

GLOBAL FUTURES **SIDEQUEST GUIDE**

Art and Architecture

OBJECTIVES/STANDARDS:

ETS 1.1 Lorem ipsum

MATERIALS:

- one worksheet packet per student
- pencils, crayons, colored pencils

ACTIVITIES:

1. As students begin the packet, discuss as a class what art means to them. After they circle what they believe is art, have small breakout groups or tables discuss their findings, then welcome debate in a full class conversation.
2. Discussion of the three types of art can be self-guided or facilitated collectively. There are opportunities for discourse or independent reflection on questions like the role of music.
3. At the onset of the next section, small groups can discuss how to classify architecture as art. While the two given drawing exercises should be done independently, there is an opportunity for a full class activity, if class is being held in person:

Invite two students to the board. One will play the architect, and the other will be the developer. The developer must give the architect a specific building to construct (e.g. a library), along with 2-3 requirements (e.g. (1) part of it is underground, (2) it should be bright so people can read, but (3) since the library doesn't make much money it can't afford to have lots of electric light fixtures). A logical outcome for this particular challenge might be to embrace natural light with windows, using a ground-level skylight over the underground portion. The difficulty of the challenges can be modulated easily.

The architect is given a set amount of time to think and then to draw a solution. If you so choose, other students can shout out tips as the architect draws. This also can be done competitively, with multiple architects vying for each bid.

4. When students venture off to investigate local artists in the community you are studying, you can be a resource to help them get started. If you are studying a foreign location, your on-call local can help put you in touch with local artists.

If your community of focus has a large street art presence, share this with your students:

<https://artsandculture.google.com/project/street-art>

5. You can choose to expand on the functions of art (next page). If you do, ask students to consider or even write how each function is achieved by the art they choose to include in their model.

The Function of Art

We already know that art is something created to make someone feel a certain way. But sometimes there is more to it than that.

So, what specific functions does art have? Consider these functions in any artwork

1. Cognitive Function

Art can make tell us information, such as the artist's memories or something that was happening in the world when the art was made.

2. Aesthetic Function

Art can be beautiful! Sometimes this is the only thing people think about when they look at art. But an artist might make a piece of art ugly on purpose!

3. Prognostic Function

Art can try to tell the future! It might depict a joyful future to bring people peace, or it might depict a scary future to bring people fear.

4. Recreational Function

We can escape into art. If it allows us to drift off into our imaginations, then we have a break from things that worry us in real life.

5. Value Function

What does the artist value? What does the artist like/dislike in the world?

6. Didactic Function

Did the artist intent to give a message or criticism through the artwork? Was it effective?