

**Content Area:** Visual Arts

**Grades:** 9-12

### Task Description:

Students will consider what is “modern architecture.” They will explore the ancient architectural structures at Delphi through the use of the Ashes2Art website. Students will then suppose the role of modernizing and ancient structure. Students use critical analysis to research the connections and differences between ancient architecture and what is considered modern. This research culminates in students selecting a building and developing a modernization for its interior and exterior while maintaining the integrity of its original purpose.

### Background or Instructional Context/Curriculum Connections:

Students will examine various examples of modern art, with specific attention given to the modernization of various architectural structures. The modernization of MOMA is one example that may be used, however, local examples can always be used. Students will look at the architectural works of Vladimir Tatlin and other examples of Modern architecture such as The Sage Music & Art Gallery. Students will make comparisons between the ancient structures in Greece with modern examples. Students will also distinguish the differences between “modern” and “contemporary.” Interdisciplinary connections include Global History and technology. Students will use computers, specifically the images, panos, essays, and videos available on the Ashes2Art website to research the historical relevance of these structures in the lives of the ancient Greeks. Students will be expected to choose a specific structure to modernize, but also to research its original purpose, traffic flow, functions, aesthetic elements, and how or if it was able to grow with and meet the demands of its community

The Attachments to this lesson include:

- Vocabulary Worksheet
- Research Worksheet
- Artist’s statement
- Rubric

### Objectives:

The student will:

1. Be introduced to Modern Art, specifically architecture, and critically analyze what makes a work modern. (Nat. Standard: II A., II B., III A. ) Assessment: Vocabulary Workshee
2. Examine architectural vocabulary in both the context of modern art as well as ancient architecture. (Nat. Standard: IV A., IV B.) Assessment: Vocabulary Worksheet
3. Research the function, aesthetic qualities, and elements and principles of design employed in various architectural structures in ancient Greece. (Nat. Standard: V A., V B., IV C.) Assessment: Research Worksheet
4. Incorporate elements of modern architecture with elements of ancient architecture to produce a thoroughly researched and modernized “blue print” and sketch of a structure at Delphi. (Nat. Standard: II C., V B., V C. VI B.) Assessment: Rubric
5. Express creativity and knowledge of the elements and principles of design in his/her original work. (Nat. Standard: I B.) Assessment: Rubric
6. Complete and Artist’s statement, thoughtfully summarizing his/her research and detailing his/her decisions and thought processes when modernizing the structure. (Nat. Standard: V C.) Assessment: Rubric

### Time:

(45 minute class periods)

- 1 class for introduction of Modern Art/Architecture, and introduction of Ancient Architecture
- 2 classes for research of Ashes2Art website and student’s chosen structure. Students may do additional research on Modern Architecture
- 2-3 classes to complete blue print of modern structure on graph paper
- 1-2 classes to complete graphite sketches on drawing paper
- 1 class for critique and assessment

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## Tools and Materials:

- Examples of Modern Art, Specifically Architecture
- Computers (1 per student)
- Pencils
- Pens
- Drawing Paper (at least 1 sheet per student)
- Rulers
- Graphing Paper (at least 1 sheet per student)
- Pre-cut Mattes to fit drawing paper

## Visuals and Resources:

**Ashes2Art website:** [www.coastal.edu/ashes2art](http://www.coastal.edu/ashes2art)

Kaya, Serdar. "Vladimir Tatlin." 2004. Arts and Sciences Network 2006.

< <http://www.artprofessor.com/artists/vladimir-tatlin.php>>

Anderson, Bridget, and Sale, Michelle. "Modern Makeovers: Redesigning and Modernizing Old Buildings." 19 Nov. 2004. The New York Times. 2005

"The Modern Gone By: Inspiration for a New Way of Art." 19 Nov. 2004 The New York Times. 2005 The New York Times Company.

<[http://architecture.about.com/gi/dynamic/offsite.htm?zi=1/XJ&sdn=architecture&cdn=homegarden&tm=11&gps=113\\_990\\_1002\\_569&f=11&su=p284.8.150.ip&tt=3&bt=0&bts=0&zu=http%3A//www.nytimes.com/learning/teachers/lessons/20041119friday.html](http://architecture.about.com/gi/dynamic/offsite.htm?zi=1/XJ&sdn=architecture&cdn=homegarden&tm=11&gps=113_990_1002_569&f=11&su=p284.8.150.ip&tt=3&bt=0&bts=0&zu=http%3A//www.nytimes.com/learning/teachers/lessons/20041119friday.html)>

## Goals:

**I. Understanding and Applying Media Techniques and Processes Creative Expression:** Students will develop and expand their knowledge of visual arts media, techniques and processes in order to express ideas creatively in their artworks

**II. Using knowledge of Structures and Functions: Aesthetic Perception/Creative Expression:** Students will demonstrate knowledge of the elements and principles of design and show an aesthetic awareness of the visual and tactile qualities in the environment that are found in works of art

**III. Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas Creative Expression/Aesthetic Valuing:** Students will use a variety of subjects, symbols, and ideas in creating original artwork and will evaluate the use of these elements in the artworks of others.

**IV. Understanding the Visual Arts in Relation to History and Cultures Historical and Cultural Perceptions:** Students will demonstrate a knowledge of artists, art history, and world cultures and will understand how the visual arts reflect, record, and shape cultures.

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**V. Reflecting upon and Assessing the Merits of Their Work and the Work of Others Historical and Cultural Perception/Aesthetic Valuing:** Students will use thorough analysis, interpretation, and judgment to make informed responses to their own artworks and those of others.

## **National Standards:**

### **I. Understanding and applying media techniques and processes:**

- B. Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

### **II. Using knowledge of structures and functions:**

- A. Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
- B. Students evaluate the effectiveness of artworks in terms of organizational structures and functions.
- C. Students create artworks that use organizational principles and functions to solve specific visual arts problems.

### **III. Choosing and evaluating a range of subject matter, symbols, and ideas:**

- A. Students reflect on how artworks differ, visually, spatially, temporally, and Functionally, and describe how these are related to history and culture..

### **IV. Understanding the visual arts in relation to history and cultures:**

- A. Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
- B. Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places.
- C. Students analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

### **V. Reflecting upon and assessing the characteristics and merits of their work and the work of others:**

- A. Students identify intentions of those creating artworks, explore the implication of various purposes and justify their analyses of purposes in particular works.
- B. Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
- C. Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art

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## Procedures:

1. Introduce students to Modern Art with emphasis on Architecture. Ask students to consider what it means to be “modern.”
2. Review examples of modern architecture and discuss principles and elements of design.
3. Show examples of ancient architecture. Discuss similar principles and elements of design, as well as differences between ancient and modern architecture.
4. Introduce Ashes2Art website and discuss various architectural structures and vocabulary.
5. Show examples of building that have been modernized. Include examples of buildings in your area. Discuss specific changes and design components. A Venn- Diagram may help facilitate a class discussion.
6. Introduce the Lesson: Students will select one of the architectural structures available on the Ashes2Art website to modernize. Students must research the structure thoroughly; Identifying: the purpose of the structure, estimated traffic flow, aesthetic elements (sculptures, relief, friezes, columnar orders, etc). The integrity of each of these original components must be maintained or improved in the student’s modern version.
7. Students begin research on their structure by reading the various essays, watching available videos, carefully viewing and interacting with the panos and images on the Ashes2Art website. Students should thoughtfully consider the functionality of the structure and how this will be adapted into their modern concept.
8. Students should examine both interior and exteriors of their structure whenever possible. Examine three dimensional reconstructions or models as well as photographs from present day.
9. Students may alter both interior and exterior walls, however, the original structure should still be recognizable. Careful attention should be paid to size and proportion.
10. Students should complete the Research/Vocabulary Worksheet.
11. After research is complete, students should begin their “blue print” on graphing paper. The research regarding sizes and proportion should be labeled on the blue print.
12. After the blue print on graphing paper is complete and labeled with appropriate architectural terms as well as heights, widths, and proportions, students should begin their final sketch on drawing paper.
13. The final drawing should be done in graphite and can be shaded with a range of value. Students should not label this drawing.
14. Matte the final drawing with pre-cut matte board for display and critique.
15. Have students complete Artist’s statement and present their work to the class

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Name: \_\_\_\_\_

**Research/ Vocabulary Worksheet:**

**In your own words, define the following terms:**

Modern:

Ancient:

Architecture:

**Using the Ashes2Art website's glossary define the following terms:**

Pediment:

Doric:

Ionic:

Corinthian:

Entablature:

Column:

Base:

Stylobate:

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## **Research/ Vocabulary (continued):**

Stereobate:

Relief:

### **Answer the following questions:**

1. What makes a work Modern?
2. List three possible structures and their functions you could modernize on the Ashes2Art website.
3. In detail, describe the structure you chose to modernize. (Use at least five of the vocabulary words listed above)
4. List some of the elements and principles of design you see employed in this structure.
5. Detail the historical context of your chosen structure.
6. Describe its aesthetic qualities.
7. Detail the size and proportions of your chosen structure.

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**Research/ Vocabulary (continued):**

8. In a paragraph or two, summarize how you plan to modernize this ancient architectural structure.

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Name: \_\_\_\_\_

**Artist's Statement:**

**In a paragraph, identify the structure you chose to modernize and summarize the research you completed on this structure. (Be sure to include its historical context, function, aesthetic qualities, practicality of traffic flow, and any other specifically interesting point of your research.)**

**In another paragraph detail the decisions you made to modernize the structure. How have you made it modern? Be sure to include vocabulary and if you use quotations, cite your research correctly.**

**Rubric:**

	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Planning and Research</b>	No attempt was made	Student's research is not evident and blue print is not labeled. Sketch has significant deviancies from blue print.	Student's blue print is adequately researched and labeled. Sketch is derived from blue print but some discrepancies exist.	Student's research is evident and blue print is labeled in detail. Sketch is clearly derived from blue print.
<b>Creativity and Design</b>	No attempt was made	Student's work lacks originality and weakly uses elements and principles of design.	Student's work shows creative elements and adequate use of elements and principles of design.	Student's work is original and creatively adapted. Strong use of elements and principles of design.
<b>Artist's Statement: Research</b>	No attempt was made	Research is limited and/or incomplete.	Research is summarized with detailed information. Problems with quotations or unnecessary information may be included.	Research is thoughtfully summarized and pertinent information is detailed and utilized. Quotes are correctly cited.
<b>Artist's Statement: Completion and Decisions</b>	No attempt was made	Student does not discuss his/ her decisions or thought processes in detail. Few of the questions on the Artist's Statement are answered.	Student's decisions are discussed with limited use of vocabulary. An attempt is made to answer all question on the Artist's statement.	Student's decisions are clearly articulated with appropriate use of vocabulary. All questions on Artist's Statement are thoroughly answered.

**Total/Grade:** \_\_\_\_\_

**Comments:**