

# THE ARCHITECTURE OF DECO

## Activity One Lesson Plan

### Purpose

- Introduce students to Art Deco architecture
- Have students participate in activities designed to increase their ability to recognize Art Deco structure and design

### Implementation Notes

As it is likely most of the students will not have any working knowledge of the Art Deco era, nor the features of Art Deco architecture, decoration or fashion, these lessons are designed to provide a basic knowledge, basic Art Deco vocabulary, and tools to recognize some of the most identifiable features of Art Deco architecture and design.

#### Group investigation

Lead students in discussion about the role and responsibilities of architects and designers. Instructor begins by asking students what they think that the person who designed their building had to consider in planning the space. List these on the board. They may include: amount of available land, building use, flow of traffic, etc.

#### Gallery Walk

Before beginning the Gallery Walk, the instructor might need to review the rules of the walk; students walk around the room in silence; making sure to move from station to station according to the time limits set; and record their noticings and wonderings on their handout. (If management is a concern, the instructor may modify the gallery walk and have the students remain at their tables while the images are moved from table to table.)

For more information on the Gallery Walk exercise, see the Appendix.

#### What Makes a Building Art Deco PowerPoint

Instructors should duplicate the Vocabulary of Art Deco Architecture handout for students to use as note-taking tools while watching the presentation. Instructors may print the PowerPoint as handouts if desired.

PowerPoint Notes:

- On slide Seven instructors should explain that a metal alloy is a material composed of two or more metals or a metal and a non-metal. Metal alloys were created for architecture to make metals stronger, more weather-resistant and less likely to rust. This new technology allowed for metal accents like the decoration on top of the Chrysler Building.
- On slide Ten instructors should explain that the stepped pyramid look was created in response to the 1916 New York City zoning law, which regulated the shape of skyscrapers to make sure that light and air would reach the sidewalk below. The law stated once the building reached a certain height, the mass had to be reduced creating setbacks or the stepped pyramid look.

### Ticket Out

Five minute exercise designed to make sure that students are on task. We recommend using the "One thing I did," "One thing I learned," "One question I still have" Ticket Out organizer. We have included a blank Ticket Out for instructors to create their own prompts for the lesson if they prefer.

For more information on the Ticket Out exercise, see the Appendix.



### In the Classroom

#### Group investigation

Using images of the Empire State Building, and an image of another, lesser-known building, the instructor leads a brief discussion using the whole group chart, Noticing/Wondering.

#### Gallery Walk

Instructor should print the Gallery Walk images. Following whole group modeling of chart development, students review on their own the images that are supplied using individual Notice/Wondering charts.

#### Group Share out

Instructor provides information when necessary to facilitate student understanding.

#### What Makes a Building Art Deco?

##### PowerPoint Presentation

Instructors should view the PowerPoint presentation prior to showing the class. Instructors may want to show the PowerPoint in one or two class sessions. Part One focuses on Art Deco Structure; Part Two on Art Deco Design.

### Ticket Out

### Materials

Materials available at [ArtDeco.org/Learn](http://ArtDeco.org/Learn):

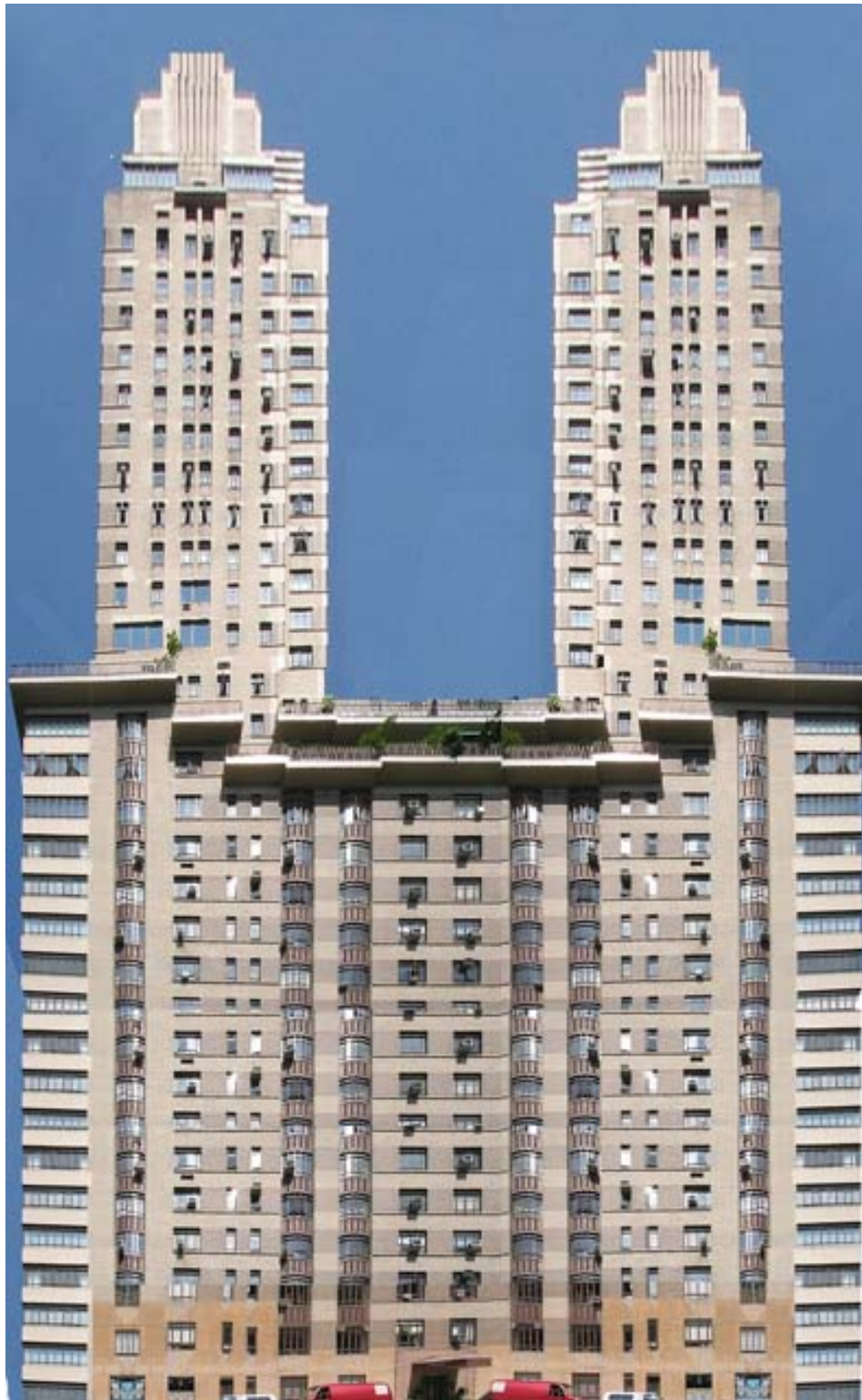
- Image of The Empire State Building
- Image of Squibb Building
- Gallery Walk images
- Noticing/Wondering Chart handout
- What Makes a Building Art Deco? PowerPoint
- Vocabulary of Art Deco Architecture handout
- Ticket Out handout





















Name: \_\_\_\_\_

Date: \_\_\_\_\_

# VOCABULARY OF ART DECO ARCHITECTURE

As you view the What Makes a Building Art Deco? PowerPoint presentation, you will come across some terms that are associated with architecture in general. You may be familiar with some of these words and phrases; others may be new to you. Below, you'll find some of the words found in the presentation that might be unfamiliar. Use this sheet to note meanings and context.

**Architecture:** \_\_\_\_\_

\_\_\_\_\_

**Structure:** \_\_\_\_\_

\_\_\_\_\_

**Architect:** \_\_\_\_\_

\_\_\_\_\_

**Massing:** \_\_\_\_\_

\_\_\_\_\_

**Vertical Accentuation:** \_\_\_\_\_

\_\_\_\_\_

**Exterior:** \_\_\_\_\_

\_\_\_\_\_

**Surface Material:** \_\_\_\_\_

\_\_\_\_\_

**Mosaics:** \_\_\_\_\_

\_\_\_\_\_

**Terracotta:** \_\_\_\_\_

\_\_\_\_\_

**Sculptural Relief:** \_\_\_\_\_

\_\_\_\_\_

**Spandrel Panels:** \_\_\_\_\_

\_\_\_\_\_

**Parapet:** \_\_\_\_\_

\_\_\_\_\_



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# TICKET OUT

Before leaving, please respond to the following questions about today's lesson. A rough draft is acceptable. You will only have a few minutes to complete the sheet, which is not a test. Answer as quickly as you can. Make sure to leave the Ticket Out with your instructor, or deposit it in the appropriate place, before you leave the room.

**One thing I did today:** \_\_\_\_\_

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**One thing I learned:** \_\_\_\_\_

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**One question I still have:** \_\_\_\_\_

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**One thing I'd like to remember:** \_\_\_\_\_

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