<table>
<thead>
<tr>
<th>Title</th>
<th>Beginning to Explore Architecture</th>
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<tbody>
<tr>
<td>Subject area/Grade Level</td>
<td>Art/Grade 4</td>
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<tr>
<td>Investigative Question</td>
<td>What inspires Architecture? (How is a building born?)</td>
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**PA Academic Standards and/or Common Core Standards**

Know and use the elements and principles of each art form to create works in the arts and humanities.
Art 9.1.3.B. Recognize, know, and use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
Art 9.1.3.C. Recognize and use fundamental vocabulary within each of the arts forms.
Art 9.1.3.H. Handle materials, equipment and tools safely at work and performance spaces.
Art 9.3.3.F Critical Response. Know how to recognize and identify similar and different characteristics among works in the arts.
Art 9.4.3.B. Aesthetic Response. Know how to communicate an informed individual opinion about the meaning of works in the arts.
Art 9.4.3.D Aesthetic Response. Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities.

Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects

**Reading Standards for Literature Grade 4**

**Key Ideas and Details**
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

**Learning Objectives**

- Students will practice connecting building materials.
- Students will demonstrate the ability to analyze Primary Sources.
- Students will gain appreciation for the way Primary Sources yield valuable information for Artists.
- Students will be able to identify Fallingwater and Portrait of Frank Lloyd Wright.
- Students will understand that literature relates to art.
- Students will analyze the similarities between the work of Frank Lloyd Wright and Andrew Henry (structures built with a purpose for owners, appreciation and integration of nature with structure.)
- Students will use tools and equipment safely.
- Students will create a building that reflects their own personal preferences and is
<table>
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<tr>
<th><strong>TPS Summer Institute 2011</strong></th>
<th><strong>Susan Cawley</strong></th>
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<td>related to nature.</td>
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<tr>
<th><strong>Duration</strong></th>
<th>This Action Plan for Learning will take an estimated six, forty minute classes to carry out these APL objectives, including two classes for presentations and reflection.</th>
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<td></td>
<td>[Frank Lloyd Wright, head-and-shoulders portrait, facing front] / photo by Don Keller. 1935.</td>
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|                                      | **Miscellaneous Items in High Demand**  
http://www.loc.gov/pictures/item/96514633/  
Reproduction Number: LC-USZ62-116648 (b&w film copy neg.)  |
|                                      | [Frank Lloyd Wright, half-length portrait, seated at drafting table at Taliesin, with four apprentices standing behind him]  
1953.  |
|                                      | **Miscellaneous Items in High Demand**  
http://hdl.loc.gov/loc.pnp/cph.3c16649  
http://www.loc.gov/rr/print/res/076_nyw.html  
Reproduction Number: LC-USZ62-116649 (b&w film copy neg.)  |
Fallingwater, also known as the Edgar J. Kaufmann, Sr., residence, Pennsylvania 2007 August 18. 

Highsmith (Carol M.) Archive
Part of: Highsmith, Carol M., 1946- Carol M. Highsmith Archive. 
http://hdl.loc.gov/loc.pnp/highsm.04261
Reproduction Number: LC-DIG-highsm-04261 (original digital file)

http://www.loc.gov/exhibits/flw/images/flw0084.jpg&imgrefurl=http://tpsnva.sonjara.com/teaching_materials/learning_experience/print...


I want my students to **Wonder** about what Architects do and about the buildings they make and the shapes they choose to use in their designs.

I want my students to **Investigate** twigs, a new material to them in the Art Classroom. They are to use various types of familiar connecting materials to **Construct** a geometric or organic shape using the twigs.

This activity will help them **Connect** the new material to the papier mache tree they have made in conjunction with a previous study of trees and leaves, which they will also use as the foundation for this Architectural project.

Students will **Express** their understanding of the new material and their understanding of what Architects do by becoming Architects themselves and constructing their own buildings. They will present their projects to the class and **Reflect** on whether they have followed in the steps of three gifted Architects, Frank Gehry, Frank Lloyd Wright and Andrew Henry by incorporating nature into their design in some way.
Upon entering the Art Room students will begin a discussion facilitated by the teacher concerning the definitions they have found for Architect fulfilling a Homework assignment.

In addition to defining Architect, students will be given opportunity to respond to the following questions written on the board:

- What kinds of structures do Architects design?
- Why might an Architect create a design for a new building?
- What kinds of information does an Architect need to design a building?
- Why does an Architect have to consider the setting or place where a structure will be built?
- What building materials could an Architect consider using?
- Where does an Architect generally do their design work?
- Does it cost money to construct a building?
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<th>Description of Procedures</th>
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- Where does an Architect get ideas or inspiration for a new building design?

Using the information gleaned from the class discussion and the answers to these questions the students will be shown a photo reference of Fallingwater from the Library of Congress archives for analysis. Students will be asked to share their observations with the class.

Scholastic Art Magazines with featured Architect Frank Gehry will be passed out for students to share. Students will be led through the magazine to see what shapes and materials are inspiration for building designs. Students will be asked to consider, “What may have inspired Frank Gehry to design the “Fred and Ginger” building as he did?”

Students will be asked to pass out drawing paper and pencils to each table. Students will be asked to draw as many different geometric and organic shapes (following the Monart Shape Chart as needed for ideas) as they can to fill up their sheet of paper. Completing this, and being signaled by a 5 minute warning, students will pass drawings to the center of their tables and pencil cups around the table to collect drawing pencils.

Using the information gleaned from the class discussion about Architects and Frank Gehry the students will be shown a photo reference of Fallingwater from the Library of Congress Primary Sources archives for analysis. Students will be asked to share their observations with the class. The teacher will show the class a portrait of the very talented and famous Frank Lloyd Wright from the Library of Congress Primary Sources archives then a school Yearbook. Who do you think might be the next great Architect from our school?

The class is dismissed by tables. The teacher will compile the responses on the board to act as a review to begin next class session.
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<th>Description of Procedures</th>
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<tr>
<td>Class #2</td>
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Students will be shown the Library of Congress photo references of Frank Lloyd Wright, and Fallingwater, the building he designed. Students will have a quick review sheet to fill out, referencing the student generated data collected from the board after last class.

Worksheets collected, the students will be asked, “Can children using shapes and materials and nature become young Architects?” The teacher will introduce the book *Andrew Henry’s Meadow* and proceed to read the book to the class.

This section has comprised the **Wonder** Component of my APL.

Students will be instructed to write their names on sticky labels. Labels are moved toward the center of table. The teacher gives Instructions about the safe distribution and use of tools (scissors, wire cutters) and twigs! Twigs and connecting materials (string, thread, wire, foil) will be passed out along with tape, glue, foil and clothes pins. Students will be asked to make organic and/or geometric shapes out of their twigs experimenting with the connecting materials to find what is most reliable and sturdy, and works best for them.

The teacher rings the five minute warning for clean-up and asks students to place name labels around work, then clean-up. Each table will collect connecting materials in a box to be used through the following classes. Tool tubs will be collected by the designated helper that day. Students are asked to hold up geometric designs then organic designs, then to place all twig shapes in the center of the table for the teacher to collect into special boxes.

Class is dismissed by tables.

This section has comprised the **Investigate** and **Construct** components of my APL. It was
also the bridge for the **Connect** component of my APL.

Class #3

Students will enter the Art Room to find Copies of Architectural sketches on their tables. The copies will be samples of work done by Frank Lloyd Wright.

Copies of the buildings made by Andrew Henry will also be on the tables. Students will be asked to compare and contrast the two Architect’s works answering questions such as:

- Did the Architects use any similar materials? If so, what?
- What were the sites like where the Architects built?

One of the differences between Frank Lloyd Wright and Andrew Henry is that Frank Lloyd Wright made planning sketches before he began to build. Another difference is that he also made models of the buildings he was going to have built.

The teacher announces that the students are going to make sketches during this class and then models in the next class. The sketches must be beautiful, carefully made drawings.

Students will be asked to imagine a tree with a place to live in it. What would it feel like inside it? What would it smell like? How would the owner go in and out of the structure? Would all of the building be up high in the tree? How would the building fit to the tree? How big would the building be in comparison to the tree? How would the student feel when they were in the tree house?

Is there a particular time of day or year that the student would like to live there? (The Kaufmann family only lived at Fallingwater in the Summer). Paper and pencils are passed
Description of Procedures

Classes #4 and #5

Students arrive in the classroom to find their sketches on the tables and the boxes containing the twig shapes. They are asked to go to the storage shelves and bring their Papier Mache Trees back to the tables one table at a time. The teacher goes over the project rubric. The teacher goes over safety rules (How to hold scissors, how to hold wire and cutters so as not to allow the wire to go near fellow workers or the faces of students). Caution is high when the connective materials come out. The boxes with the connective materials are placed near each table to allow for plenty of workspace. Tool tubs are brought from the shelves along with glue for the students to use as they need them. Students know how to manipulate the twigs so they are able to begin immediately building from the idea/planning sketches they have made. The teacher circulates through the classroom to provide the students ongoing and constant feedback. Students work until the warning bell is rung The teacher helps students manage their time so as not to fall behind other students in the class. The bell rings the 5 minute warning and students soon begin to clean-up. Class is dismissed by table.

This section has comprised the Express component of my APL.

Class #6

This class will be set aside for presentations and reflection on the project. Students will talk about the reasons why they constructed their buildings the way they did, how they
### Description of Procedures

used the concept of shape (as the learned from Frank Gehry) and how their structures relate to Frank Lloyd Wright and Andrew Henry’s by incorporating nature into their design in some way.

This section has comprised the **Reflection** component of my APL.

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### Assessment Rubric

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<th>4</th>
<th>3</th>
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| **Relevance to Frank Lloyd Wright and Andrew Henry** - Student made structure relate to their tree sculpture by color, texture, support structure, shape, function in at least 4 ways. | **Student has made the structure relate to their tree sculpture in 3 ways and has some notion of relevance to Architects. Possibilities include:**  
Texture, color, support structure, shape, function. | **Student has made the structure relate to the tree sculpture in less than 3 ways.** | **Student has made the structure relate to the tree sculpture in less than 2 ways.** |
| Structure is complete and carefully made. Quality in construction, how the glue, tape and string are applied and cleaned-up. They are wrapped, trimmed and extremely neat. Effort goes above and beyond. | Structure is complete and carefully made. There is quality in construction (glue, tape and string are applied and cleaned up. They are wrapped, trimmed and overall neat and attended to. | Structure is nearly complete and less carefully made. There is some quality in construction. Many connections need to be trimmed and neatly done. | Structure is not complete and construction needs more attention. Most connections are loose or need to be trimmed to look neat. |
| Creativity is evident in the unique use of materials, theme, care taken with unique and additional embellishments. The student’s interest is very clear and well described. | Creativity is evident in the use of materials, theme, and attention to adding some additional embellishments. The student’s interest is evident. | Creativity is less evident than in 4 and 3. There is very little additional embellishment. The student’s interest is readily apparent. | Creativity is not evident. There has been no additional effort to find embellishments or add details that reveal the interests of the student. |