



### TEAM Lesson Plan 2<sup>nd</sup> Grade

<b>Teacher:</b>	
<b>Class:</b>	1-2 Class Periods
<b>Course Unit:</b>	
<b>Lesson Title:</b>	Architecture Collage

<b>LESSON OVERVIEW</b>	Summary of the task, challenge, investigation, career-related scenario, problem, or community link
<p>Architecture is the art and profession of designing buildings. Architecture has artistic qualities while also satisfying practical needs. For example, office buildings, homes, stores, doctors' offices, etc., are needed for a city or town to run smoothly. Students will focus on lines found in buildings and translate those findings into their own work. In this lesson students will use construction paper to create a collage of their own city.</p>	
<b>STANDARDS</b>	Identify what you want to teach. Reference State, Common Core, ACT College Readiness Standards and/or State Competencies.

#### Tennessee State Standards for Art

- 1.1 Use tools and media consistently in a safe and responsible manner.
- 1.2 Demonstrate an understanding of a variety of techniques.
- 1.3 Explore a variety of processes.
- 2.1 Identify, understand, and apply the elements of art.
- 2.2 Identify, understand, and apply the principles of art.
- 3.1 Select subject matter, symbols, and ideas for the student's own art.
- 5.1 Analyze the characteristics and merits of the student's own work.
- 5.2 Analyze the characteristics and merits of other's work.
- 5.3 Understand that viewers have various responses to art.
- 6.1 Understand connections between visual art and other arts disciplines.

#### Common Core for Integrated Subject-Mathematics

- 2.MD1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, and measuring tapes.
- 2.MD.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

<b>OBJECTIVE</b>	Clear, Specific, and Measurable – NOT ACTIVITIES Student-friendly
	<ol style="list-style-type: none"> <li>1. The student will define line and overlapping.</li> <li>2. The student will create an 8 ½” x 11” collage depicting an imaginary town with at least five buildings. Each building must contain a sign, door, and window.</li> <li>3. Students will use a ruler to design overlapping buildings of various heights and widths (2”, 4”, and 6”). At least two buildings must contain a curved line(s).</li> </ol>
<b>ASSESSMENT / EVALUATION</b>	Students show evidence of proficiency through a variety of assessments. Aligned with the Lesson Objective Formative / Summative Performance-Based / Rubric Formal / Informal
	<ul style="list-style-type: none"> <li>• Informal Assessment- the teacher will walk around and monitor student behavior to ensure they are on task and following directions.</li> <li>• Self-Assessment- the student will score their work on a rubric.</li> <li>• Group Assessment- the student will participate in a class critique.</li> </ul>

<b>MATERIALS</b>	Aligned with the Lesson Objective Rigorous & Relevant
<ol style="list-style-type: none"> <li>1. Pencils</li> <li>2. Glue sticks</li> <li>3. Scissors</li> <li>4. Scrap paper/colored construction paper</li> </ol>	<ol style="list-style-type: none"> <li>5. Rulers</li> <li>6. Black washable markers</li> <li>7. Architecture/Travel magazines</li> <li>8. PowerPoint presentation</li> </ol>
<b>ACTIVATING STRATEGY</b>	Motivator / Hook An Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful and authentic questions.
	<ol style="list-style-type: none"> <li>1. Once students are seated, show examples of buildings using magazines and PowerPoint. On the PowerPoint include examples of well-known buildings such as the Empire State Building as well as common buildings such as a grocery store. Ask students to compare and contrast the lines in the different buildings.</li> <li>2. Ask probing questions like: <ul style="list-style-type: none"> <li>• What lines do you see in these buildings?</li> <li>• Why do we need these buildings?</li> <li>• Can buildings contain curved lines?</li> </ul> </li> <li>3. Draw and label the lines students list on the board.</li> </ol>
<b>INSTRUCTION</b>	Step-By-Step Procedures – Sequence Discover / Explain – Direct Instruction Modeling Expectations – “I Do” Questioning / Encourages Higher Order Thinking Grouping Strategies Differentiated Instructional Strategies to Provide Intervention & Extension

1. See set.
2. The teacher will introduce the project by showing a pre-made example and state the objectives for the class.
3. As students go back to their seats, each student should pick up one pencil and one ruler from the materials station.
4. Each table will contain glue sticks, black washable markers, construction paper, and paper scraps of various colors.
5. The students will use a ruler to draw at least five buildings of various heights (2", 4", 6") on construction paper. Each building will contain the required elements of a sign, window, and door. Students will use a black marker to outline their buildings as well as the sign, window, and door of each building.
6. As students draw, the teacher will pass out scissors and an 8 ½" x 11" white piece of paper for each student. While distributing materials the teacher will informally assess students as they work.
7. Once students are done drawing their buildings on construction paper they will be instructed to cut them out.
8. Students will sign their name in the corner of the white paper. Students will place their cut out buildings on the white paper before gluing them down.
9. Students will use a glue stick to adhere their buildings to the 8 ½" x 11" white piece of paper.
10. As students finish, the teacher will instruct them to place their work on an open table for class critique. The teacher will ask guiding questions about the project as well the types of lines and buildings students created.
11. Cleanup will occur during the last ten minutes of class. Students will put materials in the proper area. One at a time they will bring their completed project to the teacher to place in the class bin. The teacher will check to make sure names are written on each piece as students line up to leave.

<b>ALTERNATE/ EXTRA ACTIVITIES</b>	
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- Students with special needs may use stencils or other objects to trace buildings onto their paper.

<b>CLOSURE</b>	Reflection / Wrap-Up
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	Summarizing, Reminding, Reflecting, Restating, Connecting
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1. The students will define line and overlapping.
2. The students will draw and label different types of lines in their journal.

<b>CROSS-CURRICULAR CONNECTIONS</b>
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1. Mathematics

<b>Extended Learning</b>	
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Books:

- *Iggly Peck: Architect* by Andrea Beaty.
- *The Architecture Pop Up Book* by Anton Radevsky.

Online Enrichment:

- Architecture Education for Children:  
<http://www.archkideature.org/>
- PBS Building Big:  
<http://www.pbs.org/wgbh/buildingbig/>
- Eric Carle Museum:  
<http://www.carlemuseum.org/Home>

Additional Activities:

- PBS Zoom, Design it! Paper Bridge:  
<http://pbskids.org/zoom/activities/sci/paperbridge.html>
- PBS Zoom, Design it! Straw Bridge:  
<http://pbskids.org/zoom/activities/sci/strawbridge.html>
- PBS Zoom, Design it! Crazy Straw Bridge  
<http://pbskids.org/zoom/activities/sci/crazystrawbridge.html>  
PBS Building Big, "Bridges" "Bridges"  
<http://www.pbs.org/wgbh/buildingbig/bridge/index.html>

For additional lesson plans and activities, visit us online at [www.fristkids.org](http://www.fristkids.org).

This lesson plan was created by an art education student in the Frist Center for the Visual Arts' Teaching Assistant program under the guidance of education department staff and/or a mentor teacher.

The Teaching Assistant program is designed to introduce participants to museum education by providing unique teaching experiences in an informal learning environment. For more information about this program or other educational opportunities offered by the Frist Center, please visit our website at [www.fristcenter.org](http://www.fristcenter.org).

