

The Architect's Point of View or Discovering the Pepper

Concept: Students can master the basic concept of architect's elevations and sections by replacing the building with a pepper. The act of drawing with ink forces students to look carefully and commit to each line and dot.

Goals:

- To create an awareness of the architect's process
- To develop an understanding of Architecture as three-dimensional form and design (by showing ways to render primary and auxiliary views.)
- To appreciate the role of the architect in society
- To develop an understanding of the point of view of an architect's drawings

Motivations: Students will be shown elevations and sections from various sources. The concept of "point of view" will be reviewed. Students will be told that architects draw in pen and that by using pen or marker they are forced to consider line before they mark each line on paper. Students will be asked to consider the pepper a solid three-dimensional form with an exterior and an interior.

Materials: Drawing paper – 12"x 18" or larger
Sharpie markers
Green peppers

Process: Students will fold the paper in half so that they may include the elevation on the left side of the fold and the section on the right. They will be asked to write the word "ELEVATION" in block capitals on the bottom of the page as architects label drawings. Students will be encouraged to look closely at one frontal view of the pepper before they begin to draw. A sample drawing showing stippling or dotting to shade dark areas will be shown now. When students finish the peppers will be cut in half from top to bottom to reveal the "interior space." The concept of interior space will be stressed so that students may focus on rendering that space.

Evaluation: Were the goals met? Students should critique the class' elevations and sections.

Standards: NYS Learning Standards for the Visual Arts #1, #2, #3

Resources: Karatzas, Daniel. JACKSON HEIGHTS: A Garden in the City (1990)
Stern: New York
Plunz, Richard. History of Housing in New York City (19--)
Columbia University Press : New York