

# Design YOUR Classroom

Architecture and Model-Making  
Grade 7



"VITTRA SCHOOL TELEFONPLAN." *Rosanbosch.com*. 2016.

Hannah Brady  
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## INTRODUCTORY INFORMATION

Grade: 7

Class Size: 28 students

Length of Class Period: 50 minutes / 10-12 classes

Lesson Topic / Description: Students will design, draw and model an environment to reflect their individual multiple intelligences, using their mancala boards which were completed earlier in the year.

Presentation: [http://prezi.com/1kca1rfk1y-i/?utm\\_campaign=share&utm\\_medium=copy&rc=ex0share](http://prezi.com/1kca1rfk1y-i/?utm_campaign=share&utm_medium=copy&rc=ex0share)

*Chenery Big Idea(s): Individual Identity and Intelligence / Community and Social Awareness*

*Chenery Skill(s): Aerial 1 Point Perspective*

*Sequence:*

- A. *Multiple Intelligences Reflection (INTRA) -- 1 class*
- B. *Survey / Measure (INTER) -- 1 class*
- C. *Plan / Birds Eye View (INTRA) -- 2-3 classes*
- D. *1 Point Perspective (INTRA) -- 2-3 classes*
- E. *Model (INTER) -- 2-3 classes*
- F. *Presentation / Critique / Self-Assessment (INTER) -- 1-2 classes*

## STAGE 1: DESIRED RESULTS

### A. ENDURING UNDERSTANDINGS:

- All people are unique and have multiple intelligences.
- Everyone can be a designer because everyone has ideas.
- Designers solve problems and come up with solutions at every scale, from cities to spoons.
- Designers draw on ideas from personal experiences, their imaginations, and the world around them.

### B. ESSENTIAL QUESTIONS:

- How does your intelligence affect how you learn?
- How does a designer's experiences influence their design?
- How does design impact or change the experience of a space?
- What is the process of design?

### C. MASSACHUSETTS VISUAL ARTS STANDARDS:

- 1. Methods, Materials, and Techniques: Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.
- 3. Observation, Abstraction, Invention, and Expression: Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.
- 6. Purposes of the Arts: Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.

### D. ACQUISITION/ LEARNING OBJECTIVES:

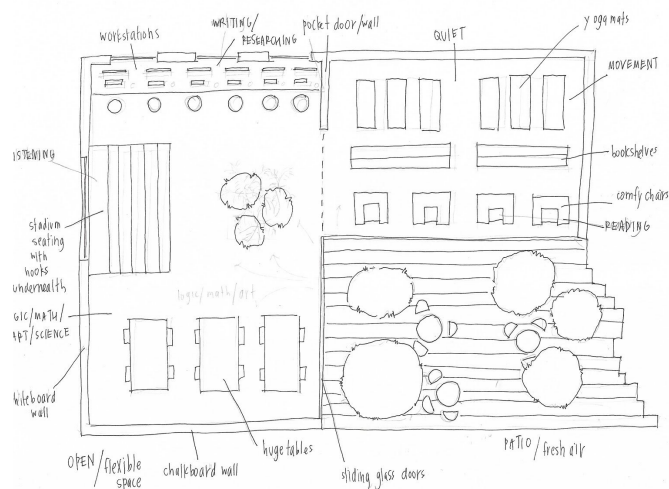
- The students will know...
  - the basic phases of the architectural design process.
  - and define the terms: design, parti, precedent, survey, mixed media, perspective.
  - that the design of space impacts user experiences.
- The students will be skilled at...
  - surveying, measuring, and recording dimensions of a space.
  - drawing floor plans.
  - drawing 1 point perspectives.

- modeling designed space using recycled mixed materials.
- working collaboratively to create a single design from multiple ideas.
- productively providing and receiving feedback from peers.

## STAGE 2: ASSESSMENT EVIDENCE

### A. PERFORMANCE TASK OR FINAL PRODUCT:

- A successful example of the aerial plan drawing will include neatly drawn elements that reflect the student's multiple intelligences.
- A successful example of the 1 point perspective will include neatly drawn elements that illustrate the student's classroom concept.
- A successful example of the group model will be completed cooperatively, incorporating ideas from all group members to create a single design. Elements should be cut, glued, collaged, and assembled neatly.



Hannah Brady. *Sample Floor Plan*. 2016.



Hannah Brady. *Tecpan*. 2010; Hannah Brady. *Citizen Schools Park*. 2013; Hannah Brady. *Citizen Schools Classroom*. 2013.

### B. CONTINUUM OF ASSESSMENTS:

- Completion of worksheets (attached: Multiple Intelligences Reflection, Surveying the Classroom, Classroom Floorplan worksheets)
- Group critique presentation and participation
- Self-assessment rubric
- Observation notes

Name: \_\_\_\_\_ Class Code: \_\_\_\_\_

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① REFLECT: multiple intelligences

How do I learn best?

Where do I learn best for?

reading?

writing?

listening?

math?

art?

What kind of furniture do I find most comfortable?

What do I usually do my assignments?

What does my ideal classroom look and feel like?

Name: \_\_\_\_\_ Class Code: \_\_\_\_\_

Design YOUR Classroom

② SURVEY + MEASURE

Hannah Brady. *Worksheet #1: Reflect*. 2016; Hannah Brady. *Worksheet #2: Survey*. 2016.

Student Name:					Class Code:		
Skills	Criteria				Student Comments	Teacher Comments	
	Below	Approaching	Meets	Exceeds			
Elements / Principles							
Creativity / Originality							
Effort / Perseverance							
Craftsmanship / Skill							
Attitude / Responsibility							

Hannah Brady, *Proposed Student / Teacher Rubric*, 2016.

### STAGE 3: LEARNING PLAN

#### A. MATERIALS AND EQUIPMENT:

- Surveying: pencils, worksheets, tape measures, yard sticks, furniture in classroom
- Drawing: pencils, drawing paper, rulers, collage mixed media materials
- Modeling: pencils, scissors, cutting mats, x-acto knives, glue sticks, hot glue, recycled materials, colored paper, magazines, styrofoam, cardboard, pipe-cleaners, wire, string
- Equipment: computer, projector

## B. RESOURCES: VISUALS, TEXT, MEDIA AND WEB (List all resources here in APA format)

- "Design It!" *Citizen Schools*. Accessed October 9, 2016.  
<http://www.citizenschools.org/curriculum/design-it/>.
- "Film Om Vittra." *Rosanbosch.com*. Accessed October 9, 2016.  
<http://www.rosanbosch.com/en/static-article/film-om-vittra>.
- Peterson, O'Donnell Wicklund Pigozzi and, Bruce Mau, and David W. Orr. *The Third Teacher*. 1st edition. New York: Abrams, 2010.
- "Projects." *The Third Teacher +*. Accessed October 9, 2016.  
<http://thethirdteacherplus.com/index/>.
- "VITTRA SCHOOL TELEFONPLAN." *Rosanbosch.com*. Accessed October 9, 2016.  
<http://www.rosanbosch.com/en/project/vittra-school-telefonplan>.

## C. VOCABULARY WITH DEFINITIONS: Make sure to define vocabulary in student-friendly words.

- precedent: a model, example, or exemplar
- design: problem solving; an outline, sketch, or plan for solutions at every scale
- architecture: the art or practice of designing and constructing buildings
- parti: an architect's big idea or concept / napkin sketch
- floor plan: an aerial drawing of a space (usually a room or floor of a building)
- perspective drawing: technique used to draw a 3-dimensional scene onto a 2-dimensional surface
- mixed media: variety of media in a work of art

## D. TEACHER INSTRUCTION:

The teacher will...

## A. Multiple Intelligences Reflection

- Introduce new lesson and connect to personal experience in architecture school.
- Ask students what design means to them and whiteboard responses.
- Discuss what design means, role of designers and how they solve problems creatively.
- Preview overview of unit plan.
- Present Prezi / media presentation showing examples of futuristic classroom designs.
- Ask students to imagine new possibilities for future classroom designs.
- Distribute and review "Reflect" worksheets and ask students to open to mancala board page of their sketchbook.
- Ask for clarifying questions.
- Allow students ~20 minutes to reflect intrapersonally and complete worksheet.
- Ask students to discuss with their partner, give each other feedback and ask questions.
- Ask students to share out as pairs and facilitate discussion regarding multiple intelligences and ideal working environments.
- Collect worksheets from students to use during next class.

## B. Survey / Measure Classroom

- Distribute and review "Survey" worksheets.
- Demonstrate how to measure using a ruler, yardstick, and tape measure, and ask for clarifying questions.
- Ask students to estimate dimensions of elements in classroom and share out.
- Ask students to survey the classroom, measuring tables, desks, chairs, stools, counters, and windows in their table groups.
- Assign each student a role at each table to record, direct, and measure.
- Rotate through room helping students measure.
- Direct students to clean up and store worksheet in sketchbook.

## C. Plan / Perspective Drawings

- Share example floor plans and perspective drawings.

- b. Demonstrate how to draw floor plans and 1 point perspectives.
  - c. Flow through classroom to observe and answer any clarifying questions.
  - d. Direct students to clean up and store work in sketchbook.
- D. Model
  - a. Introduce model making to students and discuss how to transition from drawing to model making.
  - b. Share ideas for creating models with recycled materials.
  - c. Ask students to work in groups to present their individual designs to each other, keeping a focus on what type of intelligence they are focusing on.
  - d. Ask groups to collaborate and create a single classroom design plan which incorporates ideas from each group member.
  - e. Flow through classroom to observe and answer any clarifying questions.
- E. Presentations / Critique
  - a. Ask groups to present their work to peers.
  - b. Facilitate whole-class critique.
  - c. Distribute self-assessment rubrics for students to complete individually.
  - d. Collect rubrics.

#### E. QUESTIONS TO GENERATE DISCUSSION:

- What is design? How do you define design? What does design mean to you?
- What is a designer? What do they do?
- How does your intelligence affect how you learn?
- How does design impact or change the experience of a space?
- If you could design your ideal learning environment, what would it look like? How would it feel?

#### F. LEARNING ACTIVITY:

The students will...

- A. Multiple Intelligences Reflection
  - a. Brainstorm what design means, what is the role of designers and how they solve problems.
  - b. Watch media presentation of possibilities for future classroom designs.
  - c. Open to mancala board page of sketchbook.
  - d. Reflect intrapersonally and complete worksheet.
  - e. Pair share to discuss responses, give feedback and ask questions.
  - f. Discuss multiple intelligences and ideal working environments.
- B. Survey / Measure Classroom
  - a. Watch demonstration on how to measure using a ruler, yardstick, and tape measure.
  - b. Estimate dimensions of elements in classroom and share out.
  - c. Survey the classroom, measuring tables, desks, chairs, stools, counters, and windows in their table groups.
  - d. Play a role in the group surveying, measurer, recorder or director.
- C. Plan / Perspective Drawings
  - a. View example floor plans and perspective drawings through media presentation.
  - b. Watch demonstration of how to draw floor plans and 1 point perspectives.
- D. Model
  - a. Watch media presentation on transition from drawing to model making, including ideas on how to build models with recycled materials.
  - b. Work in groups to present their individual designs to each other, keeping a focus on what type of intelligence they are focusing on.
  - c. Collaborate and create a single classroom design plan which incorporates ideas from each group member.



- d. Build and assemble model of classroom.
- E. Presentations / Critique
  - a. Present their work to peers.
  - b. Participate in the whole-class critique.
  - c. Fill out self-assessment rubrics individually.



Hannah Brady, *Citizen Schools Collaborative Design*, 2013; Hannah Brady, *Citizen Schools Collaborative Design*, 2013.

G. DIFFERENTIATION:

- Assign partners for collaboration
- Scaffolded drawing (fill-in blank worksheets instead of blank piece of paper)
- Step by step instructions listed on whiteboard
- Recorded video demos for easy access / replaying
- Additional time