



HIGH SCHOOL COURSE OUTLINE

Department	Visual/Performing Arts			Course Title	Architectural Design 1-2		
Course Code	2601	Grade Level	10-12	Course Length	2 semesters	Credits/Semester	5
Required for Graduation		Yes	Meets H.S. Grad Requirement			Elective Credit	Yes
Prerequisites							
Articulated with LBCC			Yes	Articulated with CSULB			No
Meets UC "a-g" Requirement			Yes (f)	Meets NCAA Requirement			No

COURSE DESCRIPTION

Architectural Design is a course in which the student will express themselves visually and be able to showcase their creativity. Instruction will be given in the following areas: elements of design, architectural history, technical drafting, sketching, and computer design. The course will give the students confidence in organizing ideas and the ability to work ideas into new and useful creations.

GOALS: (Student needs the course is intended to meet)

Each student will:

- Develop and expand aesthetic perception (Aesthetic Perception).
- Develop and expand visual arts knowledge and skills to express architectural ideas imaginatively (Creative Expression).
- Develop knowledge of historical and cultural developments and their influence on modern architecture (Cultural and Historical Context).
- Develop a base for making informed aesthetic judgments (Aesthetic Valuing).
- Develop information and skill in the presentation of ideas graphically.
- Develop an awareness of architectural careers.
- Acquire artistic knowledge and perception and technical skills to express and communicate ideas graphically.
- Be able to recognize a variety of architectural styles and accomplishments of contemporary, historic, and prehistoric cultures.
- Understand that architectural design reflects, records, and shapes history and plays a roll in every culture.
- Learn techniques in approaching solutions to architectural design problems.

PERFORMANCE OBJECTIVES:

Students will:

- Use the visual elements of line, value, shape/form color, and texture to create a project.
- Demonstrate how balance, rhythm, movement, variety, proportion, emphasis and unity are used in the design process.
- Develop pictorial sketches in both isometric and perspective modes.
- Make decisions and be able to respond to the aesthetic value of architectural design.
- Learn how to layout and develop pictorial drawings using shading and shadowing techniques.
- Use the color wheel and demonstrate an understanding of color composition.
- Identify the basic types of materials and symbols used in architectural drawings.
- From an historical perspective, understand how materials were used and how (up to the 1900's) limited the designers were in their ability to be creative.
- Draw a residential room and floor plans that include, proper room layout, utilizing architectural symbols, dimensions notes and schedules.
- Produce various computer aided architectural drawings and demonstrate proper plotting techniques.
- Develop a portfolio of their work as a tool for both preservation and presentation.
- Create a three-dimensional model of an architectural residence.
- Perform visual, verbal, and written presentations.
- Identify the architectural styles of a minimum of five internationally recognized architects.

OUTLINE OF CONTENT AND TIME ALLOTMENT

The four components of the Visual Arts Education.

1. Artistic Perception
2. Creative Expression
3. Historical and Cultural Context
4. Aesthetic Valuing-will be utilized throughout the year as the students learn to analyze and respond to their own work and the work of others.

<u>Course Outline</u>	<u>Suggested Time Allotment</u>	
Elements of Design (1,2)	10	2 weeks
Sketching (1,2)	15	3 weeks
Historic perspective (3,4)	20	4 weeks
Pictorial drawings (1,2, 3, 4)	30	6 weeks
Designing with color (1,2, 3, 4)	15	3 weeks
Architectural materials (1,2,3)	20	4 weeks
Architectural elements (1,2,3)	30	6 weeks
Computer Aided Design(1, 2, 3, 4)	25	5 weeks
Career planning	5	1 weeks
Model building (1, 2, 3,)	10	2 weeks

OUTLINE OF CONTENT AND TIME ALLOTMENT (cont.)

Framework Goal	State Standard	Example of Work	Growth Area
<p><u>Artistic Perception Component</u></p> <p><u>Goal 1:</u> <i>Students use their sense to perceive works of art, objects in nature, events, and the environment.</i></p> <p><u>Creative Expression Component</u></p> <p><u>Goal 3:</u> <i>Students develop knowledge of and artistic skills in a variety of visual art media and processes.</i></p> <p><u>Goal 4:</u> <i>Students create original artworks based on personal experiences or responses.</i></p> <p><u>Goal 5:</u> <i>Students develop skills in the visual arts and appreciation for using the visual arts in lifelong learning.</i></p>	<p><u>Artistic Perception</u></p> <p><u>Standard 1</u> <i>The student demonstrates an understanding of works in the visual arts by analyzing and interpreting what the artist presents in visual form.</i></p> <p><u>Creative Expression</u></p> <p><u>Standard 2:</u> <i>The student demonstrates an understanding of how to effectively solve artistic problems in unique and expressive ways.</i></p>	<p>– slides on various architects work. Students will pick styles of interest and write the characteristics that they feel are unique to the style. Then sketch a style of their own chose a period of architecture in the visual dictionary text and identify styles in that period and relate it to current styles.</p> <p>– a cumulative assignment that includes drawings in either pictorial or perspective modes then incorporating various colors shading and symbols to complete a presentational drawing and layout of an architectural structure. Then in written form explain why certain colors were used to express a feeling or style and relate symbols to these colors. What aesthetic value does the final product express.</p>	<p>– students will be able to identify various architectural styles within their community or life experience.</p> <p>– discuss characteristics of various styles.</p> <p>– students will have a better understanding of depth dimension, shape, and structure in relation to objects.</p> <p>– they will learn the importance of color and texture, and how they relate to objects or structures to create style.</p> <p>– they will be able to understand and identify characteristics that make up various styles within their community.</p>
<p><u>Historical and Cultural Context Component</u></p> <p><u>Goal 6:</u> <i>Students explore the role of the visual arts in culture and human history.</i></p> <p><u>Goal 7:</u> <i>Students investigate major themes in historical and contemporary periods and styles of the visual arts through out the world.</i></p>	<p><u>Historical and Cultural Context</u></p> <p><u>Standard 3:</u> <i>The student demonstrates an understanding of major visual arts traditions, styles, and media in a variety of times and places.</i></p> <p><u>Standard 4:</u> <i>The student demonstrates and understanding that the visual arts an artists reflect, play a role in, and influence culture.</i></p>	<p>the students will study a series of architectural styles that relate to their cultural heritage and make a collage or family tree of these styles, through research they can try to find the most historical style to contemporary that can be tied to their family and either draw or cut and paste to form a final product.</p>	<p>– students will have a better understanding of their cultural background and architectural styles and materials.</p> <p>– students can identify various styles from a variety of historical to contemporary periods.</p>
<p><u>Aesthetic Valuing</u></p>	<p><u>Aesthetic Valuing</u></p>		

Framework Goal	State Standard	Example of Work	Growth Area
<p>Component</p> <p><u>Goal 8: Students derive meaning from artworks through analysis, interpretation and judgment.</u></p>	<p><u>Standard 5: The student demonstrate an understanding that specific criteria can be developed and used to assess the qualities and merits of works of art.</u></p> <p><u>Standard 6: The student demonstrates an understanding of form (the way a work of art looks) and the content (what a work of art communicates) in the visual arts.</u></p>	<p>– students will take copies of room designs, and assess the layout of the room and it’s contents. Explain the ideas behind the layout, furniture, styles, colors, textures and evaluate whether or not it is functionable and aesthetically pleasing, does it portray the intended style or purpose needed.</p>	<p>– students will be able to assess their own work as well as others in relation to layout and design.</p> <p>– students will be able to interpret ideas being conveyed through style, color and texture, and relate this to individual feelings, needs or emotions.</p>

METHODS: A variety of instructional strategies will be utilized to accommodate all learning styles and to reinforce visual art skills while learning architectural design content.

- Lectures
- Class Discussions
- Demonstrations
- Individual Instruction
- Design problems
- Portfolio Presentation
- Daily Vocabulary
- Guest Speakers
- Testing
- Critical Comparison and Aesthetic Evaluation
- Journal
- Field trips

MATERIALS USED IN TEACHING THE COURSE: In addition to the basic text, a variety of instructional tools will be used to meet the needs of all students.

Basic Text: Architecture Residential Drawing and Design; Clois E. Kicklighter, Goodheart-Willcox Company, Inc.
A History Of Architecture; Spiro Kostof, Oxford University Press
Autocad For Architecture; James E. Fuller, Glencoe/McGraw-Hill
The Visual Dictionary Of Buildings; Dorling Kindersley (publisher)

Supplemental Materials

- Architectural Drawings
- Textbooks, reference materials
- Student work displays
- Transparencies, Videos
- Slides

EVALUATION: Student achievement in this course will be measured using multiple assessment tools including but not limited to: (a grading scale and/or rubric should be included)

The following is the grading policy for this class.

Projects	=	50%
Class participation	=	10%
Quizzes and test	=	10%
Portfolio	=	10%
Aesthetic Journal	=	10%
Final Exam	=	10%
Total	=	100%

90% or higher	=	A
80% " "	=	B
70% " "	=	C
60% " "	=	D

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