**Teacher** Hanna Brown

**Lesson Title** Visual Movement in Architecture

**Lesson Overview** Student will have an overall understanding of how Frank Gehry creates his work in architecture. Students will connect with places they visit frequently that would enhance the buildings architecture through Gehry techniques. Students will plan their model by generating ideas with photography and sketches. Using corrugated cardboard or Bristol board to ”deconstruct” models of their buildings and utilize movement in their pieces. Students will reflect and critique each other’s models.

**Grade Level** Middle School or High School

**Medium** Small-scale models of architecture

**Artist** Frank Gehry

**Big Idea** 1) Deconstruction. Gehry is commissioned to redesign existing buildings or create completely new ones in his vision. He uses the current buildings in order to associate light, color, or reveal the building from the environment it is surrounding.

(2) Visual Movement. Gehry uses a lot of unexpected materials especially sheet metal that is manipulated that most architects would not have thought. He was innovative and created movement through his buildings for the eyes to be drawn to.

**Artist Culture** As a child Frank Gehry spent a lot of time in his Grandfather’s hardware store creating cities and buildings from found materials. In 1969, the first pieces he launched was “easy edges” which was furniture designed from corrugated cardboard. He stopped in 1973 because his interest lied in architecture. He thus redesigned his home with uncommon materials that opened up his career and began starting to deconstruct other buildings. In the 1980s he mainly designed homes then was sought out to start tourist buildings. In 1980 edition of *Contemporary Architects,* Gehry states, "I approach each building as a sculptural object, a spatial container, a space with light and air, a response to context and appropriateness of feeling and spirit. To this container, this sculpture, the user brings his baggage, his program, and interacts with it to accommodate his needs. If he can't do that, I've failed." Meaning that he takes his own personal life experiences in every work he does in order to make it successful. Gehry designed the Walt Disney Concert Hall, Loyola Law School, the Dancing Building, The Opus Hong Kong building, the EMP Museum, and several others. His most dominant material would be corrugated metal to use light and reflect his unusual building shapes.

**Objectives**

1. Middle School Students will photograph buildings they visit frequently in order to redesign a building in their own vision.
2. Students will watch a video and power point on Frank Gehry to determine the steps in the small-scale model they will create.
3. Students will be prompted questions and be prompted with a paper activity

to experiment with folds, bends, tears, cuts, they can use to create their model.

1. Students will use printed photographs of their building to sketch out a plan for their model. Students will create their model with given materials for structure and color of model.
2. Students will critique and reflect on their finished project and have a discussion.

**Art Teaching Standards**

Kansas Visual Arts Standards:  
Standard 1:1 The student utilizes a variety of media, techniques, and processes in art making.

Standard 4.2: The student recognizes function and purposes of art in sociocultural context.

Standard 5.3 The student criticizes aesthetic qualities of artworks.

NAEA Standards:

Standard Cr2.1.8a: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.

Standard Cr2.3.6a: Design or redesign objects, places, or systems that meet the identified needs of diverse users.

Standard 3.1.7a: Reflect on and explain important information about personal artwork in an artistic statement or another format.

Standard Re.7.1.8a: Explain how a person’s aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to the other.

Standard Re8.1.7a: Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual matter, subject matter, and use of media to identify ideas and mood conveyed.

**Lesson Description**

Before Class:

Students will have photographed the buildings they visit frequently, for example: libraries, home, coffee shops, shopping centers, etc. and decide which one they would like to redesign or “deconstruct.” They will take those photos and have them printed out with several views in order for them to sketch briefly for new designs.

First Class Period:

05-10: Students will discuss and observe the power point, sketches, and video of Frank Gehry. The questions prompted are: What buildings do you expect to be asymmetrical or unlike the typical skyscraper shape? What qualities should successful architecture have? How do artists break from established traditions?

10: Students will start the paper activity and manipulate paper by crumpling, tearing, folding, cutting, bending, etc. to recognize flexibility and forms they can use in their architecture.

20: Students will take out their sketchbooks to start sketching their building. While sketching they will reflect on their photos that they selected of their building and the paper activity.

40-50: Students who are ready or are still designing should brainstorm about materials they want to use (if that’s the ones provided or things they think to bring from home). If the student has an approved sketch or model they want to start that class period, they can.

Second Class Period:

05-40: Students will be ready to start model making if they haven’t already started. Students will use whatever materials necessary to create their small-scale model.

25-50: Once students feel confident enough to make color choices from paints, foil, spray paint, saran wrap, tissue paper, etc. They can start putting final touches they feel necessary on their building.

48: Students will be given a paper to fill out for the next class to reflect and critique each other’s works.

Third Class Period:  
05-50: Students will bring back assignment sheet and critique each project from each student. Students should be involved in the critique, asking questions of their own towards the student presenting. Teacher will prompt students with questions such as: Why did you pick this building? How did you integrate the design from the old or did you start from scratch? What process did you take in order to get to this point? Is there anything you would have done differently?

**Materials & Resources**

<http://www.biography.com/people/frank-gehry-9308278#architectural-career>

<http://freshome.com/2012/10/04/10-inspirational-lessons-from-the-most-important-architect-of-our-age-frank-gehry/>

<http://www.pritzkerprize.com/1989/bio>

<http://www.architecturaldigest.com/architecture/2014-10/best-of-frank-gehry-slideshow_slideshow_EMP-Museum---Seattle_12>

Video: https://www.youtube.com/watch?v=57\_1AFXUTro

Art materials needed:

Bristol board, Metal, tissue paper, Glue, Cardboard, Foil, Spray Paint, Paint, Paintbrushes, saran wrap, tape.

**References**

Architectural Digest. [2014]. *24 spectacular buildings by frank gehry.* Retrieved March 23, 2015, from <http://www.architecturaldigest.com/architecture/2014-10/best-of-frank-gehry-slideshow_slideshow_EMP-Museum---Seattle_12>

Biography.com website. [2015]. *Frank gehry biography.* Retrieved March 25, 2015, from <http://www.biography.com/people/frank-gehry-9308278>

Fitzsimmons, R. [2007, June 18]. Sketches of Frank Gehry [Video log post]. Retrieved from <https://www.youtube.com/watch?v=57_1AFXUTro>

Freshome Design & Architecture Magazine. [2012] *10 inspirational lessons from “the most important architect of our age” : frank gehry.* Retrieved March 23, 2015, from <http://freshome.com/2012/10/04/10-inspirational-lessons-from-the-most-important-architect-of-our-age-frank-gehry/>

The Pritzker Architecture Prize. [n.d.]. *Frank gehry 1989 laureate.* Retrieved March 26, 2015, from <http://www.pritzkerprize.com/1989/bio>