

Architecture Olympics

Architectural Sculpture/Models

Program Description

Grade 3 – 9

How can design be used to make our lives better, easier, or more fun? Students will discover how design is all around us and how it shapes our lives and lifestyle. Design learning, inquiry- based activities, critical and creative thinking are all key concepts as students investigate the architecture of the AGA through design challenges, draw inspiration from museums around the world and work in small teams to design and build architectural models. Students will engage in a process of design which will have them looking at and thinking critically about the built and artistic world that surrounds us.

Big Ideas

- Students will discover how design is all around us and shapes our lives and lifestyle.
- Design learning, inquiry- based activities, critical and creative thinking skills are all key concepts explored during the program.
- Students will engage in a process of design learning which will have them looking at and thinking critically about the built and artistic world that surrounds us.
- Engage in design learning through stages of Empathy, Define, Ideate, Prototype, and Test.
- Students work collaboratively to experiment with a variety of building materials and techniques

Connections to Alberta Education Programs of Study

Grade 3-9

Fine Arts

REFLECTION

Appreciation: Students will interpret artworks by examining their context and less visible characteristics.

- Contextual information (geographical, historical, biographical, cultural) may be needed to understand works of art.
- Our associations influence the way we experience a work of art.
- Art serves societal as well as personal needs.
- Noting that visual arts are an integral part of daily life

DEPICTION

Qualities and details: Students will refine surface qualities of objects and forms

- Students will address specific needs for their design and will address the needs with added details and specific architectural qualities

EXPRESSION

- Recognize, develop and value their unique identity through visual arts

Component 10 (i) PURPOSE 1: Students will record or document activities, people and discoveries.

- Everyday activities can be documented visually
- Architectural discoveries around the AGA can be recorded visually

Component 10 (iii) MEDIA AND TECHNIQUES: Students will use media and techniques, with an emphasis on mixing media to create sculptural models/prototypes

CREATIVITY & DESIGN

- Collaborate and share ideas with their peers

Social Studies

SKILLS AND PROCESSES

- Engage in active inquiry and critical and creative thinking
- Engage in problem solving and conflict resolution with an awareness of the ethical consequences of decision making

Language Arts

General Outcome 2: Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

Grade 7- 9

Fine Arts

DRAWINGS

- Students will develop the ability to investigate visual relationships in their recorded images and in the environment
- Students will express technical competencies and individual insights

COMPOSITIONS

- Students will develop competence with the components of visual media: techniques and design elements

ENCOUNTERS

- Students will investigate natural forms, man-made forms, cultural traditions and social activities as sources of imagery through time and across cultures

Social Studies

SKILLS AND PROCESSES

- Engage in active inquiry and critical and creative thinking
- Engage in problem solving and conflict resolution with an awareness of the ethical consequences of decision making

CRITICAL and CREATIVE THINKING

- Determining different points of view, anticipating outcomes, combine logical, intuitive, and divergent thought

GEOGRAPHIC THINKING

- Developing spatial skills, considering the physical environment that surrounds them
- Considering the way geography affects design

DECISION MAKING and PROBLEM SOLVING

- Basing decisions on knowledge, values and beliefs
- Consider the causes and dimensions of problems
- Simulate and present design ideas to foster problem solving skills

Language Arts

- General Outcome 2: Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.
- Manage ideas and information
- Respect, support and collaborate with others

Project Overview

1. Introduction to architecture and design. Students consider the impact of design in their lives by considering the buildings in their community.
2. Students take the role of architect or designer to submit their ideas in a design competition.
3. Students explore the architecture of the AGA through activities that outline the design competition and construction process. Students then practice their building and design skills with a warm-up challenge in which they recreate the architectural elements of the AGA.
4. Students brainstorm, explore and problem-solve in order to create a building that offers solutions to the design challenge. They consider what kind of building it is, how it is used, who uses it, and what it must have in order to meet all the requirements of such a building.
5. Students plan and map out their building by creating a prototype.
6. Once they've planned their building, students begin the process of constructing a model using mixed media. Students work collaboratively to create model sized buildings, during this they will be experimenting with materials and construction techniques.
7. Finally students will present and share their creations with their peers.