



Eric, grade two.

Spanish architect whose designs often begin with sketches of birds. From here, we moved to identifying architectural shapes (triangles, rectangles, etc.), repeating patterns, and other features in the exteriors of different kinds of homes. Next, students drew houses that used a variety of shapes and patterns in architectural details.

**Creating Structures**

For the next lesson, students began working in three dimensions, building structures made from cubes, cones, and cylinders using cartons, empty containers, and construction paper.

For the third and culminating lesson for this unit, students viewed and discussed modular structures such as those found in Taos Pueblo in New Mexico and Moshe Safdie's Habitat housing complex built for the 1966 Montreal World's Fair. For the final studio, students created unique modular architectural forms from construction paper. Students had the choice to elaborate individually on the basic structure (house, apartment building, bird house, dog house, etc.) or work together to combine their cubes into collaborative buildings.

# MOD PODS

**Nancy Walkup**

Artists observe the world and create places and spaces for people to use. Building design incorporates both technical expertise and artistic vision. Architects create buildings that provide more than simple shelter; they plan structures in which form and function blend, creating homes that show who we are, and public buildings that speak of our communities' aspirations.

**Spaces and Places**

Through these big ideas, students can understand that art is a way to create order and organization, that artists plan and design spaces and places for living, and that they can, as artists, organize and plan spaces and places themselves. With these ideas as guiding principles, I introduced my students to architectural design by looking at and discussing the work of Santiago Calatrava, a

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**Unit Objectives**

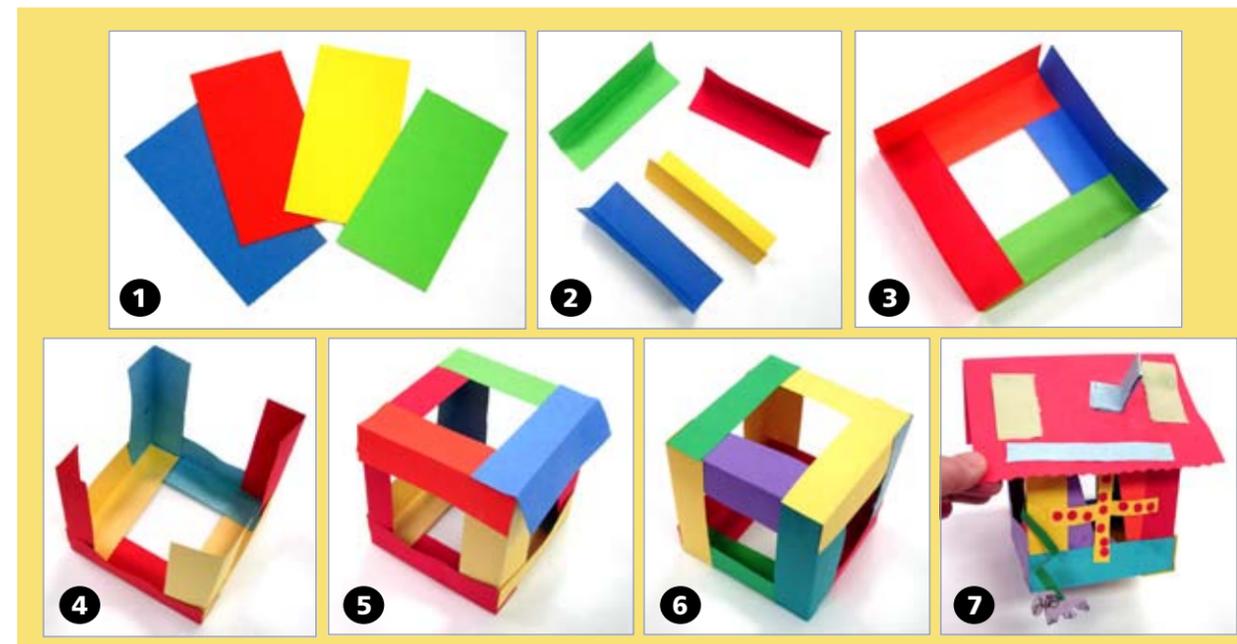
Thinking and working as artists, students will:

- observe and create architectural forms.
- plan new spaces.

**Lesson Objectives**

Students will:

- understand that architects design with forms.
- consider forms and discuss how they are arranged in architectural structures.
- create a modular architectural model with repeated paper forms.



**The Basic Cube**

To make a basic cube, each student needs twelve pieces of 2 x 4" (5 x 10 cm) construction paper (1). I provided an assortment of colors of pre-cut papers to give students lots of choices. This size paper will make a 4" cube. Larger papers could be used to make larger cubes.

**Building With Paper**

Fold each paper in half horizontally (2). Take four of the folded papers and arrange them with the corners overlapping and with the standing edges on the outside (3). The form will look like the lid of a box (with an open square in the middle). Glue the four corners together, taking special care to overlap and fit the corners exactly together. Take four more papers and make another "lid" just like the first one.

Take four more folded papers and fit them into the four corners of one of the lids (4). The form will now look like an upside-down table. Glue the pieces on the inside of the lid with the legs pointing straight up.

Now the tricky part: The "table" should still be upside down, with the legs pointing up. Carefully lower the other lid down to fit over the legs (5). Holding it all in place, turn the cube over on the table. Glue the last legs into place one side at a time (6).

After our first cubes were complete, we talked about the possibilities of what kind of structure they could become and then students

were free to embellish them on their own. I provided assorted scrap papers and extra building papers for those who wanted them. Some made bird houses, some made dog houses, some combined theirs with a neighbor's for a collaborative project, some made more than one and put them together. Embellishments included roofs, slides, ladders, chimneys, flowers, porches, and back yards.

I taught this lesson in two-to-three class periods (one to make the first cubes and one or two to embellish them) to second and third graders with no problem. And we met state-mandated objectives in both art and mathematics, while having a great deal of fun.

**Share and Reflect**

Ask students to share what kind of

building they made and what happens there. Encourage them to talk about how the form of the building supports the function it has. Ask them to consider how they might group their buildings.

*This article is adapted from Explorations in Art, Grade 2, Unit 6, Davis Publications, 2008.*

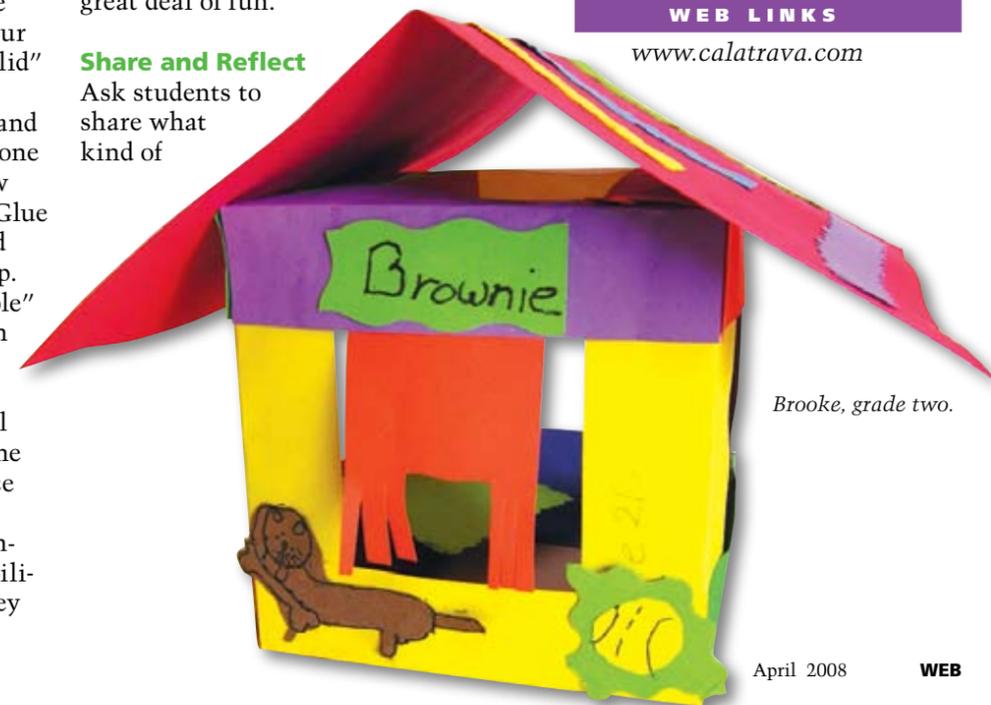
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**NATIONAL STANDARD**

*Students explore and understand prospective content for art.*

**WEB LINKS**

[www.calatrava.com](http://www.calatrava.com)



Brooke, grade two.