

THE THINKING FRAME WORK

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UNIT: Second Grade – Architectural Drawing - Comparison of Four Styles of Architecture: The Himeji Castle, the Parthenon, the Great Stupa of Sanchi, and the Guggenheim Museum

Standards:

1. Students recognize and use the visual arts as a form of **communication**. (Looking, recognizing, expressing)
2. Students know and apply **elements of art, principles of design**, and sensory and expressive features.
3. Students know and apply visual art **materials, tool, techniques, and process. (Studio)**
4. Students relate the visual arts to various **historical and cultural traditions. (Art History)**
5. Students analyze and evaluate the characteristics, merits, and meaning of works of art. (**Art Criticism, Aesthetics**)

SET/RESOURCES:

Map of the USA

Map of Europe

Map of Asia

Map of the World

Pictures of the Parthenon (Greece), the Great Stupa (India), the Himeji Castle (Himeji City, 650 kilometers west of Tokyo, Japan), and the Guggenheim Museum (New York)

Other pictures of Greek and Indian art and architecture

Greek music – Track from IMAX movie “Greece, music by Theodorakis or Nana Mouskouri.

Zithar music from India

Japanese music

American (USA) contemporary music

Other objects, for example jewelry from India

Materials and Tools:

Black construction paper 6” x 18”

Metallic crayons or reg. Oil pastels

White oil pastel

Overhead transparencies

Black water-based markers

Pencil

Eraser

HABITS OF MIND (Objectives) and Skills: The students will

Knowledge: Who? What? Where? When? How?

- Locate Greece, India, Japan, and New York on the map. *Standard 4*
- Recognize and lines, shapes, and patterns in the architecture of the Parthenon, the Great Stupa, the Himeji Castle, and the Guggenheim Museum *Standard 2, 4, 5*
- Know that symmetry is a design that is the same on both sides *Standard 2*
- Learn how to blend oil pastels to create contrast on black paper. *Standard 2, 3*

- Practice drawing geometric shapes (circles, ovals, etc.) and lines. *Standard 3*

Patterns: Connect, compare, explain, classify, organize, relate, make a hypothesis, and find similarities, traits, and habits.

- Relate these buildings to their cultural importance. *Standard 4, 5*
- Find patterns in the Parthenon, the Great Stupa, the Himeji Castle, and the Guggenheim Museum. *Standard 2*
- Compare the straight lines of the Parthenon to the curves of The Great Stupa and the Guggenheim Museum. *Standard 2*
- Compare the straight/curvy lines of the roof of the Parthenon to the roof of the Himeji Castle, and the Great Stupa. *Standard 2*
- Find similarities of architecture in this country, for example Thomas Jefferson's Monticello (columns) and in Fort Collins, for example some bank buildings *Standard 2, 4*
- Locate these buildings to geographic places on the map. *Standard 4*
- Relate the Greek goddess Athena to the Parthenon and Buddha to The Great Stupa *Standard 4*
- Create patterns by drawing repeated lines, shapes, and colors in their design of the 4 buildings. *Standard 2,3*

Mapping/Mental Modeling: How would you...? Test, plan, compose, brainstorm, sketch, experiment, argue, prove, include, develop and apply.

- Plan a design representing all 4 buildings. *Standard 2,5*
- Review and discuss several kinds of lines, shapes, colors, patterns, and textures used in their architectural design. *Standard 1, 2*

Creativity: What choices? How many choices? Choose, create, compose, interpret, make, draw, illustrate, paint, invent, design, write, and play.

- Create a drawing representing the architecture of these four buildings. *Standard 2, 3, 5.*
- Compose their design using straight lines and curves. *Standard 2,*
- Chose contrasting colors on black paper to create their own picture. *Standard 2, 3*
- Chose a vertical or horizontal format for their composition. *Standard 2*

ASSESSMENTS: The students know how to:

- Locate Greece, India, Japan, and New York on the map. *Standard 4*
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Schedule:

- Day 1** - Introduction of the buildings, geography, history, and culture
 - Students will be tracing the buildings in marker on an overhead transparency put over a picture showing the 4 buildings
- Day 2 – 4** - The students start drawing their own designs on the black paper in pencil first, and then color with metallic crayons and/or oil pastels until there is very little black paper visible

