

Towers and Turrets

This lesson plan gives students the opportunity to learn about the concept of architecture, particularly towers and turrets.

Using watercolor painting techniques and tracing, cutting, and gluing skills, students create lines, patterns and textures while understanding the concept of near being larger, far being smaller

Grade Levels 3-6

Note: instructions and materials based on a class of 25 students. Adjust as needed.

Objectives

After completing this lesson, students would be able to:

- Draw random straight lines.
- Use a straight edge and compass to draw lines and shapes.
- Define a checkered pattern.

Preparation

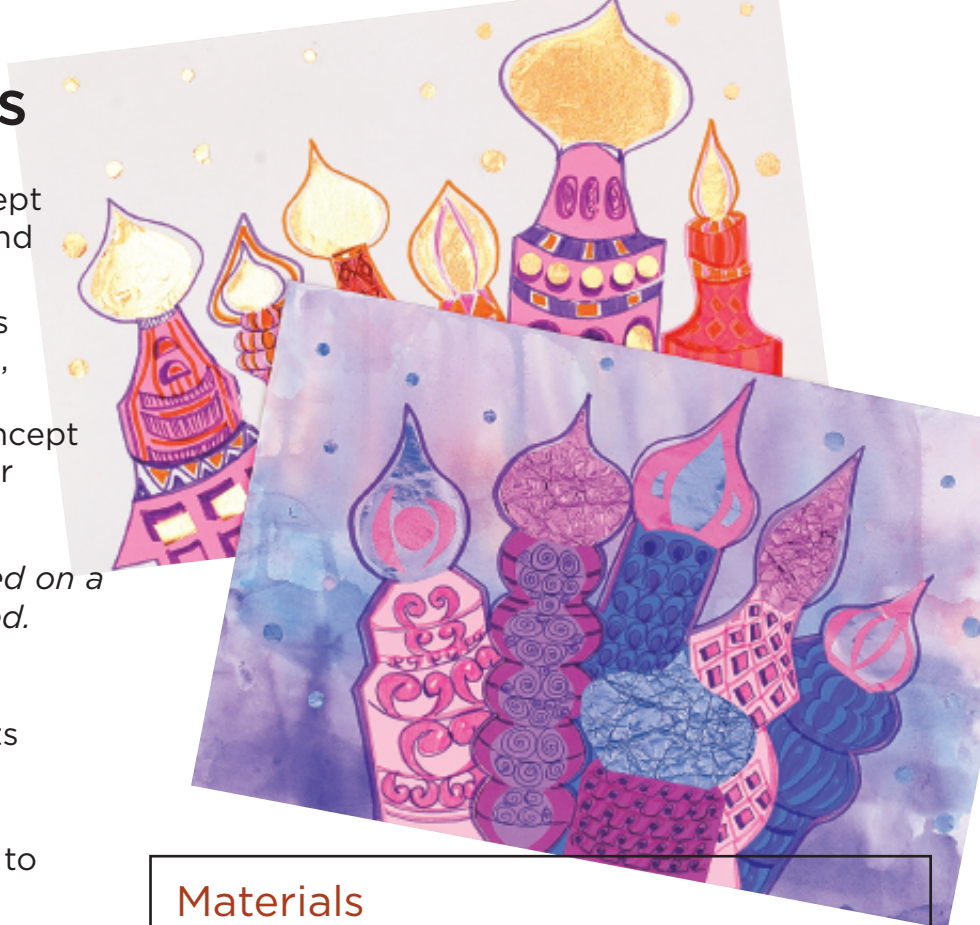
1. "Architecture", as defined by Webster's dictionary, is "the art or practice of designing and building structures and especially habitable ones."

Have examples ready to show students different styles of architecture, for instance, Classical, the Parthenon vs. Modern, Frank Lloyd Wright's Fallingwater. Be sure to include pictures of buildings with towers and turrets, some suggestions:

- The Taj Mahal in India
 - Saint Basil's Cathedral in Mosco
 - Angkor Wat temple in Cambodia
 - Saint Andrew's Church of Kiev
 - Saint Sophia Cathedral in Novgorod
 - The Ubudiah Mosque in Malaysia
2. Discuss the function of towers, turrets, domes, etc.

Process

1. Paint the background first. On the sheet of watercolor paper, using clean water and the large, flat brush, cover the entire sheet with water. Work quickly as the water evaporates. Dab the brush in the blue paint and touch it around various



Materials

Blick Watercolor Paper (10008-1018), 15" x 22" sheet, need one per student

Spectra® Paper Squares (60942-1002), share one package of 200 sheets across class

Origami Metallic Squares (11206-0369), share two 36-sheet packages across class

Blick Glue Sticks, .74-oz White (23872-1020), need one per student

Prang® Watercolor Sets (00305-1029), share one 8-color set between two students

Liqui-Mark® Fine Line Markers (21220-0200), share one 200-piece classpack

Blick Economy Graphite Pencils (20302-2009), box of 12, need one per student

Blick Scholastic Pony Hair Brushes, Round, size 10 (05865-1010) and Bright, size 16 (05864-1016) need one each per student

Holbein® Watercolor Atomizer Bottle (02912-1003), share one between two students

Tonic Studios® Kids' Scissors (57150-6005), need one per student

Water Jars

Paper Towels

places on the paper, watching it spread with the water. Dab areas with red and purple, too, until the color covers the page.

2. Next, have one student hold their painting up over a row of paper towels and another student spray water across the top of the painting. The colors will run down and run together, drawn by gravity and the pull of the water.
3. Place on a drying rack and allow to dry.
4. Next, students create a magical city of towers and turrets out of colored paper. Each tower will be a basic rectangle shape. The towers that are farthest away will be smaller, the ones that are closest will be larger. Students will create six towers of varying sizes. NOTE: have students create the towers first, then the domed tops.
Cover the towers with colorful patterns and windows, using fine-line markers. Cut the towers into interesting shapes by folding the rectangle, drawing the shape on the side away from the fold, then cutting it out.
5. Glue the towers to the page. Smallest ones first, largest ones in front.
6. Create a dome to fit at the top of each tower (it should overlap). Use the metallic paper, draw the dome on the plain side, then cut it out. Glue a dome on each tower. As an option, wrinkle the dome, then smooth it out again and glue it down. Outline each tower and dome with a marker.
7. Add more designs with cut scraps of paper and glue them in place.

**Lesson Plan and Artwork submitted by
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National Standards

Content Standard #1— Understanding and applying media, techniques, and processes

K-4 Students use art materials and tools in a safe and responsible manner

5-8 Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices

Content Standard #2— Using knowledge of structures and functions

K-4 Students know the differences among visual characteristics and purposes of art in order to convey ideas

5-8 Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas

Content Standard #4—Understanding the visual arts in relation to history and cultures

K-4 Students identify specific works of art as belonging to particular cultures, times, and places

5-8 Students describe and place a variety of art objects in historical and cultural contexts