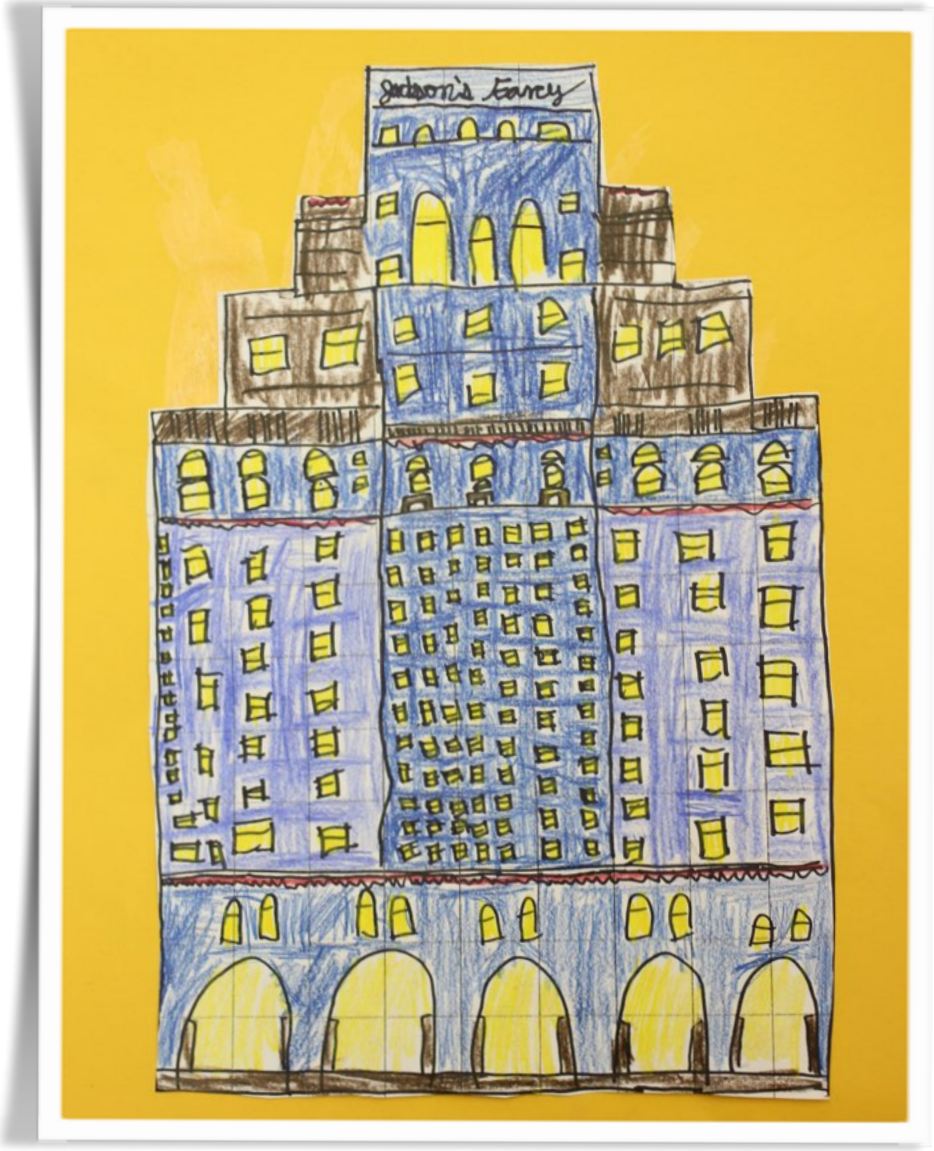
SPARKLERS
MEMBERS'CLUB

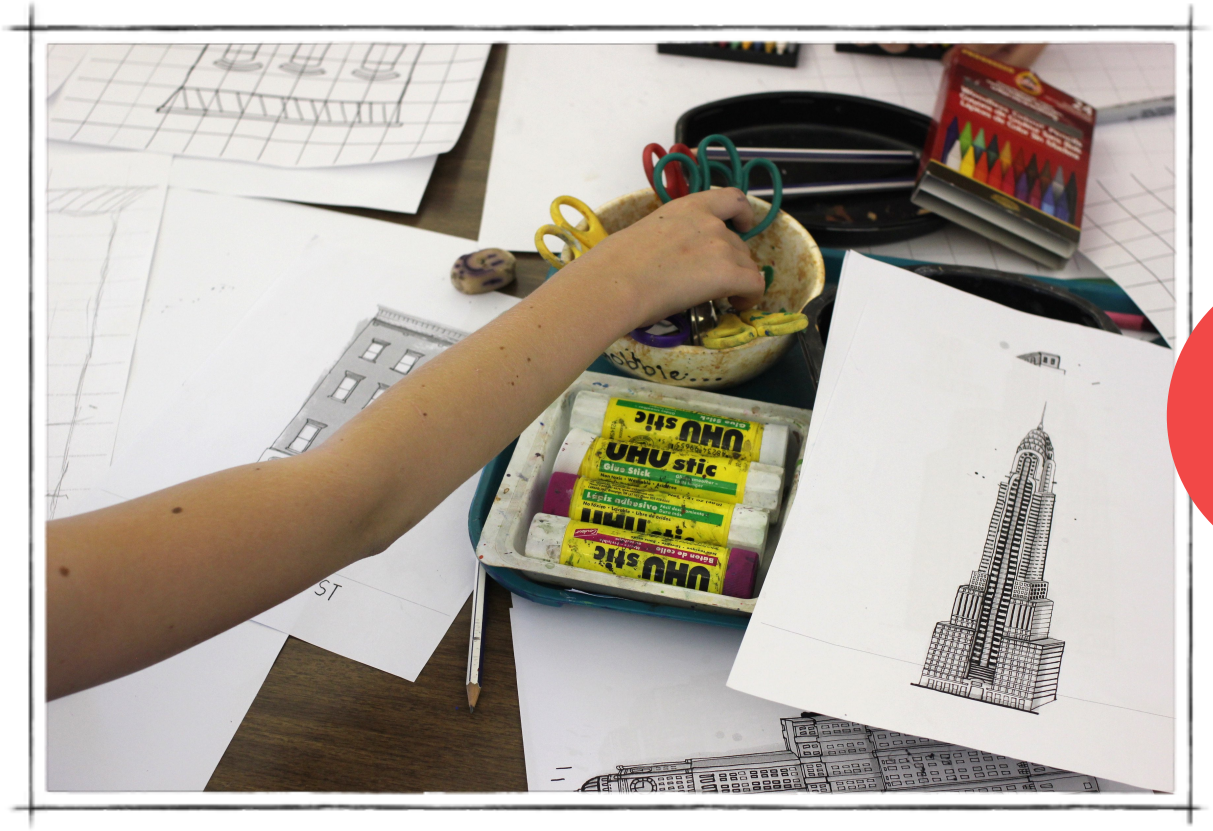
- FIFTH GRADE
- TWO, 60-MINUTE SESSION
- ELEMENTS OF ART
- ARTIST APPRECIATION
- LITERATURE CONNECTION



ARCHITECTURE GRID DRAWING

Buildings of New York City

BUILDINGS OF NYC



120 MINUTES

What You'll Need:

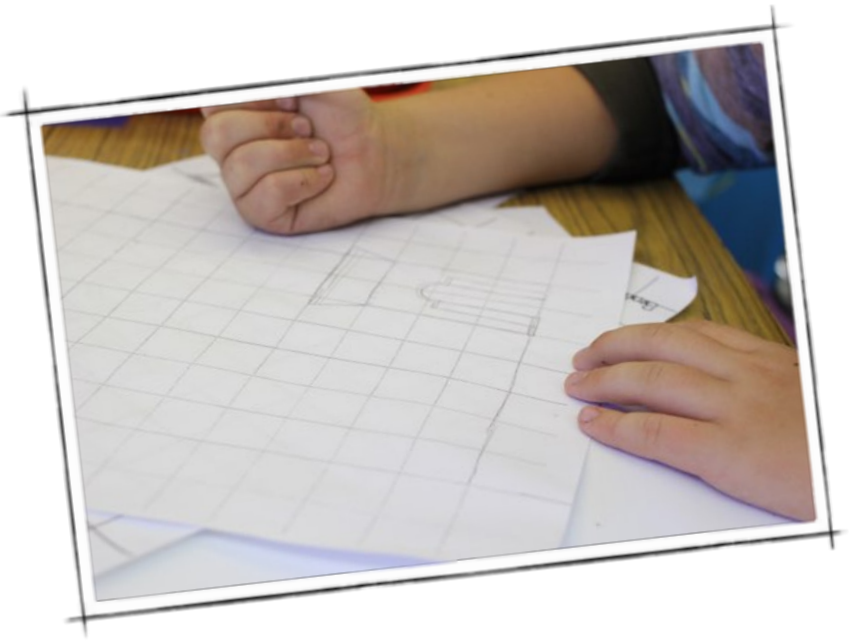
- 11" x 17" GRAPH PAPER
- PENCILS AND ERASERS
- BLACK WATERPROOF PEN
- COLORED PENCILS or PRISMACOLOR MARKERS
- 12" X 18" COLORED SULPHITE PAPER
- GLUE
- SCISSORS

1. Show and discuss the drawings in Hancock's book (10 minutes)
2. Using the grid paper available on the classroom portal (Grade 5/Lesson 3), start drawing the outside lines of a building and working towards adding details (30 minutes)
3. After outlining in pencil, switch to pen and trace over all important lines. Add windows and doors. (30 minutes)
4. Use colored pencil to color in details. (30 minutes)
5. After building is drawn, outlined and colored in, cut out with scissors (10 minutes)
6. Glue building to colored paper and add your signature (10 minutes)

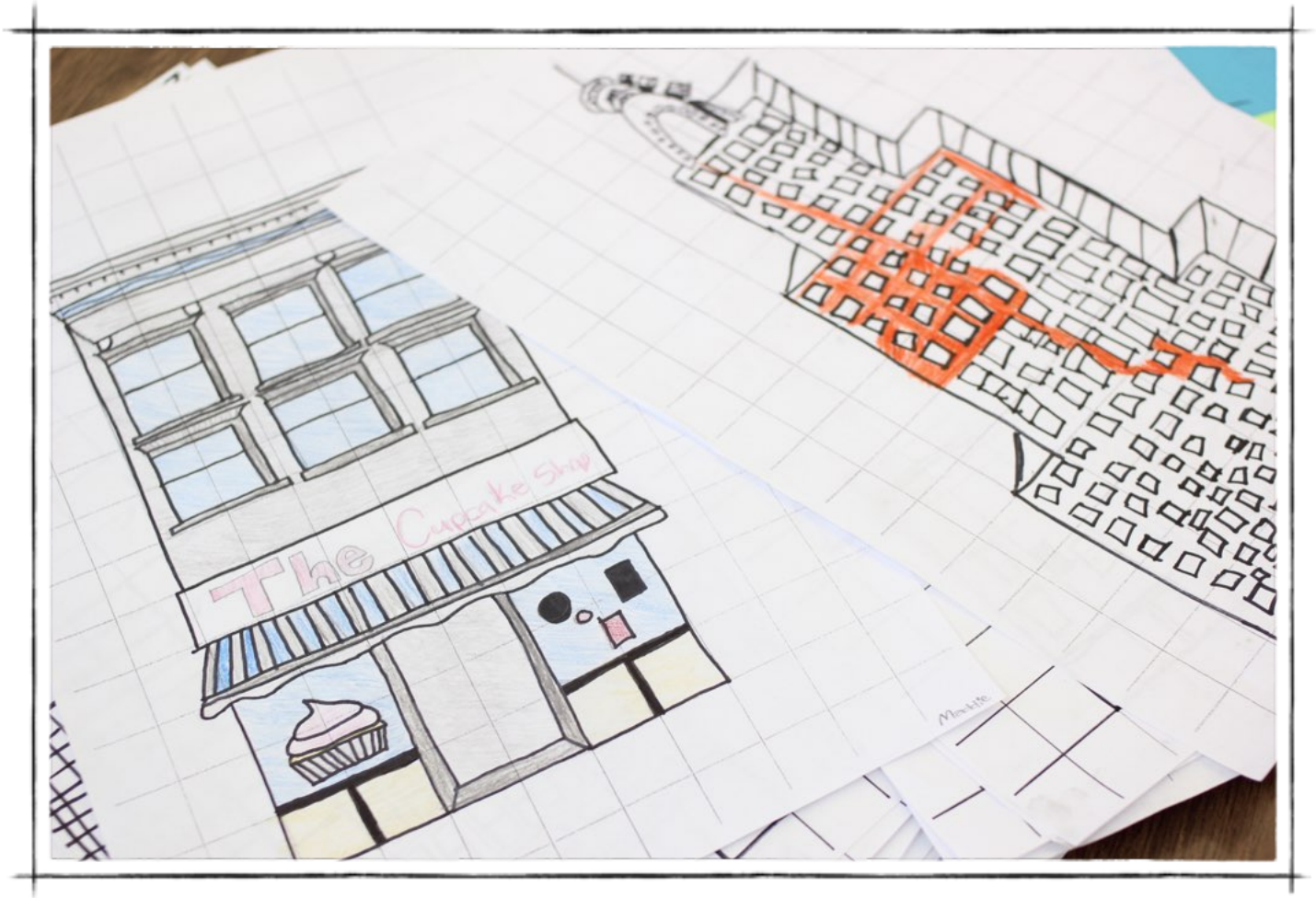
About THE BOOK

Australian artist, James Gulliver Hancock, travelled to many places before ending up in New York City. Through his travels he was always fascinated by the little things that made up a city or a place. To make a connection to his new hometown of NYC, Hancock began drawing popular NYC buildings. Soon he established a goal of drawing every building in NYC. This book is the result of his efforts so far.

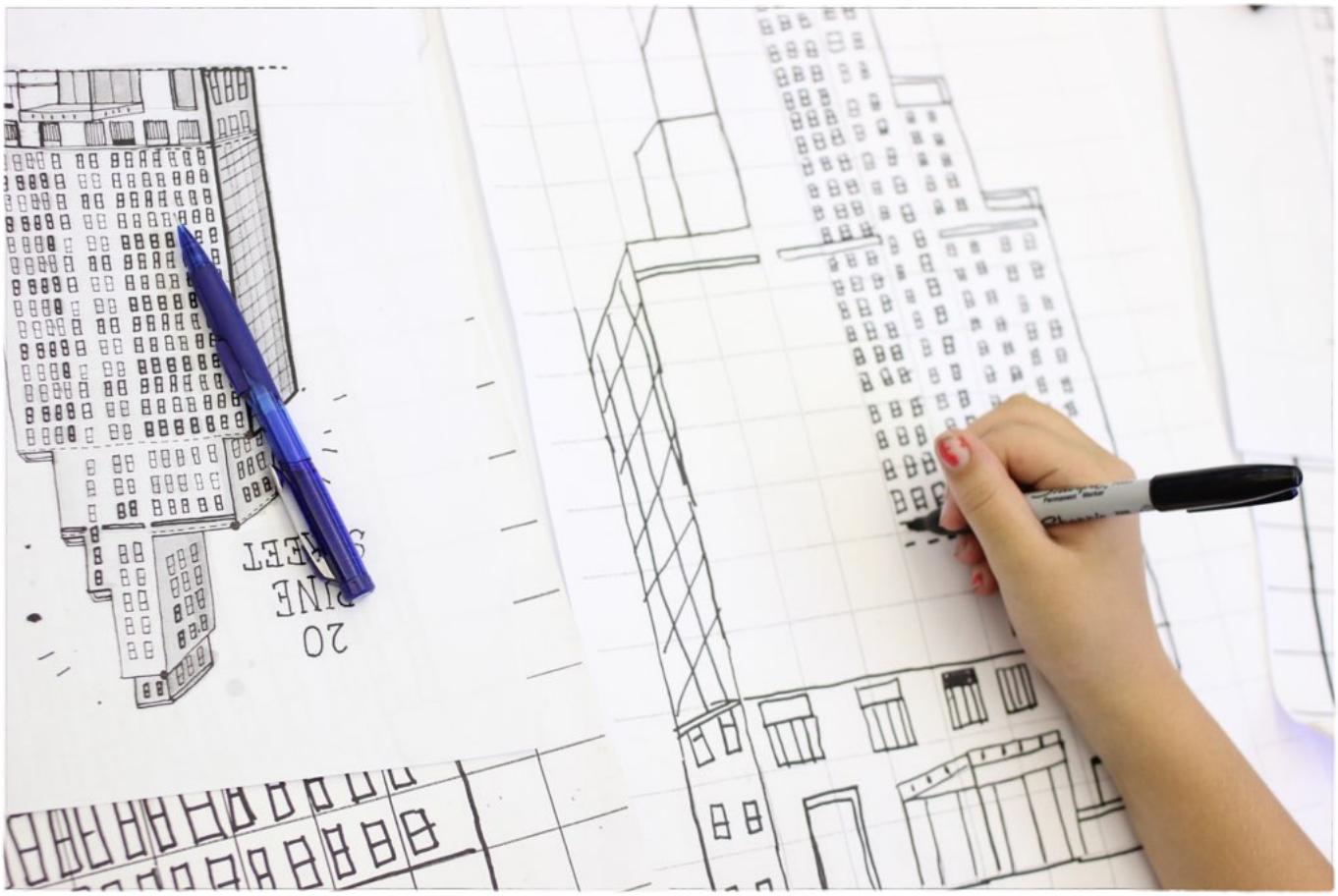
GRAPH PAPER



Drawing buildings can be hard. Over the years I have come up with various ways to help my students overcome their fear of drawing such difficult subjects. Graph paper seemed like a great way to help my students facilitate the basic outline of a building. By creating my own large-format paper, the process of outlining and mapping out a building was completely doable for my 5th graders.



DRAWING

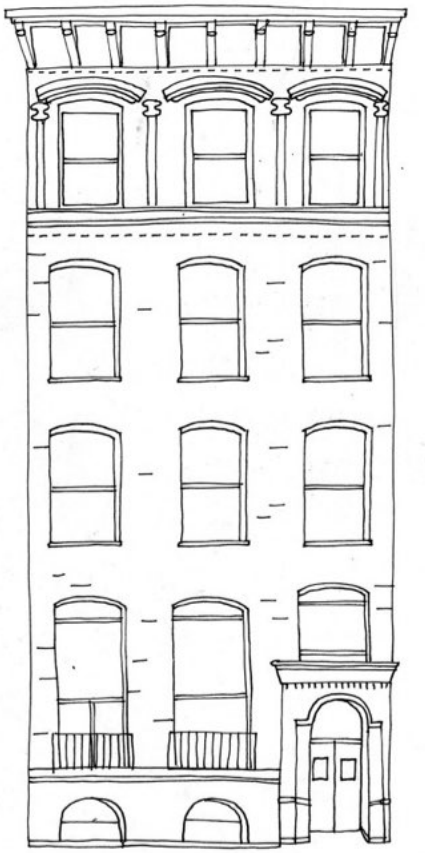


Start by photocopying select buildings from the book. Look for the drawings that show the building from the front as ¾ views are a bit harder to draw. I photocopied 4-5 buildings and placed one of each on each child's table. The student selected which building they liked most.

To start, notice how tall and how wide your chosen building is and with a pencil, draw a line that shows the width and length of the building. It helps to draw just a rectangle first then add layers to the top or sides.

Once the basic contour line (outside line) is established, start at the bottom of the building and draw doors, stairs, canopy, windows, ledges, etc.

I like starting at the bottom and working up, but you can start from the top and work down if that seems better.



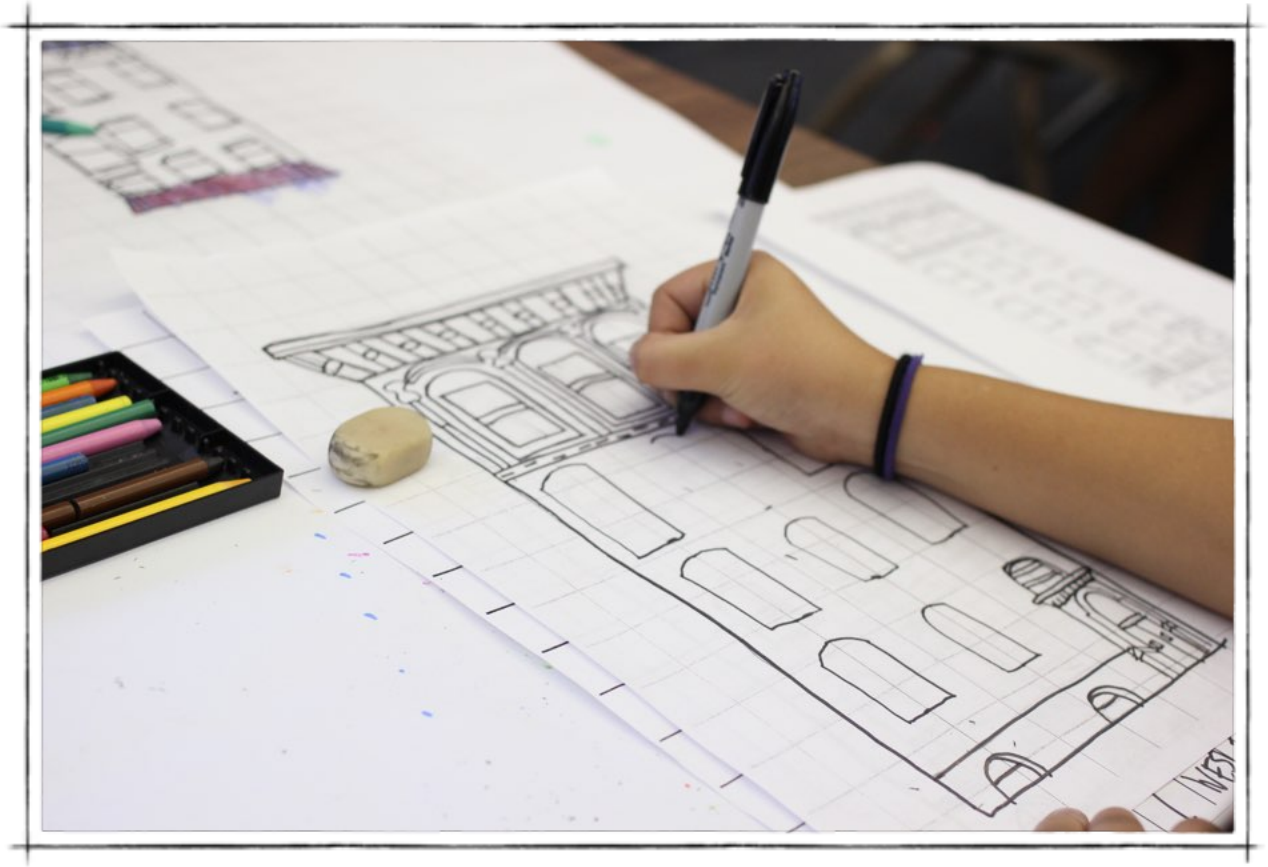
This is a copy of one of Hancock's drawing (left) and a child's version below.

This student started by drawing the outside rectangle shape first then adding the top ledge second. Notice how the ledge extends beyond the rectangle?

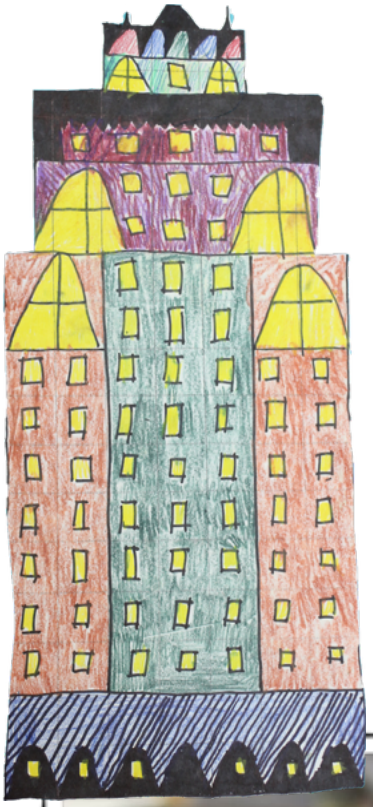
Then, she added the bottom details like the door, basement windows, door casing and finally the outline of windows.

Switching to pen to draw the details in the windows like the ledges, windowsill and gates allows for a faster progression through the drawing.

My rule of thumb is to use pencil when you are unsure how to make a line as you can always erase. Then, switch to pen when you are ready to outline all good lines and add lines and shapes that you feel confident drawing.



COLORED PENCILS



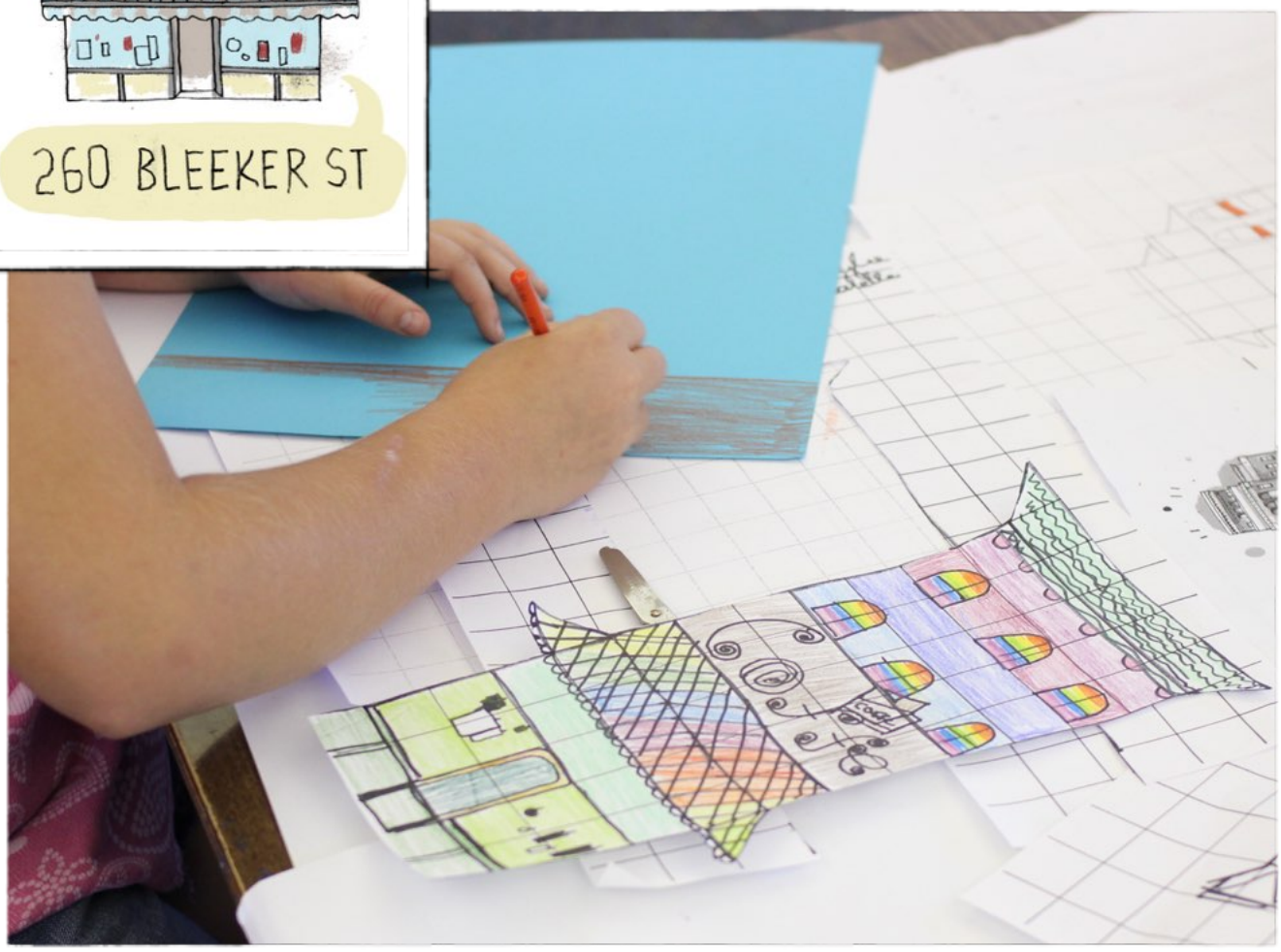
Colored pencils is a good coloring medium for this project as paint would likely cover up details and would make the copy paper wrinkle far too much. Markers, especially Prisma Color markers, would also make a good choice but my art class doesn't have a set of these. If your art program can afford them, I would buy a good set as coloring a project like this with markers would allow for a deep, rich penetration of color. But, colored pencils are perfectly fine.

It takes some time to color in well and there will be kids who want to skip over this step. It's always nice to play some coloring music while working. Songza is a great station to pick a playlist via activities and moods.

MOUNTING

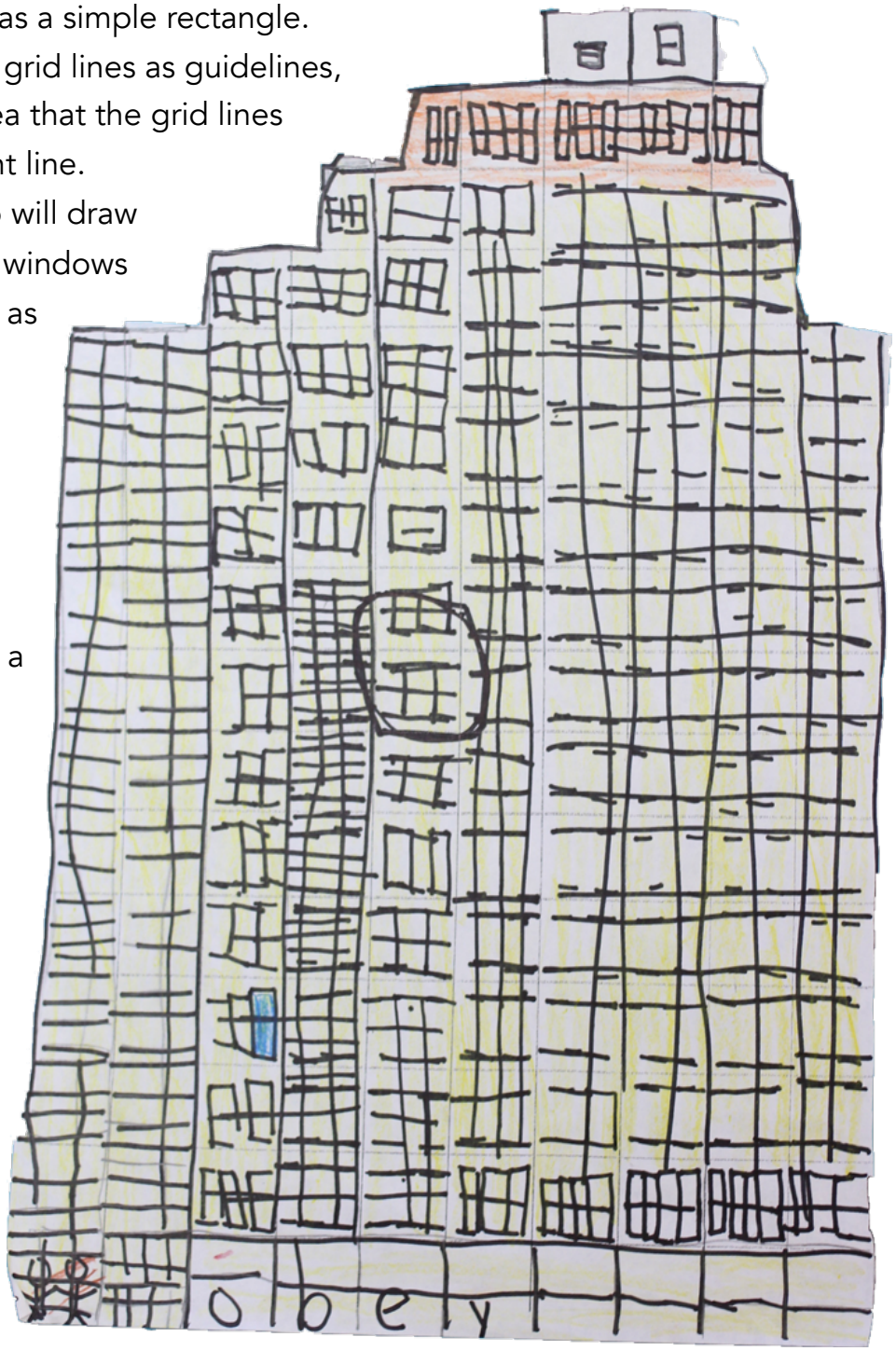
You may think this step a bit unnecessary but I like it. Once you cut away the extra grid paper, you don't really notice that the drawing was created on grid paper as it's hard to see the light lines through the colored pencil.

Place a selection of colored paper on a table and have each child come back to the table with their colored and cut out building. Have them choose a color that suits their building. Ask them why they chose their color. Use a glue stick to mount the building in the middle (not bottom edge) of the paper.



What to watch out for...

The biggest issue you will see with this project is the range of each child's ability. Even in 5th grade there will be many kids who have a hard time spatially recognizing a building's shape as a simple rectangle.
If you see a child not using the grid lines as guidelines, it's likely because he has no idea that the grid lines are there to help draw a straight line.
This will be the same child who will draw vertical and horizontal lines for windows but not recognize the windows as shapes.
They may start out drawing shapes and then get overwhelmed with how many windows there are.
Give this kid a bit more of your time and actually sit down with a piece of grid paper and show the basic outline and a few windows. This translation will help him create his own building as the drawing is simplified.



Here is an alternate skyscraper lesson that is slightly easier but equally stunning.
SKYSCRAPER LINE DRAWING

Fifth Grade Gallery

NATIONAL CORE ARTS STANDARDS- FIFTH GRADE

CREATING

- [x] **Generate and conceptualize artistic ideas and work** — combine ideas to generate an innovative idea—demonstrate diverse methods to approaching art making
- [x] **Organize and develop artistic ideas and work** — experiment and develop skills in multiple techniques through practice—show craftsmanship through care—document objects of personal significance
- [x] **Refine and complete artistic work**—create artists statements using art vocabulary to describe personal choices in art-making

PRESENTING/PRODUCING

- [ ] **Analyze, interpret and select artistic work for presentation**— define roles and responsibilities of a curator—explaining the skills/knowledge needed to preform curation
- [ ] **Develop and refine artistic work for presentation** — develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork
- [x] **Convey meaning through the presentation of artistic work** —cite evidence of how an exhibition in a museum presents ideas and provides information about specific concepts

RESPONDING

- [x] **Perceive and analyze artistic work-** compare interpretation of art to another's interpretation —analyze cultural associations suggested by visual imagery
- [ ] **Interpret intent and meaning in artistic work** — interpret art by analyzing form, structure, context information, subject, visual elements, and use of media to identify mood and ideas conveyed
- [x] **Apply criteria to evaluate artistic work**— recognize differences in criteria used to evaluate works of art depending on styles

CONNECTING

- [x] **Synthesize and relate knowledge and personal experiences to make art-** apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making
- [x] **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding**

NATIONAL CORE ARTS STANDARDS-7TH GRADE

CREATING

- [X] **Generate and conceptualize artistic ideas and work** — Apply methods to overcome creative blocks.
- [X] **Organize and develop artistic ideas and work** — Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.
- [X] **Refine and complete artistic work**— Reflect on and explain important information about personal artwork in an artist statement or another format.

PRESENTING/PRODUCING

- [ ] **Analyze, interpret and select artistic work for presentation**— Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.
- [ ] **Develop and refine artistic work for presentation** — Based on criteria, analyze and evaluate methods for preparing and presenting art.
- [ ] **Convey meaning through the presentation of artistic work** — Compare and contrast viewing and experiencing collections and exhibitions in different venues.

RESPONDING

- [ ] **Perceive and analyze artistic work**— Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.
- [ ] **Interpret intent and meaning in artistic work** — Interpret art by analyzing art- making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.
- [X] **Apply criteria to evaluate artistic work**— Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.

CONNECTING

- [ ] **Synthesize and relate knowledge and personal experiences to make art**— Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.
- [X] **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding** — Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

I CAN STATEMENTS FOR NYC BUILDINGS

- Today I will learn about LINE and COLOR and SPACE, so that I CAN DRAW a TALL SKYSCRAPER. I'll know I have it when my building is tall, straight and has many windows and architectural details.

- Today I will learn about COLORED PENCILS so I can create VALUE and contrast using colored pencils.

- Today I will learn about artist, JAMES GULLIVER HANCOCK, and how he has a goal of drawing every building in New York City.

COMMON CORE STANDARDS FOR NYC BUILDINGS

CCSS.ELA-Literacy.W.5.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

As students complete an artist statement (located in Resources), they are supporting claims about what their artwork means. This requires them to build their answer based on how they created the work as evidence pointing toward the composition's meaning.

CCSS.Math.Content.5.G.B.3

Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.

Through the use of geometric shapes to create their NYC building, you can ask students to identify similar attributes among the shapes they drew such as, "What do the rectangles and squares have in common that we used in our art?"

CCSS.Math.Content.5.G.A.2

Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

After students have used graph paper to draw their buildings, have them label the x and y axis. Then, ask students what the coordinates are of their buildings using graphing skills from math class. Discuss how math concepts can be used in art as well as in real life.

ASSESSMENT CHECKLIST

MAIN IDEAS FROM:

BUILDINGS OF NYC

STUDENT NAME: _____

- [ ] Did the student make a detailed drawing of a skyscraper?
- [ ] Did the student achieve value?
- [ ] Can the student tell me at least 3 facts about James Gulliver Hancock?