

2nd Grade Fine Arts / Language Arts

ILS—25A, 25B, 26A, 26B, 27A, 1C, 3C

Drawing with Words

What nouns and adjectives can be used to describe and illustrate a building?

Theme

This lesson explores the parts and pieces that make up a whole building. Using only words, students will “draw” structures while learning new architectural vocabulary.

Student Objectives

- state in own words that buildings are the sum of many parts and that those parts have distinct names
- identify and correctly name 10 different elements of buildings
- use new building-related vocabulary to correctly name the parts of other known buildings in the local community

Activities

study a building or building part by “drawing” it with words

Type

- scavenger hunt / walk around the block or school activity
- indoor, desktop activities

Timeframe

- one 20-minute walk around the block or school
- two class sessions of 30 minutes each

Materials

- large sheets of drawing paper (*one per student*)
- pencils
- crayons or colored pencils
- old magazine photographs of building exteriors (houses and apartment buildings may be easiest to begin with)

Teacher Prep

- scope out examples of vocabulary words in or around the school



Vocabulary

See the suggestions in Background Information for Teacher, the index for this manual, one of the books listed in the Resources list, or an architectural dictionary.

Discussion Points

- What is architecture? (the art and science of designing buildings)
- What is an architect? (a person who designs and oversees the construction of buildings)
- What is a noun? How is it used?
- What is an adjective? How is it used?
- How does each architectural part add to a building? Does it hold something up? Does it make the building look fancier?



Interdisciplinary Connections

Language Arts

Choose some of the new architectural vocabulary used in student drawings as the spelling words of the week.

Language Arts

Use the new architectural vocabulary to create a word search.

Language Arts

Choose some of the words from the vocabulary list as the basis for creating acrostic poems. An acrostic poem uses each letter of a word written vertically as the start of a short phrase based on the theme of the word. Example for "arch":

Always a half circle

Reaching over doors and windows

Carved pieces of stone

Heavy structure

Resources

Identifying American Architecture: A Pictorial Guide to Styles and Terms, 1600-1945, 2nd ed., rev. and enl., John J. G. Blumenson. Walnut Creek, CA: Alta Mira Press, 1995.

Under Every Roof: A Kids' Style and Field Guide to the Architecture of American Houses, Patricia Brown Glenn, Joe Stites, illust. New York: John Wiley & Sons, Inc., 1995.

Illinois Learning Standards and Benchmarks

25A Understand the sensory elements, organizational principals and expressive qualities of the arts.

25.A.1d Visual Arts: Identify the elements of line, shape, space, color and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation.

Background Information for Teacher

Make sure your students can name the typical well-known parts of a building (door, window, roof, chimney, etc.). Then, depending on the level of your class, introduce new vocabulary words and challenge your students to find examples in buildings and to use the words in their own drawings.

Architectural vocabulary suggestions:

column

arch

dome

foundation

siding

railing

chimney

brick

balcony

window

porch

pediment

stairs

floor

truss

shingles

walls

dormer

post and beam

roof

ceiling

Activity Procedures

DAY ONE

1 Take your class on a scavenger hunt around the block or your school. Explain that you are searching for different parts that make up the building. Point out examples of the new vocabulary they may not be familiar with. Compile a list of the architectural elements your class sees on this scavenger hunt.

DAY TWO and DAY THREE

2 Once back in the classroom, discuss how words can be written to reflect what the word says and drawn to reflect where it might appear on a building. Demonstrate by writing the word "big" in enormous letters across the board. Then, write the word "small" in tiny letters on the board. You may wish to have students practice this once before you move on to talking about buildings.

3 Display several old magazine photographs showing building exteriors. Together, compile a list of all the parts that can be seen. Compare the list with the vocabulary students saw on the scavenger hunt.

4 In front of the class, model the process of using words to draw a picture of a building in which the words make up the corresponding parts. (See examples that follow.)

5 Hand out paper, pencils, and crayons so students can create their own drawings.

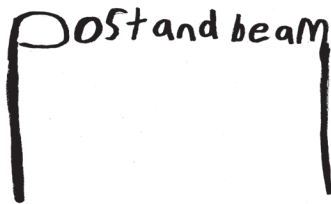
6 After students have finished, have them share and discuss their drawing with a partner. Using their partner's suggestions, students may wish to change their drawing to include new architectural elements. Review the results as a class, and make a list of all the nouns students have used.

Extensions

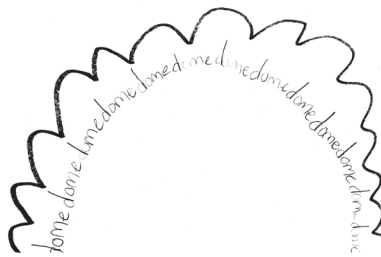
- If your class is studying descriptive words, try this activity again and incorporate adjectives into the drawings. Discuss what descriptive words might be connected with the nouns. (Suggestions: strong foundation, tall windows, smelly chimney smoke, or a red door.) Have students draw the same building, but include descriptive words.
- Give each student a photograph of a building from an old magazine. Hand out pieces of tracing paper large enough to cover the building. Then, have students write the corresponding word on top of the architectural elements they see.
- Cut old magazine photographs of buildings in half and glue one half onto a new blank sheet of paper. Use words to complete the image.
- Repeat the activity using pictures of well-known Chicago buildings as models for student drawings.



skyscraper



post and beam



dome



truss

Drawings from students at Henry R. Clissold Elementary School, Chicago.



Illinois Learning Standards and Benchmarks

(continued)

25B Understand the similarities, distinctions and connections in and among the arts.

25.b.1 Identify similarities in and among the arts (e.g., pattern, sequence and mood.)

26A Understand processes, traditional tools and modern technologies in the arts.

26.A.1e Identify media and tools and how to use them in a safe and responsible manner when painting, drawing and constructing.

26B Apply skills and knowledge necessary to create and perform in one or more of the arts.

26.B.1d Visual Arts: Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building and imagination.

27A Analyze how the arts function in history, society and everyday life.

27.A.1b Identify how the arts contribute to communication, celebrations, occupations and recreation.

1C Comprehend a board range of reading materials.

1.C.1e Understand how authors and illustrators express their ideas in text and graphics.

3C Communicate ideas in writing to accomplish a variety of purposes.

3.C.1b Create media compositions or productions which convey meaning visually for a variety of purposes.

