



## Façade Facelift I

### Content Focus: Art

- Aesthetics
- Elements of Art
- Principles of Design







### Content Focus: Built Environment

- Style

### Performance Outcomes

- Create façade designs that present a more accurate and “stylish” image of the school to the public.

### Standards/Interdisciplinary Connections

					
<b>S</b>	<b>S</b>	<b>L</b>	<b>A</b>	<b>M</b>	<b>T</b>
Science	Social Studies	Language Arts	Art - Visual	Math	Technology

How To Read The Symbols: The symbols in **bold** indicate the subject standards that this lesson satisfies.

### Lesson Outline (multiple-lesson project)

1. Motivation: How The Outside Show Off The Inside
2. The Challenge
3. Assess Your School’s “Face” or “Façade”
4. Design a New Façade
5. Present Proposals
6. Post-Presentation
7. Reflection
8. Extension And Variations
9. Middle School Standards



Lessons from the Salvadori Classrooms  
LESSON TITLE: Façade Facelift I  
PREPARED BY: Lisa Quatrala (revised by Michael Bettencourt)  
TOPIC: School  
SSLAM: School / Art / Put Together  
Copyright © 2005 Salvadori Center

### Salvadori Prerequisites

- FOUNDATION - BASIC SKILLS: Architectural Drawing / 2D (Activity #1)
- LESSON(S): “My School Has A Style?” (School / Social Studies / Pull Apart)

---

### CONCEPTS

- The “face” or “façade” of a building says something to the community about what happens inside the building; in other words, the building’s “form” reveals its “function.”
- Over time, the functions of a building can change, and people may want to change the “face” that the building shows to reflect its new uses.
- The people who use the building as well as architects, engineering, politicians, community groups, and many others can collaborate on a re-design of the building so that, once again, “form” can follow “function.”

---

### RESOURCES

#### On-Line

- <http://www.matrixtours.com/tours/walkerelementary>: A virtual tour of a new elementary school.

---

### MATERIALS

#### Facilitator

- ●: Q&A
- ●: Teacher Tips
- ●: Work Sheet: Façade Questions and Challenge

#### Students

Materials for students can vary depending upon the resources of the school. However, the lesson can be accomplished with very simple materials.

- SKILL LEVEL ONE - BASIC: Pencils, colored pencils, pens, markers, paper (white and colored), glue, tape, paints/watercolors, magazines/newspapers (for collage materials), etc.
- SKILL LEVEL TWO - MODERATE/ADVANCED: All of the above plus cameras (film and/or digital), computers, scanners, image editing software



---

### MOTIVATION: HOW THE OUTSIDE SHOWS OFF THE INSIDE (Adapted from the Salvadori Lesson “My School Has A Style?”)

*Your sense of “style” begins with you. Examine and think about the clothes you wearing*

- *Come up with three words that describe the “style” of your clothes. Why did you choose those words?*
- *Which recreational activities, like music or movies, influence your style?*
- *If famous people influence your style, who are they and why do they have this effect on you?*
- *Which clothing brands do you prefer, and why?*
- *Imagine a stranger looking at you for the first time -- what are some things that he or she might conclude about you based on your clothing choices? ●: Teacher Tips*
- *Other than clothing, what are other ways in which you express your style?*

*Now, let’s take a moment to think about style in general.*

- *Can you think of other items that are designed with “style” in mind? ●: Q&A*
- *Why do you think style is important to the people who design those items? ●: Q&A*
- *Can “style” make you act in certain ways? If so, how does that work? ●: Q&A*

---

### THE CHALLENGE

*Your challenge is to take all that you have learned about how the style outside reveals what is underneath and use it to come up with ideas that would give your school a new “face” or “façade.” You will use a three-step process:*

- *Assessment, or “what we now have”*
- *Design, or “what we could have”*
- *Presentation, or “what we should have”*

---

### ASSESS YOUR SCHOOL’S FACE, OR “FAÇADE,” OR “WHAT WE NOW HAVE” (Adapted from the Salvadori Lesson Plan “My School Has A Style?”)

Divide your class into “design teams” of 4 to 5 students.

Each group will gather information about the façade of the school by



Lessons from the Salvadori Classrooms  
LESSON TITLE: Façade Facelift I  
PREPARED BY: Lisa Quatrala (revised by Michael Bettencourt)  
TOPIC: School  
SSLAM: School / Art / Put Together  
Copyright © 2005 Salvadori Center

- answering a set of questions and discussing those answers, and
- drawing rough sketches of the façade. ●: Teacher Tips

**Note 1:** If cameras, computers, and printers are available, you may want to take photos of the façade so that the design teams can have them as references. However, the lesson can be completed without such reproductions.

**Note 2:** One student in each group takes down notes as secretary.

Take the design teams outside to a spot with a good view of the façade of the school building and go through the following questions. ●: Work Sheet: Façade Questions and Challenge

*Look carefully at the style of the school building.*

- *When do you think the school building was built?*
- *What are some things you notice about the façade?*
- *What are the aspects of the building that you would identify as contributing to its style?*  
●: Q&A
- *Think of the façade of the school as its clothing -- do you think it is “stylish”?*
- *What does the style communicate to you, if anything?*
- *Can you think of some adjectives that describe the style of the school?* ●: Teacher Tips
- *If the school building were a person, what type of music would he or she listen to, based on its style?*
- *In conclusion, what kind of image does your school convey to the community around it? And how does it do this?*

After the students have assessed the façade of the school, take time to discuss their answers (and the notes from each group’s secretary) and prepare them for the next phase of the lesson: coming up with new ideas for the façade.

---

## DESIGN A NEW FAÇADE, OR “WHAT WE COULD HAVE”

Depending upon the skills preparation of your group and the available materials, the “design phase” can vary from rough sketches to more sophisticated scale drawings. Whatever the skills level, the goal of this section is for each design team to “re-do” the façade of the school and prepare themselves for a brief presentation and critique in front of their fellow students.

### SKILL LEVEL ONE: BASIC

- Based on the rough sketches the students made in the Assessment phase, have them create one clean template of the façade.
- Make copies of this template for each student -- be sure to use large and sturdy paper.



Lessons from the Salvadori Classrooms  
LESSON TITLE: Façade Facelift I  
PREPARED BY: Lisa Quatralo (revised by Michael Bettencourt)  
TOPIC: School  
SSLAM: School / Art / Put Together  
Copyright © 2005 Salvadori Center

- Before making drawings of the new façade, have teams review their answers to the façade questions and come up with one concept of how the façade can be renovated.
- Using the template, the students create individual designs based on the concept.
- Have extra copies of the template, and be sure to have many different kinds of materials available -- the “sketches” can actually be collages of materials.
- At the end of the design process, have each student make a mini-presentation of his or her design to the group.
- Have the group select one design for the Presentation portion of the lesson.

### **SKILL LEVEL TWO: MODERATE/ADVANCED**

- The same procedure can be followed as in the “Basic” section except more skills can be drawn upon, such as doing scaled drawings and/or using the computer to do architectural models and photomontage.

---

### **PRESENT PROPOSALS, OR “WHAT WE SHOULD HAVE”**

Design teams present their proposals for a façade facelift. Team members should do the following:

- Make a presentation no longer than three minutes.
- Discuss why team members selected the concept they did.
- Demonstrate to the class how the design “fleshes out” the concept.
- Answer any questions.

**Note:** If possible, invite teachers and administrators to join the audience for the presentations. This would give a “real-world” aspect to the persuasive arguments put forward by each design team.

---

### **POST-PRESENTATION**

- Students refine and revise designs based on feedback. ●: Teacher Tips



---

## REFLECTION

- *How did your peers respond to your project? (Note: If anyone from the administration and community come, include their presence as part of the Reflection.)*
- *What difficulties did you face during the design process?*
- *How well did you meet your challenge?*
- *What would you do differently next time?*

---

## EXTENSIONS AND VARIATIONS

- Write a letter to the school Superintendent, the School Board, and/or the Board of Education that explains your proposal.

---

## MIDDLE SCHOOL STANDARDS

### Language Arts

- Reading (E1c, e)
- Speaking, Listening, and Viewing (E3a, b, c)

### Art - Visual

- Media, Techniques, and Processes
- Connections Between Visual Arts and Other Disciplines

### Math

- Algebra
- Reasoning and Proof
- Representation

### Technology

- The Designed World (20)

## Façade Facelift I

### MOTIVATION

- *Can you think of other items that are designed with “style” in mind?*

Almost all consumer products are designed with “style” in mind. They are designed to appeal to a particular demographic. Advertisements and commercials can be very useful for analyzing the choices made by designers and marketers as they seek to influence and benefit from people’s notions of styles. Students may be interested to talk about the style of cars, and a discussion of whether food has “style” may be interesting as well. For the purposes of the lesson, make sure to include discussion of what it means for a building to have style.

- *Why do you think style is important to the people who design those items?*

Answers, of course, will vary on this, but try to get the students to see that the creation of style is a deliberate element of the design process because the purpose of style is to manipulate people’s behavior to achieve certain (usually economic, though sometimes cultural) ends.

- *Can “style” make you act in certain ways? If so, how does that work?*

This discussion can play off the answers to the previous question. Style, like advertising in general, and other verbal and visual techniques used by politicians and other decision-influencers in the culture, are all aimed at convincing people to behave in certain ways for certain goals. In this discussion, see if you can get them to identify the “how” of the process, the techniques used to sway their thinking and their behavior. Again, advertisements and commercials can be very useful for this kind of analysis.

### ASSESS YOUR SCHOOL’S FACE, OR “FAÇADE”

- *What are the aspects of the building that you would identify as contributing to its style?*

Just about every aspect of a building contributes to its style, but certain features are more obvious than others. Architectural elements that are borrowed from the past, such as column, porticos, turrets, etc., can be very helpful in identifying style, as are any decorative elements. Other things to look for are symmetry, building materials and colors, structural components, and over organization of the space.



**MOTIVATION: HOW THE OUTSIDE SHOWS OFF THE INSIDE**

- *Imagine a stranger looking at you for the first time -- what are some things that he or she might conclude about you based on your clothing choices?*

These questions may bring up sensitive self-image issues for students in your classroom and must be handled delicately. Music, for example, has a large impact on “youth culture” and may be a valuable topic to discuss in this context, for students will undoubtedly have strong opinions and judgments on musical genres and their relationship to style, but it also forms an important part of some students’ self-image. It may be useful to discuss the dangers of stereotyping and personal attacks before this discussion.

**ASSESS YOUR SCHOOL’S FACE, OR “FAÇADE”**

You may want to explain to the students the origin and meaning of the word “façade”: “The face of a building, especially the principal face. [From the French for “face” by way of the Latin “facia.”]

- *Can you think of some adjectives that describe the style of the school?*

Suggest some ways of thinking about this. It may help to anthropomorphize the building (think of it as having human characteristics). Another way to frame the question is: If this building were a person, what kind of characteristics would he or she have? Options could include playful, severe, respectable, old-fashioned, exciting, etc.

**ASSESS YOUR SCHOOL’S FACE, OR “FAÇADE”**

- *Students refine and revise designs based on feedback.*

A useful exercise, if time permits, is the “re-thinking” involved in revising the original creation. Students can have a chance to learn how to adapt their ideas in response to feedback from an audience, in turn creating something new that they might not have otherwise considered.

## FAÇADE QUESTIONS

*Look carefully at the style of the school building.*

- When do you think the school building was built?
- What are some things you notice about the façade?
- What are the aspects of the building that you would identify as contributing to its style?
- Think of the façade of the school as its clothing -- do you think it is “stylish”?
- What does the style communicate to you, if anything?
- Can you think of some adjectives that describe the style of the school?
- If the school building were a person, what type of music would he or she listen to, based on its style?
- In conclusion, what kind of image does your school convey to the community around it? And how does it do this?

## THE CHALLENGE

Your challenge is to take all that you have learned about how the style outside reveals what is underneath and use it to come up with ideas that would give your school a new “face” or “façade.” You will use a three-step process:

- Assessment, or “what we now have”
- Design, or “what we could have”
- Presentation, or “what we should have”