrons use the language of art to respond to their own art and the art of others	VA09-GR.3-S.2-GLE.1	
	2. Artists, viewers, and patrons make connections among the characteristics, expressive features, and purposes of art and design	VA09-GR.3-S.2-GLE.1	
3. Invent and Discover to <b>Create</b>	1. Use basic media to express ideas through the art-making process	VA09-GR.3-S.3-GLE.1	
	2. Demonstrate basic studio skills	VA09-GR.3-S.3-GLE.2	
4. Relate and Connect to <b>Transfer</b>	1. Works of art connect individual ideas to make meaning	VA09-GR.3-S.4-GLE.1	
	2. Historical and cultural ideas are evident in works of art	VA09-GR.3-S.4-GLE.2	

**Colorado 21<sup>st</sup> Century Skills**

**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*

**Information Literacy:** *Untangling the Web*

**Collaboration:** *Working Together, Learning Together*

**Self-Direction:** *Own Your Learning*

**Invention:** *Creating Solutions*

The Colorado Academic Standards for Visual Arts are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four visual arts standards to illustrate this process-based philosophy.

<b>Unit Titles</b>	<b>Length of Unit/Contact Hours</b>	<b>Unit Number/Sequence</b>
Architecture	Instructor Choice	Instructor Choice

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Title</b>	Architecture		<b>Length of Unit</b>	Instructor Choice
<b>Focusing Lens(es)</b>	Influence	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	VA09-GR.3-S.1-GLE.1, VA09-GR.3-S.1-GLE.2 VA09-GR.3-S.2-GLE.1, VA09-GR.3-S.2-GLE.2 VA09-GR.3-S.3-GLE.1, VA09-GR.3-S.3-GLE.2 VA09-GR.3-S.4-GLE.1, VA09-GR.3-S.4-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• How does architecture influence the human experience? (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.2-GLE.2-EO.b) and (VA09-GR.3-S.4-GLE.1,2)</li> <li>• How does the human experience influence architecture?</li> <li>• How does the environment influence architecture?</li> </ul>			
<b>Unit Strands</b>	Comprehend/Reflect/Create/Transfer			
<b>Concepts</b>	Proportion, Composition, Materials, Order/Form, Expressive Features and Characteristics, Environment, Architecture, Repetition, Function, Design, Space, Balance, Aesthetics			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Expressive features, such as space, line, and shape produce form. (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.3-GLE.1,2) and (VA09-GR.3-S.4-GLE.1,2)	How can different forms be produced using space, line and shape?	How is the repetition of form used in architecture?
Function needs of space (such as a building) often dictates the design and form of a space. (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.2-GLE.2-EO.b) and (VA09-GR.3-S.3-GLE.1,2) and (VA09-GR.3-S.4-GLE.1,2)	What are the functions of architecture?	How is the form influenced by the function of the building?
Architecture derives from a balance of safety, practicality, aesthetics and the environment in order to create a positive human experience. (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.2-GLE.2-EO.b) and (S.3-GLE.1,2) and (VA09-GR.3-S.4-GLE.1,2)	What safety features are necessary in different types of buildings? How does the environment influence architecture?	What makes a building aesthetically pleasing? Does it matter if a building is aesthetically pleasing?

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• The basic functions of architecture and how they relate to the human experience (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.2-GLE.2-EO.b) and (VA09-GR.3-S.4-GLE.1,2)</li> <li>• Examples of ways the environment influences the materials, function and aesthetics of architecture (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.2-GLE.2-EO.b) and (VA09-GR.3-S.4-GLE.1,2)</li> <li>• The expressive features of architecture such as line, balance, form, and use of space VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.3-GLE.1,2) and (VA09-GR.3-S.4-GLE.1,2)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate 3d and 2d media skills using a variety of materials, media and processes. (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.3-GLE.1,2)</li> <li>• Build or design a sculpture that is structurally sound. (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.3-GLE.1,2)</li> <li>• Compare and contrast different types of buildings. (VA09-GR.3-S.2-GLE.2-EO.b) and (VA09-GR.3-S.4-GLE.1,2)</li> <li>• Build three-dimensional geometric forms. (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.3-GLE.1,2)</li> </ul>

<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.          EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>Architecture is influenced by shape and form as well as functional needs and aesthetic preferences.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Proportion, composition, materials, environment, architecture, repetition, line, balance</p>
<p><b>Technical Vocabulary:</b></p>	<p>Order/Form, expressive features and characteristics</p>

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Description:</b>	This is a third grade art unit focusing on Architecture. It explores shapes and forms in architecture and encourages students to think critically about the connections between architecture and the human experience (safety, practicality, aesthetics) as well as architecture and environment. Students will begin by identifying the expressive features—such as space, line, shape and form—found in architecture and use them to create a collage. Then students synthesize the information they know about architecture to create a specialized home reflecting the specialized needs of a specific community or individual; both in a 2D sketch and a finalized 3D model. Students will reflect upon their learning in a class presentation of the model home and a letter describing the new home’s specialized features.
<b>Considerations:</b>	The Expressive Features and Characteristics of art are foundational to all art making; including each learning experience in this unit. Functional and environmental needs often influence the design of architecture as well as the materials used. Additionally, architects use expressive features such as space, line and shape to produce form.
<b>Unit Generalizations</b>	
<b>Key Generalization:</b>	Architecture derives from a balance of safety, practicality, aesthetics and environment in order to create a positive human experience
<b>Supporting Generalizations:</b>	Functional needs of space (such as a building) often dictate the design and form of a space
	Expressive features, such as space, line and shape produce form

<b>Performance Assessment: <i>The capstone/summative assessment for this unit.</i></b>	
<b>Claims:</b> (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Architecture derives from a balance of safety, practicality, aesthetics and environment in order to create a positive human experience.
<b>Stimulus Material:</b> (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	Architecture is influenced by shape and form as well as functional needs and aesthetic preferences. You are an architect and are asked to design a home for a client or group of people. You will make a three-dimensional model of the home you are designing that is aesthetically pleasing, practical and balanced between these two criteria. You will be creating sketches, floor plans, blue prints, and exterior drawings prior to creating your three-dimensional home. When building your three-dimensional home, you must take into consideration the needs and wishes of your clients and how the home reflects these concerns.
<b>Product/Evidence:</b> (Expected product from students)	The students will produce: <ul style="list-style-type: none"> <li>• Sketch</li> <li>• Floor plan</li> <li>• 3D Model of the home design for the client/tenant</li> </ul>
<b>Differentiation:</b> (Multiple modes for student expression)	Students may additionally: <ul style="list-style-type: none"> <li>• Work in small groups/partners</li> <li>• Serve as leaders of student partners or a small group</li> <li>• Be given options terms of the presentation (verbal, artistic and written presentations and products-collage, three-dimensional model, sketches, floor plans, whole group share out)</li> </ul>

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Texts for independent reading or for class read aloud to support the content</b>	
<b>Informational/Non-Fiction</b>	<b>Fiction</b>
<p><i>Wonderful Houses Around the World</i>-Yoshi Komatsu  <i>Amazing Buildings</i>-Kate Hayden (DK Readers, Level 2)  <i>Built to Last</i>-David Macalay (950 Lexile Level)  <i>See Inside Famous Buildings</i>-Rob Lloyd Jones  <i>Famous Buildings of Frank Lloyd Wright</i>-Bruce LaFontaine</p>	<p><i>Iggy Peck Architect</i>-Andrea Beaty  <i>The Three Little Pigs</i>-Paul Galdone (450 Lexile Level)  <i>From Mud Huts to Skyscrapers</i>-Christine Paxmann  <i>Building on Nature: The life of Antoni Gaudi</i>-Rachel Victoria Rodriguez (AD550L Lexile Level)</p>

<b>Ongoing Discipline-Specific Learning Experiences</b>				
1.	Description:	Think like an artist: The Characteristics and Expressive Features in works of art and design and an understanding of media, processes and tools that are needed to express ideas in the visual arts and help to determine artistic intent	Teacher Resources:	<i>Making Art: Form and Meaning</i> - Barrett, T. <i>Talking About Student Art</i> - Barrett, T.
			Student Resources:	N/A
	Skills:	Create, analyze, interpret and make meaning of art and design	Assessment:	Throughout the unit students will use journaling and sketchbooks to: <ul style="list-style-type: none"> <li>• Provide written and verbal arguments for works of art</li> <li>• Give reasons for their artistic decisions and the artistic decisions of other artists</li> <li>• Research and document their ideas and primary source information in sketchbooks/journals to inform their decisions in making art</li> </ul>
2.	Description:	Create like an artist: Develop appropriate studio habits	Teacher Resources:	<i>Studio thinking 2: The real benefits of visual arts education</i> - Hetland, I., Winner, E., Veenema, S., & Sheridan, K.
			Student Resources:	N/A
	Skills:	Develop craft, engage and persist, envision, express, observe, reflect, stretch and explore, persistence, and understand art worlds	Assessment:	Throughout the unit students will use journaling and sketchbooks to reflect upon the creative process utilized in all art making.
3.	Description:	Research like an artist: Historical and cultural (contemporary) ideas, artworks and artists can be sources for, and are evident in, works of art	Teacher Resources:	<i>Making Art: Form and Meaning</i> - Barrett, T. <i>Talking About Student Art</i> - Barrett, T.
			Student Resources:	N/A
	Skills:	Use specific criteria to discuss and evaluate works of art	Assessment:	Throughout the unit students will use journaling and sketchbooks to critique and evaluate the creative process utilized in all art making.

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**Prior Knowledge and Experiences**

These ongoing learning experiences build upon a presumed (student) working knowledge of the basic components and purposes of making art regarding 1) the characteristics and expressive features in works of art and design; 2) the use of media, processes and tools that are needed to express ideas in the visual arts; 3) developing studio habits; and 4) knowledge of historical and cultural (contemporary) ideas for source material in creating art.

**Learning Experiences # 1 – 7**  
**Instructional Timeframe: Teacher Determined**

**Learning Experience # 1**

The teacher may begin by providing images of families, their homes/dwellings and their personal possessions and culture throughout the globe (Material World, NOVA) so that students can compare and contrast global cultures, places and spaces.

<b>Generalization Connection(s):</b>	Architecture derives from a balance of safety, practicality, aesthetics and environment in order to create a positive human experience Functional needs of space (such as a building) often dictate the design and form of a space Expressive features, such as space, line and shape produce form	
<b>Teacher Resources:</b>	<a href="http://www.pbs.org/wgbh/nova/worldbalance/material.html">http://www.pbs.org/wgbh/nova/worldbalance/material.html</a> (Material World resources) <a href="http://www.ted.com/playlists/25/architectural_inspiration.html">http://www.ted.com/playlists/25/architectural_inspiration.html</a> (Ted Talks playlist architectural inspiration - online videos on architecture) <i>Architecture: Form, Order and Space</i> – Ching, F. <i>Understanding Architecture; An Introduction to Architecture and Architectural History</i> - Conway, H. & Roenisch, R. <i>Architecture After Modernism</i> - Ghirardo, D.	
<b>Student Resources:</b>	<i>Wonderful Houses around the World</i> - Komatsu, Y. <i>Amazing Buildings</i> - Hayden, K. <i>Built to Last</i> - Macalay, D. <i>See Inside Famous Buildings</i> - Jones, R. L. & Ablett, B. <i>Famous Buildings of Frank Lloyd Wright</i> - LaFontaine, B. <i>Iggy Peck Architect</i> - Beaty, A. <i>The Three Little Pigs</i> - Galdone, P. <i>From Mud Huts to Skyscrapers</i> - Paxmann, C. <i>Building on Nature: The Life of Antoni Gaudi</i> - Rodriguez, R. <a href="http://howtoarchitect.com/">http://howtoarchitect.com/</a> (So you want to be an architect)	
<b>Assessment:</b>	Students will create an artwork using readily available media (collage, paint, 2D/3D, etc.) depicting their family and their family's material culture through their belongings/dwelling.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A

**Colorado Teacher-Authored Sample Instructional Unit**

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p><a href="http://isearch.avg.com/images?s=sideNav&amp;cmpid=&amp;q=buildings+and+houses+images&amp;sap=hp(=en&amp;mid=243e96cc48b4fae0a86518f68ddd720b-06ce4fc639803a2e3563922518183d8e94088cb9&amp;cid=%7b35597DD8-0A27-48D4-89F4-7A4C162AC5E2%7d&amp;v=15.3.0.11&amp;ds=AVG&amp;d=9%2f30%2f2012+9%3a41%3a29+AM&amp;pr=fr&amp;snd=hp&amp;ctc=+%&amp;pid=avg&amp;sg=0&amp;tc=test10">http://isearch.avg.com/images?s=sideNav&amp;cmpid=&amp;q=buildings+and+houses+images&amp;sap=hp(=en&amp;mid=243e96cc48b4fae0a86518f68ddd720b-06ce4fc639803a2e3563922518183d8e94088cb9&amp;cid=%7b35597DD8-0A27-48D4-89F4-7A4C162AC5E2%7d&amp;v=15.3.0.11&amp;ds=AVG&amp;d=9%2f30%2f2012+9%3a41%3a29+AM&amp;pr=fr&amp;snd=hp&amp;ctc=+%&amp;pid=avg&amp;sg=0&amp;tc=test10</a> (Architectural images)  <i>From Mud Huts to Skyscrapers</i> - Paxmann, C.</p>	<p>Students may examine images of different homes from different cultures they identify with identifying the various architectural elements</p> <p>Students may present their findings of different architectural elements to the class giving a specific example of how environment would influence the materials used or function would dictate design</p>
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Architectural functions and terminology: roof, entrance, window, arch, post and beam</li> <li>• Stylistic and functional differences of architecture across cultures and time</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Identifying various architectural elements and purposes</li> </ul>	
<b>Critical Language:</b>	Architecture, environment, culture, materials, function, design, space, form	

<b>Learning Experience # 2</b>	
<p>The teacher may provide examples of journal/sketchbook images and notes that show how space is depicted by artists so that students can investigate place and space.</p>	
<b>Generalization Connection(s):</b>	<p>Architecture derives from a balance of safety, practicality, aesthetics and environment in order to create a positive human experience</p> <p>Functional needs of space (such as a building) often dictate the design and form of a space</p> <p>Expressive features, such as space, line and shape produce form</p>
<b>Teacher Resources:</b>	<p><a href="https://www.google.com/search?q=sketches+of+rooms+and+buildings&amp;rls=com.microsoft:en-us:IE-Address&amp;rlz=1I7GFRC_enUS363&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ei=MKKfUubdJKqw2wWCloC4AQ&amp;ved=0CCwQsAQ&amp;biw=1920&amp;bih=1056">https://www.google.com/search?q=sketches+of+rooms+and+buildings&amp;rls=com.microsoft:en-us:IE-Address&amp;rlz=1I7GFRC_enUS363&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ei=MKKfUubdJKqw2wWCloC4AQ&amp;ved=0CCwQsAQ&amp;biw=1920&amp;bih=1056</a> (Sketches and rooms and buildings)</p> <p><a href="http://www.sandysdrawingroom.com/">http://www.sandysdrawingroom.com/</a> (Sandy's Drawing Room: A Sketch Diary)</p>
<b>Student Resources:</b>	<p>Photocopies of buildings from web searches or from resource books</p> <p><i>From Mud Huts to Skyscrapers</i> - Paxmann, C.</p> <p><i>Building on Nature: The Life of Antoni Gaudi</i> - Rodriguez, R.</p> <p><i>Wonderful Houses around the World</i> - Komatsu, Y.</p> <p><i>Amazing Buildings</i> - Hayden, K.</p> <p><i>Famous Buildings of Frank Lloyd Wright</i> - LaFontaine, B.</p> <p>Eiffel Tower commons.wikimedia.org/wiki/File:Eiffel_Tower_(72_names).jpg</p> <p><a href="http://www.alaska-in-pictures.com/data/media/9/inupiat-eskimo-igloo_438.jpg">http://www.alaska-in-pictures.com/data/media/9/inupiat-eskimo-igloo_438.jpg</a> (Igloo images)</p> <p><a href="http://www.2x4architecture.com/2x4blog/wp-content/uploads/2013/02/village_surveys_015p.jpg">http://www.2x4architecture.com/2x4blog/wp-content/uploads/2013/02/village_surveys_015p.jpg</a> (Mud Hut images)</p> <p><a href="http://www.wright-house.com/frank-lloyd-wright/fallingwater-pictures/F1SW-fallingwater-in-fall.html">http://www.wright-house.com/frank-lloyd-wright/fallingwater-pictures/F1SW-fallingwater-in-fall.html</a> (Falling Water images)</p> <p><a href="http://upload.wikimedia.org/wikipedia/commons/thumb/5/5a/Porch_of_Maidens.jpg/800px-Porch_of_Maidens.jpg">http://upload.wikimedia.org/wikipedia/commons/thumb/5/5a/Porch_of_Maidens.jpg/800px-Porch_of_Maidens.jpg</a> (Maidens at the Acropolis images)</p>



**Colorado Teacher-Authored Sample Instructional Unit**

<b>Assessment:</b>	Students will use a sketchbook to record/depict their personal space at home.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may work in small groups to generate ideas Students may work from photographs of interiors Students may use fill in the blank sentences to guide thinking: The _____ is my favorite architectural element in my sketch. I chose to include a _____ in my drawing because _____.
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may complete drawings in greater detail and in color; experimenting with new drawing materials
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Sketchbooks are used for planning</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Researching and planning ideas</li> </ul>	
<b>Critical Language:</b>	Expressive features of architecture: line, balance, form, space; sketch, plan	

<b>Learning Experience # 3</b>		
<p>The teacher may show the students examples of a blueprint and an accompanying exterior drawing of a home (elevation plan) including surrounding area, so that the students can explain what blueprints and exterior design drawings are and how they relate to each other and a built structure.</p>		
<b>Generalization Connection(s):</b>	<p>Architecture derives from a balance of safety, practicality, aesthetics and environment in order to create a positive human experience</p> <p>Functional needs of space (such as a building) often dictate the design and form of a space</p> <p>Expressive features, such as space, line and shape produce form</p>	
<b>Teacher Resources:</b>	<p>Pictures of blueprints and elevation level designs</p> <p><a href="http://www.construction53.com/wp-content/uploads/2011/08/082311_2102_LayoutofCon1.jpg">http://www.construction53.com/wp-content/uploads/2011/08/082311_2102_LayoutofCon1.jpg</a> (Blueprint images)</p> <p><a href="http://m.rgbimg.com/cache1oCAJS/users/t/ta/tacluda/600/mx8sxAa.jpg">http://m.rgbimg.com/cache1oCAJS/users/t/ta/tacluda/600/mx8sxAa.jpg</a> (Blueprint images)</p> <p><a href="http://m.rgbimg.com/cache1oCAJY/users/t/ta/tacluda/600/mx8sxGC.jpg">http://m.rgbimg.com/cache1oCAJY/users/t/ta/tacluda/600/mx8sxGC.jpg</a> (Blueprint images)</p>	
<b>Student Resources:</b>	<p><a href="http://www.make-my-own-house.com/images/permachitectsym.jpg">http://www.make-my-own-house.com/images/permachitectsym.jpg</a> (Drawing paper, pencils, rulers, colored pencils, previous student collages from #3, visual examples, list of blueprint symbols)</p>	
<b>Assessment:</b>	Students will begin designing their community home through blue prints, sketches of the outside and inside floor plans and surrounding area, in small groups	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.make-my-own-house.com/images/permachitectsym.jpg">http://www.make-my-own-house.com/images/permachitectsym.jpg</a> (List of blueprint symbols)	Student may verbally categorize essential parts of a blueprint

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<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Student may elaborate with schematic of furniture and decorative objects in the blueprint
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Architects make plans of their buildings</li> <li>Architectural functions and terminology: balance , repetition, pattern</li> <li>Function and human experience dictate architectural design</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Drawing with proportion</li> </ul>	
<b>Critical Language:</b>	Blueprint, exterior, interior, balance, repetition, pattern, elevation, floor plan	

<b>Learning Experience # 4</b>		
The teacher may show multiple examples and demonstrate how to build a three-dimensional model of a home using accompanying plans to guide the construction of the home with various materials so that students can transfer ideas and designs from two-dimensions to three-dimensions.		
<b>Generalization Connection(s):</b>	<p>Architecture derives from a balance of safety, practicality, aesthetics and environment in order to create a positive human experience</p> <p>Functional needs of space (such as a building) often dictate the design and form of a space</p> <p>Expressive features, such as space, line and shape produce form</p>	
<b>Teacher Resources:</b>	<a href="http://www.dickblick.com/lesson-plans/environmental-house/">http://www.dickblick.com/lesson-plans/environmental-house/</a> (Modifiable Lesson plan for environmental house)	
<b>Student Resources:</b>	<p>Cardboard, tape, glue, construction paper, twist ties, pipe cleaners, popsicle sticks</p> <p><a href="http://www.inhabitat.com/wp-content/uploads/ulricehamn-hi-res-model-top-view.jpg">http://www.inhabitat.com/wp-content/uploads/ulricehamn-hi-res-model-top-view.jpg</a> (Example of a 3d Model)</p>	
<b>Assessment:</b>	Students build a three-dimensional model of their home using their architectural plans and material resources (e.g. cardboard, shoe boxes, paper, tape, popsicle sticks, twist ties, pipe cleaners, etc.)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<p><a href="http://www.inhabitat.com/wp-content/uploads/ulricehamn-hi-res-model-top-view.jpg">http://www.inhabitat.com/wp-content/uploads/ulricehamn-hi-res-model-top-view.jpg</a> (Image of three-dimensional architectural model)</p> <p>Students may chose images to use specifically as their “sketch” or plan</p>	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may create figurines of tenants to add into the three-dimensional model to demonstrate how people interact with the environment

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Plans are used to create a final model</li> <li>Homes need to be properly constructed</li> <li>Homes should serve a function for the people who dwell in them</li> </ul>
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Three-dimensional modeling skills, cutting, gluing and taping skills</li> </ul>
<b>Critical Language:</b>	Balance, sketch, plan, model, exterior, interior, two-dimensional, three-dimensional

<b>Learning Experience # 5</b>		
The teacher may present examples of writing about art through the lens of making, looking connecting and transferring so that students can write about their constructed building (i.e., letter, short story, article, etc.).		
<b>Generalization Connection(s):</b>	Architecture derives from a balance of safety, practicality, aesthetics and environment in order to create a positive human experience Functional needs of space (such as a building) often dictate the design and form of a space Expressive features, such as space, line and shape produce form	
<b>Teacher Resources:</b>	<a href="http://www.vrml.k12.la.us/graphorgan/18strat/strat/raft/raft.htm">http://www.vrml.k12.la.us/graphorgan/18strat/strat/raft/raft.htm</a> (Raft template) <a href="http://creativity.denverartmuseum.org/?lesson-plan+a-spiders-perspective">http://creativity.denverartmuseum.org/?lesson-plan+a-spiders-perspective</a> (Denver art museum spider’s perspective)	
<b>Student Resources:</b>	N/A	
<b>Assessment:</b>	Student will write a letter as if they are the tenant in or the architect of the new home. The letter should describe the architectural shapes and forms as well as special features of the new home. The audience could include family, friends or architects, etc. (Example- <b>WRITING PROMPT:</b> “You are a tenant in your new home; write a letter to your family describing the awesomeness of your new home.”)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://visual.merriam-webster.com/arts-architecture/fine-arts.php">http://visual.merriam-webster.com/arts-architecture/fine-arts.php</a> (Visual vocabulary list of architectural terminology)	Students may describe (give an oral presentation of) their new home Students may act as partner scribes for students who need help writing
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may illustrate their story; also providing a list of add-on features/renovations for the future development of the structure
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Artists reflect on the art making process</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Writing and speaking reflectively about art (specifically architecture)</li> </ul>	
<b>Critical Language:</b>	Form, space, line, shape, balance, column, roof, door, walls, windows, brick, wood, steel, stucco, thatched roof, mud hut, cave, igloo, mosque, etc.	

**Colorado Teacher-Authored Sample Instructional Unit**

Learning Experience # 6		
The teacher may brainstorm with students the steps in critiquing an art work so that students can reflect on their artwork through a variety of artistic lens (making, looking, connecting, and transferring).		
<b>Generalization Connection(s):</b>	Architecture derives from a balance of safety, practicality, aesthetics and environment in order to create a positive human experience Functional needs of space (such as a building) often dictate the design and form of a space Expressive features, such as space, line and shape produce form	
<b>Teacher Resources:</b>	<a href="http://www.pinterest.com/ahlucas/art-assessment-ideas/">http://www.pinterest.com/ahlucas/art-assessment-ideas/</a> (Basic art critique ideas)	
<b>Student Resources:</b>	A list of fill in the blank sentences: My work is well crafted because _____. I improved my technique of _____. Connecting- I collaborated effectively with others when I _____. My idea for art came from _____. Thinking-While making my art I learned _____. Something that changed while I was working is _____ because _____. Making- I tried something I had never done before when I _____. I stayed focused on my art by_____.)	
<b>Assessment:</b>	Students will present their three-dimensional home and share their special features for their client(s) addressing all areas of critique including making, looking, connecting and transferring and students will critique peers using the student resources above.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may work in small groups work to prepare for presentation
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may elaborate by including greater detail in their description of their work
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Artist reflect and critically respond to their work and the work of others</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Speaking publicly</li> <li>• Describing artwork, explaining details using scholastic terminology</li> <li>• Reflectively discussing art</li> </ul>	
<b>Critical Language:</b>	Critique, reflect, artistic lens, connect	

Learning Experience # 7		
The teacher may provide examples of homes designed for specific client needs, to guide students’ thinking about the necessary link between architecture, function and the needs and wishes of the occupant of the home/place.		
<b>Generalization Connection(s):</b>	Architecture derives from a balance of safety, practicality, aesthetics and environment in order to create a positive human experience Functional needs of space (such as a building) often dictate the design and form of a space Expressive features, such as space, line and shape produce form	

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Teacher Resources:</b>	<a href="https://www.google.com/search?q=form+follows+function&amp;rls=com.microsoft:en-us:IE-Address&amp;rlz=117GFRC_enUS363&amp;source=lnms&amp;tbm=isch&amp;sa=X&amp;ei=tLmfUunJGe3wyAGD_oDgCQ&amp;ved=0CAkQ_AUoAQ&amp;biw=1920&amp;bih=1056">https://www.google.com/search?q=form+follows+function&amp;rls=com.microsoft:en-us:IE-Address&amp;rlz=117GFRC_enUS363&amp;source=lnms&amp;tbm=isch&amp;sa=X&amp;ei=tLmfUunJGe3wyAGD_oDgCQ&amp;ved=0CAkQ_AUoAQ&amp;biw=1920&amp;bih=1056</a> (Images that demonstrate “form follows function”)	
<b>Student Resources:</b>	N/A	
<b>Assessment:</b>	Students will use images of different homes and complete a graphic organizer documenting unique architectural elements and connect them with specific client needs . <a href="http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf">http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf</a> (T-chart template)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may create and present hypotheses that would require potential architectural changes (e.g. relative with a disability moves in)
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Architecture affects and reflects human experience &amp; vice versa</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Ability to hypothesize</li> <li>• Understanding of space and functionality</li> <li>• Speaking skills</li> </ul>	
<b>Critical Language:</b>	Form, function, client need	