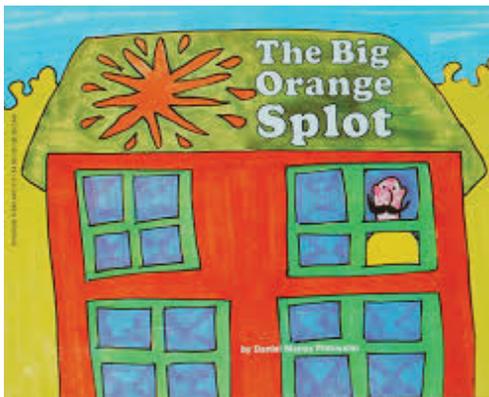


Objectives

- Students will learn how to hold a ruler and draw a straight line.
- Students will understand 3-dimensional and 2-dimensional art.
- Students will combine basic shapes to create a picture.
- Students will practice observational drawing.
- Students will explore the art of Friedensreich Hundertwasser and Antoni Gaudi.

Introduction

Show students *The Visit*, by Edward Lamson Henry and *Red House in Cache Valley*, by Philip Henry Barkdull. What do these images have in common? What is different about them? Does it look like their house? Why or Why not?



Activity

1. Read the book *The Big Orange Splot*, a story about a neighborhood where the houses are transformed to represent the personality and interests of each resident.
2. In simple terms, discuss form, function, and aesthetics of architectural design. Critique several images that show different styles of architecture, from simple to ornate.
3. In small groups, members take turns telling which buildings they like and why.
4. Discuss how we can learn from each other's opinions, accept differing personal preferences, and appreciate different kinds of beauty. Discuss principles such as tolerance, cooperation, and compromise.
5. Teach students how to draw a road line across the bottom edge of a long, narrow paper by lining up a ruler along the 18" side and holding the ruler firmly to draw a line part way across, then sliding the ruler along the edge to complete the length of the road.



Philip Henry Barkdull, *Red House in Cache Valley*, 1929

Materials

- Edward Lamson Henry, *The Visit*, 1799
- Philip Henry Barkdull, *Red House in Cache Valley*
- Images of different styles of architecture, including buildings by Friedensreich Hundertwasser and Frank Gehry.
- *The Big Orange Splot* by Daniel Manus Pinkwater
- Building blocks (wood scraps or foam)
- 4x18 strip of white construction paper, accordion folded into four 4x4½ panels.
- Colored Pencils and/or crayons

Images from the Museum

- Edward Lamson Henry, *The Visit*, 1799
- Philip Henry Barkdull, *Red House in Cache Valley* 1929

Utah Core Standards

VISUAL ARTS

Standard 1.V.CR.1

Engage collaboratively in exploration and imaginative play with art materials, and use observation and investigation in preparation for making a work of art.

Standard 2.V.R.3

Use learned art vocabulary to express preferences about artwork.

Standard 2.V.CR.5

Discuss and reflect with peers about choices made in creating artwork.

MATH

Standard 1.G.2a

Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, halfcircles, and quarter circles) to create a composite shape, and compose new shapes from the composite shape.

SOCIAL STUDIES

Standard 1.1.1c

Recognize and demonstrate respect for the differences within one's community (e.g. play, associations, activities, friendships).

6. Share a variety of wooden blocks and other building materials to construct houses.
7. Observe the shapes that make up the three-dimensional houses, and combine basic shapes to draw the structures in two dimensions. Build and draw four different houses.
8. Observe images of buildings by architects Friedensreich Hundertwasser and Frank Gehry. Notice the unusual details.
9. Add details to the houses, yards and streets. Include details showing some of the different activities and associations in the neighborhood.
10. Carefully color the neat streets.



Assessment

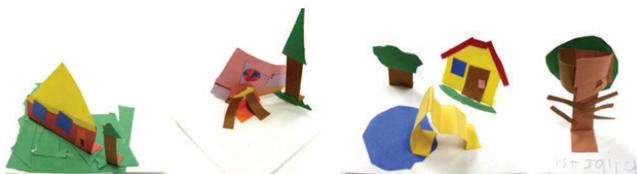
The project is finished when

- “neat street” road is a straight line
- four houses are drawn
- details are added
- color is added



Sources

- <https://www.teachingchildrenphilosophy.org/BookModule/TheBigOrangeSpot>
- <https://www.architecturaldigest.com/gallery/best-of-frank-gehry-slideshow>
- https://en.wikipedia.org/wiki/List_of_buildings_by_Friedensreich_Hundertwasser



Extensions

- Teach students about symmetry, and have them build and draw both symmetrical and asymmetrical buildings

Variations

- Make 3D paper sculptures of the houses using gluesticks, scraps, and tab construction.
- Makes the buildings larger, then cut door openings in the buildings and draw or write inside the opening to describe who lives there
- Pop-Up Architecture

1. Fold a 9x6 white paper in half lengthwise. Crease neatly, then unfold.

2. Line up the edge of a ruler on the crease and draw a line along the middle of the paper.

3. Keeping one edge of the ruler on the fold, draw a line along the other edge of the ruler. This will make a street as wide as the ruler.

4. To make a house pop-up tab, fold the paper back along the middle crease with the street on the outside. With the fold at the bottom, draw two lines intersecting the street by placing your finger across the street and drawing a line on each side of your finger from the fold up to the other side of the street. Make a cut on each line, straight up from the fold to the other side of the street. Fold up the finger-width tab and make a crease at the top edge of the street line, then fold it back down.

(Optional: to add a pop-up car, cut another pair slits that only go about halfway across the street.)

5. Unfold everything and turn the paper so that the street is below the middle fold. Draw houses above the middle fold. Add interesting details. Add color.

6. Draw and cut out a house (and car, optional) to attach to the tab(s). Add color.

7. Use a glue stick to spread glue ONLY on the “street” part (bottom half) of the tab(s). Place the house so that its bottom edge is aligned with the lower edge of the street. Fold the pop-up in half at the middle fold and press the glued tab. Then open and close the pop-up to make sure it works before the glue dries completely. (If desired, attach a car in a similar way, near the middle of the street.)





Philip Henry Barkdull, *Red House in Cache Valley*, 1929



Edward Lamson Henry, *The Visit*, 1799