



Architectives created by Arlan Kay

Thank you to Arlan Kay, AIA, Architects in Schools Committee Chair, for sharing this framework with Terrace Town mentors. The topic of architecture is presented in three sections: Function, Structure, and Aesthetics. For each section, guiding questions are provided, followed by a culminating activity

Grade Level

Grades 1-3

Subjects

Art and Design
Science

Materials

Blank paper and pencils
“What It Feels Like to be a Building”
“Investigate a Building”

Time

Considerations

Each section is roughly 30 mins

Related Pages In Box City

Learning from the Past pg 70
Important Buildings Questionnaire pg 93

Standards

Art and Design

C.4.6 Use sketching to develop ideas for their artwork.

D.4.1 Know basic information, such as the history, public art, and unique architecture, of their own cultural community.

D.4.3 Know that the environment influences the look and use of art, architecture and design.

Science

E.4.7 Using the science themes, describe resources used in the home, community and nation as a whole.

Doing the Activity

Activity One Architecture: Function

- What do we mean by function?
- What are the uses of different buildings? (Barns, castles, schools, offices, houses, and so on) What is needed to perform that function? How does the function appear in the building form? Are there clues that tell you what a building does?
- What types of homes or buildings did early Wisconsinites have? (one example: teepee) How do we see function in the teepee design?
- Prepare a list of functions in your neighborhood.

Culminating Activity: Choose one building and draw a sketch of it to show how it is used.

Activity Two Architecture: Structure

- What is structure? How does a building's structure compare to our body structure? For example...
 - Mouth: Door
 - Eyes and Ears: Windows
 - Lungs and Nose: Heating and Air Conditioning
- How do humans get energy and use energy? People need food for fuel and burn it off in physical activity. Likewise, buildings need electricity, gas, light, solar, etc.
- How do we take in water and then get rid of it? People have their own plumbing and so do buildings!
- What protects us? Explain that our skin is like the exterior materials of a building.
- What body parts help us stand, run, etc? While muscles and bones support our physical activity, buildings rely on columns, beams, walls, etc.

Culminating activity: Use a variety of materials to illustrate tension and compression. Or have kids use their bodies to act out structural elements in “What It Feels Like to be a Building.”

Activity Three Architecture: Aesthetics

- Architects are like other artists- they use texture, scale, shapes, color and materials to create.
- Other choices they make:
 - Ornament or detail
 - Symbols
 - Architectural styles

Culminating Activity: Look at a building with the “Investigate a Building” handout. See “Neighborhood Survey” lesson plan for planning a walk in the neighborhood.