

## Tour Theme: Art and Architecture of Salisbury House

Lesson plans are arranged in no particular order

Page	Lesson Title	Grade(s)	Subject(s)
2	How Tudor is Salisbury House?	8 <sup>th</sup>	Art, English, History, and Math
10	Poetry Reflection of Joseph Stella's <i>The Apotheosis of the Rose</i> Painting	2 <sup>nd</sup>	Writing
17	The Three Stellas	7 <sup>th</sup> & 8 <sup>th</sup>	Art, Science, Social Studies
21	Remembering Salisbury House	4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup>	Art, Social Studies, Language Arts
25	A Walk Through Time	Homeschool Elementary	Language arts, History, Science, art and Technology
29	Art and Architecture Adventure	Middle	Art, Language Arts and Social Studies
30	Creating a Piece of Salisbury House	4 <sup>th</sup> -6 <sup>th</sup> or 9 <sup>th</sup> -12 <sup>th</sup>	Art

<b>Salisbury House Tour Theme:</b> Art and Architecture at Salisbury House		
<b>Title:</b> How Tudor is Salisbury House?		
<b>Time Frame:</b> One day field trip to Salisbury House	<b>Grade:</b> 8 <sup>th</sup> grade	<b>Subject:</b> Art, English, History, and Math
<b>Iowa Core Standard(s):</b> <ul style="list-style-type: none"> <li>• Social Studies 6-8 H1: Understanding historical patterns, periods of time, and the relationships among these elements.</li> <li>• English Writing 8.1: Write arguments to support claims with clear reasons and relevant evidence.</li> <li>• Math S-IC: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.</li> <li>• Art Anchor Standard 1: Relate artistic ideas and works with societal, cultural, and historical content to deepen understanding.</li> </ul>		
<b>Materials:</b> <ul style="list-style-type: none"> <li>• Clipboard</li> <li>• Pencils</li> <li>• Calculator</li> <li>• Camera (optional)</li> <li>• Salisbury House map</li> <li>• Tutor characteristics handout (see below)</li> <li>• Tutor matrix handout (see below)</li> <li>• Guided essay outline (see below)</li> <li>• Teacher rubric for accessing student achievement (see below)</li> </ul>		
<b>Lesson Overview:</b> Students will evaluate how Tudor Salisbury House is by analyzing the architecture, art, and furnishing and create an argument through a written assessment.		
<b>Motivation:</b> Anticipatory set: If you could build your own \$30 million dream house what would it look like and what would you include? The teacher will explain that the students are going to explore the Weeks family's dream house.		
<b>Procedure:</b> <ol style="list-style-type: none"> <li>1. After a guided tour of Salisbury House which will purposefully not address the Tutor aspects of the house, elicit responses from anticipatory set asked while students are in the Historic Garage at Salisbury House.</li> <li>2. Move to Great Hall and using Tutor characteristics handout (which purposefully does not address Salisbury House specific Tutor aspects),</li> </ol>		

explore overview of task with art, architecture, and furniture.

3. Have students partner and explore Salisbury House to collect data on the Tutor matrix handout.
4. Return to Historic Garage to debrief and calculate findings.
5. Individually and due shortly after the Salisbury House visit, the students will use the guided essay outline to assess their findings.
6. Upon completion of the essay, the teacher will use the rubric to grade each project.

**Modifications:**

The teacher will be available in the Common Room for individual guidance and to assess for any needed modifications.

**How this meets the standard(s):**

Salisbury House contains works from multiple time periods. The students will create a written argument as to what degree Salisbury House is Tutor by estimating the amount of Tutor style in the different rooms. The students will also analyze the art for societal, cultural, and historical context.

This lesson plan and accompanying materials were created during the *Salisbury House: An Interdisciplinary Exploration* class offered through Heartland AEA in 2015. The group members who created this lesson plan are: Ben Quanbeck , Christine Schaefer, Reid Schaefer, and Pamela Vande Voort.

## Tudor Characteristics 1485-1558

### Architecture Examples:

- Extensive use of half-timbers
- Large groups of rectangular windows
- Items that project from the walls
- Complex roof lines with steep gables
- Extensive use of bricks
- Four-centered arch
- Rich wood paneled walls
- Molded plasterwork to decorate ceilings and walls
- Use of Tudor Rose



### Art Examples:

- Has a mix of Gothic and Renaissance elements – some figures look stretched (Gothic)
- Subject matter includes:
  - Focus on cycles in nature and heavens (Gothic)
  - Portraits of important people such as religious leaders, wealthy and powerful individuals, or historical significant people (Renaissance)
- Beginning to use perspective – the items in the background are smaller to show they are further away.
- Created in the 14<sup>th</sup> and 15<sup>th</sup> Centuries



### Furnishing Examples:

- Heavy and robust
- Detailed carvings
- Inlaid wood (wood within wood)
- Dark in color



### Tudor Matrix

Room	Description (list what you see)	Elements that match Tudor (evaluate what you see)	Elements that don't match (evaluate what you see)	Percentage of items that match
The Common Room (mandatory)				
Edith's Bedroom (mandatory)				
Indian Room (mandatory)				
Carl or Edith's Bathroom (mandatory)				
Self Chosen Space #1				
Self Chosen Space #2				
Self Chosen Space #3				

## Guided Essay: How Tudor is Salisbury House?

Directions: Using the following outline, create an essay that shows your understanding of the degree of Tudor Style within Salisbury Home based on the art, architecture, and furnishing of the home.

### I. INTRODUCTION

A. Grabber:

B. Background (place, date, story):

C. Restatement of the question:

D. Thesis and Road Map:

The Salisbury House is \_\_\_\_\_ Tudor in style. (Examples: all, mostly, some, not at all)

Its architecture is \_\_\_\_\_, its furnishings are \_\_\_\_\_, and/but its art is \_\_\_\_\_.

### II. BODY PARAGRAPH #1

A. Baby Thesis: The architecture of the Salisbury house is \_\_\_\_\_ Tudor. (Examples: all, mostly, some, not at all)

B. Evidence:

One piece of evidence of this is \_\_\_\_\_. (Example: what did you see in what room and how is it a match or not a match)

Another piece of evidence of this is \_\_\_\_\_. (Example: what did you see in which room and how is that a match or not)

Even though there was \_\_\_\_\_ (an example of the opposite of your thesis), there was also \_\_\_\_\_ (another example from another room).

### III. BODY PARAGRAPH #2

A. Baby Thesis: The art of the Salisbury house is \_\_\_\_\_ Tudor. (Examples: all, mostly, some, not at all)

B. Evidence:

One piece of evidence of this is \_\_\_\_\_ (what did you see in what room and how is it a match or not a match)

Another piece of evidence of this is \_\_\_\_\_ (what did you see in which room and how is that a match or not)

Even though there was \_\_\_\_\_ (an example of the opposite of your thesis), there was also \_\_\_\_\_ (another example from another room).

#### **IV. BODY PARAGRAPH #3**

A. Baby Thesis: The furnishing of the Salisbury house are \_\_\_\_\_ Tudor. (Examples: all, mostly, some, not at all)

B. Evidence:

One piece of evidence of this is \_\_\_\_\_ (what did you see in what room and how is it a match or not a match)

Another piece of evidence of this is \_\_\_\_\_ (what did you see in which room and how is that a match or not)

Even though there was \_\_\_\_\_ (an example of the opposite of your thesis), there was also \_\_\_\_\_ (another example from another room).

#### **V. CONCLUSION**

A. Restate your decision of how Tudor the Salisbury House is and remind the reader of the major reasons in architecture, art, and furnishings.

**Teacher Rubric**

Name:	Essay Rubric	
Introduction	Grabber:	/1
	Thesis/Topic sentence	/2
	Roadmap	/2
Body	Paragraph 1:	
	topic of first paragraph clear	/1
	elaboration to support	/2
	specific evidence given from class materials	/2
	Paragraph 2:	
	topic of first paragraph clear	/1
	elaboration to support	/2
	specific evidence given from class materials	/2
	Paragraph 3	
topic of first paragraph clear	/1	
elaboration to support	/2	
specific evidence given from class materials	/2	
Conclusion	Restate main topics & sub-topic	/2.5
	eased reader out	/2.5

Total \_\_\_\_\_/25

<b>Salisbury House Tour Theme:</b> Art and Architecture of Salisbury House		
<b>Title:</b> Poetry Reflection of Joseph Stella's <i>The Apotheosis of the Rose</i> Painting		
<b>Time Frame:</b> Two 30-minute sessions	<b>Grade:</b> 2 <sup>nd</sup>	<b>Subject:</b> Writing
<b>Iowa Core Standard(s):</b> Writing 4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.		
<b>Materials:</b> <ul style="list-style-type: none"> <li>• Image of Joseph Stella's <i>The Apotheosis of the Rose</i> painting</li> <li>• Projector</li> <li>• Brainstorming form (see below)</li> <li>• Rough draft and final writing paper (see below)</li> <li>• Teacher rubric (see below)</li> <li>• Pencil</li> <li>• Glue Stick</li> <li>• Colored Construction Paper</li> </ul>		
<b>Lesson Overview:</b> Students will observe details in the painting, describe the painting, and write a poem reflecting the painting.		
<b>Motivation:</b> Students will be excited to write about this painting and know that finished products will be displayed in the hallway for everyone to see.		
<b>Procedure:</b> <ol style="list-style-type: none"> <li>1. Introduce artist Joseph Stella and his style of painting.</li> <li>2. Show <i>The Apotheosis of the Rose</i> painting on projector.</li> <li>3. Ask students as a group: What do you see, followed by what do you see that makes you say that? What are you feeling? What do you think the artist was thinking about while creating this painting?</li> <li>4. Introduce Cinquain poem style and share writing guide.</li> <li>5. Have students brainstorm words for each line of poem using guide.</li> <li>6. Write poem on rough draft paper with spaces for correct number of words.</li> <li>7. Rewrite the poem on final writing paper.</li> <li>8. Glue finished poem to colored construction paper.</li> <li>9. Display in hall.</li> </ol>		

**Modifications:**

Use alternative pencil methods or assistive technology.

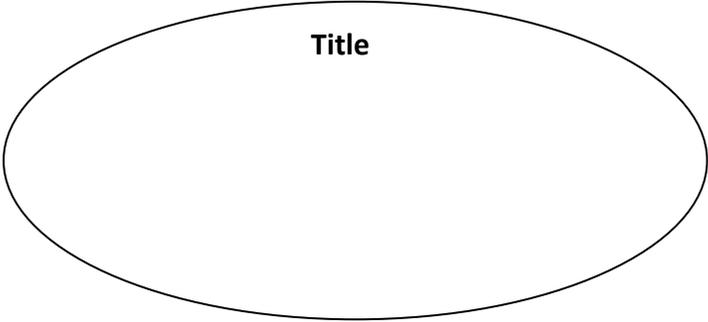
**How this meets the standard(s):**

Students are writing for the specific purpose of describing the painting.

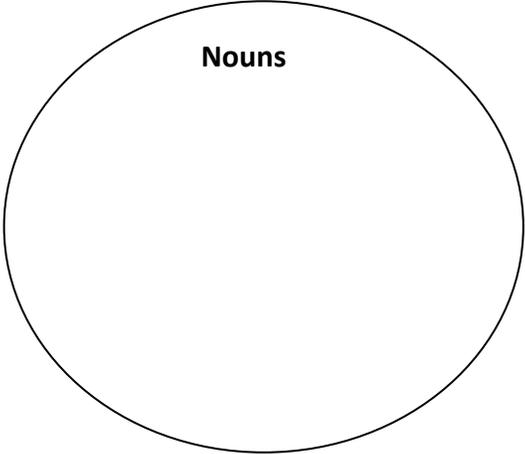
This lesson plan and accompanying materials were created during the *Salisbury House: An Interdisciplinary Exploration* class offered through Heartland AEA in 2015. The group members who created this lesson plan are: Cyndi Lyon, Kayde Sberal, and Lynne Steenhoek.

**Brainstorming Form**

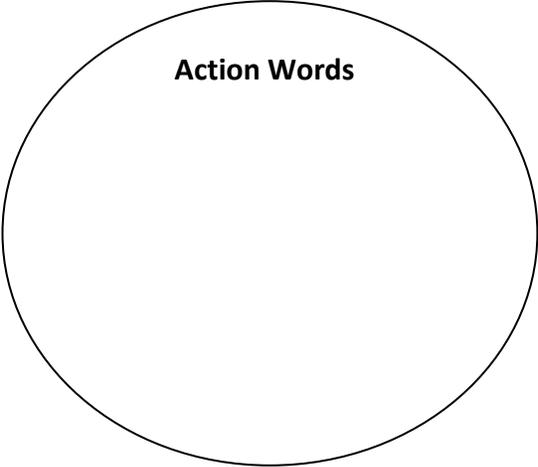
**Title**



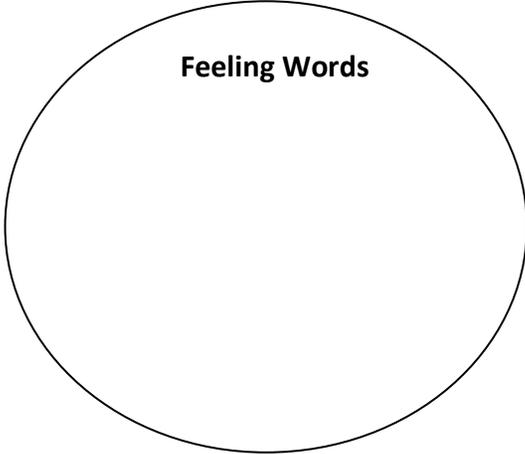
**Nouns**



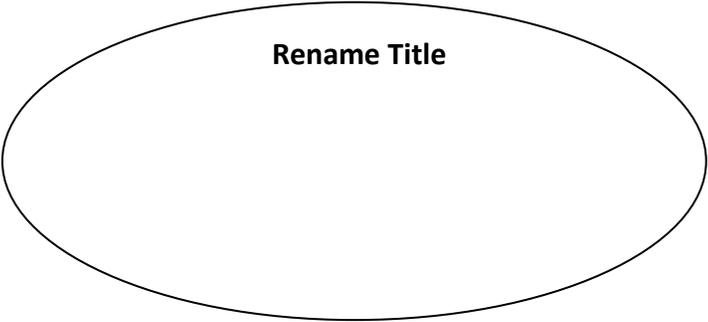
**Action Words**



**Feeling Words**



**Rename Title**



## Cinquian Poem Paper

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### **Cinquain Poem Directions**

Line 1 – a one word title

Line 2 – a two word phrase that describes your title or you can just use two words

Line 3 – a three word phrase that describes and action relating to your title or just action words

Line 4 – a four word phrase that describes a feeling relating to your topic or just feeling words

Line 5 – one word that refers back to your title

**Teacher Rubric**

<b>Novice</b>	<b>Competent</b>	<b>Exceptional</b>
One to two lines in correct poem form	Three to four lines in correct poem form	All five lines in correct poem form
Few words spelled correctly	Most words spelled correctly	All words spelled correctly

**Image of Joseph Stella's *The Apotheosis of the Rose* Painting and Example of Cinquain Poem**

Painting  
Flowers, Spring  
Blooming, Flowing, Rising  
Happy, Carefree, Joyful, Quiet  
Stella



<b>Salisbury House Tour Theme:</b> Art and Architecture at Salisbury House		
<b>Title:</b> The Three Stellas		
<b>Time Frame:</b> 4 class periods (for each subject area)	<b>Grade:</b> 7 <sup>th</sup> /8 <sup>th</sup>	<b>Subject:</b> Art, Science, Social Studies
<b>Iowa Core Standard(s):</b> Science as Inquiry: Understand that different kinds of questions suggest different kinds of scientific investigations Behavioral Society: Understand the changing nature of society National Art Standards: Understanding the visual arts in relation to history and cultures Teaching Standards: Engages in professional growth/works collaboratively to improve professional practice and student learning		
<b>Materials:</b> <ul style="list-style-type: none"> <li>• 6x6 paper</li> <li>• Watercolors</li> <li>• Oil pastels</li> <li>• Colored pencils</li> <li>• Computer access</li> <li>• Acrostic word poem worksheet (below)</li> <li>• Assessment (below)</li> </ul>		
<b>Lesson Overview:</b> The students will complete a 4 cross-curricular project based on the works of Joseph Stella located at the Salisbury House: a self-created artwork, an acrostic poem, a scientific investigation, and social studies research		
<b>Motivation:</b> Guided tour of Salisbury House		
<b>Procedure:</b> Day 1 & 2 <ol style="list-style-type: none"> <li>1. Introduce students to the work of Joseph Stella, discussing his subject matter and style</li> <li>2. Field trip to Salisbury House that includes the art, science, and social studies departments</li> <li>3. Students will take notes about the paintings, including their reactions and feelings about the works. At the end of the field trip students will write an acrostic poem about the work(s) using the worksheet provided</li> </ol> Day 3 & 4 <ol style="list-style-type: none"> <li>4. In the art room, students will use a viewfinder on a projected image of the Stella paintings to find an interesting composition.</li> </ol>		

5. After selecting an area students will reproduce the section using their choice of media
6. In the science room, students will identify as many species of plants and animals as possible
7. In the social studies room, students will complete a Venn diagram comparing the social/cultural time periods of the early v. late Stella works

**Modifications:**

As needed/follow modifications outlined in students IEP

This lesson plan and accompanying materials were created during the *Salisbury House: An Interdisciplinary Exploration* class offered through Heartland AEA in 2014. The group members who created this lesson plan are: Danielle Duncan and Vicky Myers.

**Acrostic Poem**

S \_\_\_\_\_

A \_\_\_\_\_

L \_\_\_\_\_

I \_\_\_\_\_

S \_\_\_\_\_

B \_\_\_\_\_

U \_\_\_\_\_

R \_\_\_\_\_

Y \_\_\_\_\_

**Assessment:**

The Three Stellas	You went beyond expectations!	You've Got It!	You're Getting There!	You aren't there yet!
Reproduction skills: Accuracy of composition				
Reproduction skills: Effective use of chosen media in color application				
Neatness/Craftsmanship:				
	34pts	33-30	29-25	24-0

<b>Salisbury House Tour Theme:</b> Art and Architecture of Salisbury House		
<b>Title:</b> Remembering Salisbury House		
<b>Time Frame:</b> Two 45-minute classes with a one day tour of Salisbury House	<b>Grade:</b> 4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup>	<b>Subject:</b> Art, Social Studies, Language Arts
<b>Iowa Core Standard(s):</b> 1f, 2a, 3d 4, 5a		
<b>Materials:</b> <ul style="list-style-type: none"> <li>• Teacher handout with assignment (below)</li> <li>• Pencils</li> <li>• Erasers</li> <li>• Map of Salisbury House</li> <li>• Assessment rubric (below)</li> </ul>		
<b>Lesson Overview:</b> After background of Salisbury House and tour, the students will recall, reflect and react through writing, drawing and movement to the art and architecture.		
<b>Motivation:</b> Experience of touring of Salisbury House.		
<b>Procedure:</b> Show visuals and give background of the art and architecture of Salisbury House. Tour the house emphasizing categories detailed in teacher made handout. After tour, have students write or draw reactions to Salisbury House on teacher made handout. Put students into groups of three or four students <ol style="list-style-type: none"> <li>1. Each group will be assigned a category – Architecture, Paintings, Sculpture, Functional Art &amp; Materials</li> <li>2. Groups will plan how they want to present their category to the class, by either drawing or movement.</li> <li>3. Through drawing or movement, students will address the following questions <ul style="list-style-type: none"> <li>○ What area of Salisbury House did you find the object? (use map)</li> <li>○ What do you remember about the space? (can be answered after the group presentation.)</li> </ul> </li> </ol>		
<b>Modifications:</b> Use separate papers for individual quick write and teacher made handout for each group.		

**How this meets the standard(s):**

The students will:

- Recall, reflect and react through writing, drawing and movement to the art and architecture.
- Participate in cooperative groups demonstrating knowledge and expressing interest in Salisbury House.

This lesson plan and accompanying materials were created during the *Salisbury House: An Interdisciplinary Exploration* class offered through Heartland AEA in 2014. The group members who created this lesson plan are: Megan Luna, Nancy Frederickson, Carolyn Parry Weir, and Wendy Glenn.

## Teacher Handout with Questions

Name \_\_\_\_\_

Group \_\_\_\_\_

Group Topic \_\_\_\_\_

<b>Interior Architecture</b> Doors Windows Ceilings Stairs Ornamentation	<b>Paintings</b> Brothers Labochere Young Women Cardinal John the Baptist Joseph Stella paintings
<b>Sculpture</b> Ship Busts Statues Urns Knight Frogs	<b>Functional Materials / Material Culture</b> Tapestry Rugs Furniture Clocks Coat Rack Repurposed Stones

Quick write individually

- Write or draw your reaction to Salisbury House.

## Assessment Rubric

Criteria and Points	0	2	3	4
Reflect Recall React	Did not write or contribute	Inconsistent performance and assigned tasks	Consistently performed assigned tasks	Consistently and actively reflected, recalled and reacted to the assigned tasks
Cooperation	Did no listen to others	Listened inconsistently	Contributed and interacted often	Consistently contributed and interacted with the opinion of others
Participation	Did not participate	Participated inconsistently	Participated often	Participated consistently

<b>Salisbury House Tour Theme:</b> Art and Architecture of Salisbury House		
<b>Title:</b> A Walk Through Time		
<b>Time Frame:</b> Homeschool	<b>Grade:</b> Homeschool elementary	<b>Subject:</b> Language arts, History, Science, art and Technology
<b>Iowa Core Standard(s):</b> 1b, c, d, e 2a, b, c, d 3a, b, c, d, e 4a, b, c, d, e, f 5a, b, c, d, e 6a, b, c, d, e 7a, b, c 8a, b, c, d, e		
<b>Materials:</b> <ul style="list-style-type: none"> <li>• Computers</li> <li>• Paper</li> <li>• Pencils</li> <li>• Clip boards</li> <li>• Acrostic information sheet (below)</li> <li>• Architectural scavenger hunt (below)</li> </ul>		
<b>Lesson Overview:</b> This lesson will acquaint students with the different architectural types of Salisbury House in preparation for a field trip. The lesson provides opportunity for interdisciplinary inclusion across content areas of: language arts, history, science, art and technology.		
<b>Motivation:</b> Discussion of different types and styles of homes and introducing architecture. Share that students will tour a home with interesting architectural styles.		
<b>Procedure:</b> <ol style="list-style-type: none"> <li>1. Students will research the definition of architectural styles, including Tudor, Gothic and Carolean, using computers and reference materials.</li> <li>2. Using researched information, students will work in groups and fill out an Acrostic handout to show understanding of information gathered.</li> <li>3. During a field trip to Salisbury House, students will work in the same groups and participate in a scavenger hunt identifying the architectural styles of Salisbury House.</li> <li>4. Students will share results of scavenger hunt with class.</li> </ol>		

5. Final assessment – students will draw architectural feature typical of the three styles that make up Salisbury House

**Modifications:**

Extended learning:

- Students take photos of other buildings with similar architectural styles and share with class
- Students identify the style of architecture of their own home and share with class
- Students investigate the Weeks family and share their findings with class

**How this meets the standard(s):**

Students will investigate, create, discuss, collaborate, problem solve and demonstrate learning that will them to be successful.

This lesson plan and accompanying materials were created during the *Salisbury House: An Interdisciplinary Exploration* class offered through Heartland AEA in 2014. The group members who created this lesson plan are: DeAnne Stlees and Cynthia Phelps.

## Acrostic Information Sheet

Draw and example of an architectural element for each style

Carolean architectural style – seen mostly during 1660-1680

C \_\_\_\_\_  
A \_\_\_\_\_  
R \_\_\_\_\_  
O \_\_\_\_\_  
L \_\_\_\_\_  
E \_\_\_\_\_  
A \_\_\_\_\_  
N \_\_\_\_\_

Gothic architectural style – seen mostly during 12<sup>th</sup>-16<sup>th</sup> Centuries

G \_\_\_\_\_  
O \_\_\_\_\_  
T \_\_\_\_\_  
H \_\_\_\_\_  
I \_\_\_\_\_  
C \_\_\_\_\_

Tudor architectural style – seen mostly during 1485-1603

T \_\_\_\_\_  
U \_\_\_\_\_  
D \_\_\_\_\_  
O \_\_\_\_\_  
R \_\_\_\_\_

## Architectural Scavenger Hunt

For each image: Identify if it is Gothic, Tudor or Carolean and note where you found the object.



<b>Salisbury House Tour Theme:</b> Art and Architecture of Salisbury House		
<b>Title:</b> Art and Architecture Adventure		
<b>Time Frame:</b> One hour	<b>Grade:</b> Middle	<b>Subject:</b> Art, Language Arts and Social Studies
<b>Iowa Core Standard(s):</b> W.5.2 W.5.8 Art Standard 4		
<b>Materials:</b> Digital camera Salisbury House map		
<b>Lesson Overview:</b> Students will have prior learning experiences regarding various art and architectural styles from the Gothic, Carolean, and Tudor eras. Students will build upon their prior learning by visiting Salisbury House.		
<b>Motivation:</b> Watch video located at <a href="http://www.salisburyhouse.org/about_salisbury_house.php">www.salisburyhouse.org/about_salisbury_house.php</a>		
<b>Procedure:</b> <ol style="list-style-type: none"> <li>1. Before boarding bus, students will address rules and expectations while on the field trip. Teachers will also inform students of their assessment which will be a video that captures a variety of art and architecture styles that we previously learned about in class.</li> <li>2. Students enjoy tour at Salisbury House.</li> <li>3. After the tour, students will have one hour to find 10-12 objects of art and architecture that relates to the Gothic, Carolean or Tudor styles.</li> <li>4. Back at school, students will compile their findings to create their project.</li> </ol>		
<b>Modifications:</b> Students have a choice to work alone or with a partner Students could choose one architectural era rather than all three		

This lesson plan and accompanying materials were created during the *Salisbury House: An Interdisciplinary Exploration* class offered through Heartland AEA in 2014. The group members who created this lesson plan are: Carol Moe-Stewart, Kristin Merkle, Leah Mast and Kelly Danilson.

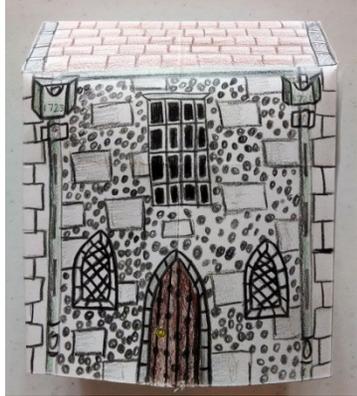
<b>Salisbury House Tour Theme:</b> Art and Architecture of Salisbury House		
<b>Title:</b> Creating a Piece of Salisbury House		
<b>Time Frame:</b> One week	<b>Grade:</b> 4 <sup>th</sup> -6 <sup>th</sup> or 9 <sup>th</sup> -12 <sup>th</sup>	<b>Subject:</b> Art
<b>Iowa Core Standard(s):</b> 1d, 3d, 4d, 5a		
<b>Materials:</b> Materials vary for specific art area Rubric (see below) Examples (see below)		
<b>Lesson Overview:</b> <ul style="list-style-type: none"> <li>• I will create a work of art documenting a specific architectural style</li> <li>• I will write an artist statement covering content, technique and form</li> <li>• I will present to an audience my finished work and historical significance (Tudor, Gothic or Carolean)</li> </ul>		
<b>Motivation:</b> Show visual example of architectural styles and Salisbury House		
<b>Procedure:</b> <ol style="list-style-type: none"> <li>1. Introduce learning objectives</li> <li>2. Take a tour of Salisbury House</li> <li>3. Group students based on medium and encourage discussion</li> <li>4. Students create their artwork and write personal statement</li> <li>5. Students present to the class</li> </ol>		

This lesson plan and accompanying materials were created during the *Salisbury House: An Interdisciplinary Exploration* class offered through Heartland AEA in 2014. The group members who created this lesson plan are: Tory DeVries, T.J. Lechtenberg and Deb Leventhal.

**Rubric**

<p><b>Composition:</b></p>	<p>Compositional rule is exceptional and appropriate for subject chosen. 4</p>	<p>Compositional rule is present, but lacks a connection to the subject chosen. 3</p>	<p>Composition appears accidental. 2</p>	<p>No compositional thought or late assignment. 1</p>
<p><b>Technique:</b></p>	<p>Chosen form (Photo, 2D, 3D) shows exceptional skill with the medium. 4</p>	<p>Skill in the chosen medium has minor flaws in the demonstration of technique. 3</p>	<p>Technique shows significant flaws in one area. 2</p>	<p>Technique shows significant flaws in more than one area. 1</p>
<p><b>Written Artist Statement and Oral Presentation:</b> <b>Content</b> - including architectural style <b>Technique</b> – how the artwork was created <b>Form</b> – the medium chosen</p>	<p>Artist Statement and Oral Presentation includes <b>excellent</b> details about an architectural style(s) as well as historical connections to the style(s) chosen. 4</p>	<p>Artist Statement and Oral Presentation includes <b>limited</b> details about an architectural style(s) as well as historical connections to the style(s) chosen. 3</p>	<p>Artist Statement and Oral Presentation is missing one element – architectural style or historical connection. 2</p>	<p>Artist Statement and Oral Presentation does not connect to an architectural style or historical reference. 1</p>

## Examples

	<p>Artist Statement:</p> <p>Content - The inspiration for this photo came from the Gothic architectural style of the late medieval period. This style can be seen at the Salisbury House in Des Moines, Iowa. Most notably in the pointed arches of the doors, the flint facade, as well as the underside of the entryway to the house. I chose this detail of a door because of the striking contrast in textures between the rough wood and the smooth and shiny metal.</p> <p>Technique - I filled the frame of the photograph to enhance the compositional quality of the work. I used Photoshop to enhance the textural qualities using a curves and contrast adjustment.</p> <p>Form - Digital Photography</p>
	<p>Artist Statement:</p> <p>Content - The graphite drawing of the front entrance to Salisbury House shows three distinct architectural styles. The Gothic is shown with the pointed archway on the bottom left of the drawing. The Tudor style is represented with the incorporation of flint and limestone in a checkerboard pattern. The Carolean is demonstrated in the red brickwork on the right side of the drawing.</p> <p>Technique - I used three point perspective, shading and crosshatching to show depth, texture and dimension in the drawing.</p> <p>Form - 2D - Graphite Drawing</p>
	<p>Artist Statement:</p> <p>Content - The paper sculpture visually represents the Gothic, Tudor and Carolean styles of architecture. Gothic because of the pointed arch doors and windows as well as the multi-panel large window structures. The Tudor style is represented in the flint and checkerboard pattern on the front of the house and the Carolean style can be seen in the quoins (corner limestone).</p> <p>Technique - The 3D house structure was made using drawing paper, colored pencils, scissors and glue. Symmetry was important because building the structure requires precise cutting and gluing techniques, like putting together a puzzle.</p> <p>Form - 3D Paper Sculpture</p>

