

Artists, Architects, and Architecture

Developed By	Margaret Gill
Suggested Length	4, 5
Suggested Grade Level(s)	Two 40 minute classes per lesson
Subject Areas	Social Studies, Language Arts, Visual Arts

Overview

Students will learn about architecture, discovering how it has developed and changed through time, and predicting future trends.

Links to Curriculum Outcomes

Students will (be expected to)

- identify trends that may shape the future (Social Studies)
- identify and describe how people create places that reflect human needs, values, and ideas (Social Studies)
- investigate and predict the results of transformations and begin to use them to compare shapes and explain geometric concepts, e.g., symmetry and similarity (Math)
- identify and discuss the visual effect of the elements and principles of design in the natural and built environment (Visual Arts)

Links to Telling Stories: Themes / Key Words

- Description of place
- Photos as documentary and art
- Maps

Art Works

- *Seaside Hotel, Rustico PEI*, Robert Harris, CAG H-185
- *Old Longworth House*, Robert Harris, CAG H-1245 b
- *Miss McLeod's Upper Hillsborough*, Robert Harris, CAG H-191
- *Haslem's, Springfield*, Robert Harris, CAG H-90.8 k
- *Queen Street, Charlottetown* (drawing) Robert Harris, CAG H-122
- *Methodist Chapel*, Robert Harris, CAG H-193
- *Market Square, Charlottetown*, Robert Harris, CAG H-8890-18
- *Brighton Rd, Charlottetown, P.E.I.*, Robert Harris, CAG H-8890-27
- *Beazely Sketchbook*, Robert Harris, CAG H-90.8 d

Background

Have students bring in photographs of the house or building in which they live.



Lesson #1: Shapes and Designs

Objective Students will understand the terms architect and architecture and complete a drawing of the building in which they live.

Related Art Work(s)

- *Seaside Hotel, Rustico PEI*, Robert Harris, CAG H-185
- *Old Longworth House*, Robert Harris, CAG H-1245b
- *Miss McLeod's Upper Hillsborough*, Robert Harris, CAG H-191
- *Haslem's, Springfield, P.E.I.*, Robert Harris, CAG H-90.8 k

Materials

- pencil
- notebook
- 8.5"x11" sheet of white drawing paper
- coloring pencils, markers, crayons

Activities

1. Have students study the art works, explaining that they show examples of architecture.
2. Explain that architecture is the art and science of planning buildings that are safe, well constructed, and meet people's needs. Have students look for evidence of both "art" and "science" in the Robert Harris works.
3. Architects are the artists who plan and draw these buildings. Explain that architects use basic geometric forms in designing buildings, often combining these shapes in their designs. Have students look for examples of geometric shapes in these houses.
4. Explain that students will complete a drawing of the building where they live. They may draw from memory and use their photographs for visual reference.
5. Guide students to look for all the geometric shapes they see on their house, and repeated and unusual shapes. Have students draw the largest shape on the house and then draw smaller shapes and details inside the larger one.
6. Students should check carefully the shape and numbers of doors and windows. Draw their attention to the chimney, eaves, dormers, and any decorations on the house. Is there a porch, deck, etc.?

7. Have students take their drawing home and add any details they may have missed when using the photograph(s) and working from memory.
8. Now, students complete their drawings by adding colour and landscaping detail. Have students keep in mind patterns and textures as they work, challenging them to represent in colour the texture and patterns on the outside walls, roof, and chimney.
9. Finally, they add any trees, walkways, etc. Throughout, remind students to fill the page with their drawing / coloring.



Lesson #2: Building History

Objective Students will investigate the kinds of architecture in their community and how it reflects community needs.

Related Art Work(s)

- *Queen Street, Charlottetown*, Robert Harris, CAG H-122
- *Market Square, Charlottetown*, Robert Harris, CAG H-8890-18
- *Brighton Road, Charlottetown*, Robert Harris, CAG H-8890
- *Methodist Chapel*, Robert Harris, CAG H-193

Materials

- pencil
- notebook
- local newspaper and/or real estate guide

Activities

1. Have students define the terms rural, urban and suburban communities. Discuss how the buildings in a community reflect the lifestyle of the people who live there. Have students decide the type of their community, and discuss the similarities and differences they see between it and the other two types of communities.
2. View the works by Robert Harris. Discuss how communities change over time.
3. Invite students to take a walking tour of their community, perhaps as a class field trip. If this is not possible, have students tell about the buildings on their particular road / street, and compile the information to form an architectural profile of the community. Guide students to look for apartment buildings, duplexes, stores, religious

buildings, etc. Have students compile their information on a chart using the following headings:

- Name of the building: e.g., the Smith house, St. John's Church
 - Type of the building: identify whether residential, commercial, or public
 - Building materials used: e.g., wood, brick, iron, steel, concrete, stucco, slate, glass, etc. Discover the most common kinds of building materials used in their community.
4. Using the local newspaper or real estate guide, have students look at architectural styles of houses and make a list of the different styles listed (e.g., duplex, cottage, rancher, Cape Cod).
 5. Have them look for common selling features in each listing. Explain to students that this will indicate what homeowners are looking for – location, renovations, updates, etc. Consider:
 - What type of location seems attractive to homebuyers?
 - Are there any other common patterns in the listings?
 - How do these selling features reflect the values of modern homebuyers?

Ideas for Assessment

Referring to a real estate guide or local newspaper, students write an ad that a real estate agent might write to sell the home / building where they live, listing features which would make the building attractive to a buyer. Have students assign a selling price based on the prices in the guide / newspaper, and include an attractive photo / drawing.



Lesson #3: Every Building Tells a Story

Objective Students will investigate the history of buildings in their community, and how technology is creating change.

Materials

- pencil
- notebook
- historic maps and photos

Activities

1. Have students research information on the home / building in which they live. Sources of information for students may include family members, older members of the community, city hall, or the local archives. Use questions such as:

- When was the building built?
 - Who built it?
 - Who designed it?
 - What style of architecture is used (rancher, two story, etc.)?
 - What changes, if any, have been made since the building was built? Suggest reasons for any changes made.
2. Have students find historic photos of their community. They might think of community in the broader sense to include the nearest city / town or their province. Discuss how the community has changed.

Challenge students to find surviving historical landmarks, identifying one of the oldest and one of the newest. What are the similarities / differences between the two?

3. Have students speculate about ways technology is leading to change in architecture.



Lesson #4: Buildings: Past, Present, and Future

Objective Students will look at house facades and create a façade for their dream home.

Related Art Work(s)

- *Beazely Sketchbook*, Robert Harris, CAG H-90.8d

Materials

- pencil
- notebook

Activities

1. Using *Adventures in Art Level 5* by Laura H. Chapman (pp 76-77), have students look at different house facades over time, identifying which house styles they like best and why.
2. View the artwork by Robert Harris. Does this look like a dream home? Explain.
3. Have students list types of buildings we see today which would not have been seen when the artworks by Robert Harris were completed (e.g., rinks, shopping malls, aquatic complexes, cinemas).

4. Have students make predictions about architecture in the future. Discuss space exploration and the type of human dwellings that architects will be called upon to design. How will building materials change?
5. What environmental concerns should be addressed in the future designs? What trends can we see with our new buildings that address environmental concerns?
6. Invite an architect or homebuilder to visit the class. Have students prepare questions, in advance. Ask the architect / builder to bring a set of house plans for students to examine and talk about. Have the guest tell about the process involved in designing a building.

Ideas for Assessment

Have students draw the façade of their dream home. Guide students in choosing the location and design to meet the needs of its owners. How will it be different from their present home? Why? What environmental concerns have they considered in the design?

Suggested Resources

- *Adventures in Art Level 5* (Prentice Hall Ginn Canada, 1998)

Possible Extensions

Interview a grandparent / community elder to find out how homes today are different from when they were children.

Plan a tour of a heritage home.

