

Title:	Creating a Landmark Calendar—An Enterprise for Your School
Author: Organization: Location:	Liesa Schroeder Santa Fe Trail Elementary School Independence School District Independence, Missouri
Grade Level:	Middle Elementary. 5-8 grades
Time Allotment:	12-16 hours
Overview:	Students will team up with graphic design specialists in order to structure a school-based enterprise with the goal of publishing a student-generated 12-month calendar featuring local architectural sites and landmarks.
Subject Matter:	Fine Arts Communication Arts Photography Technology
Learning Objectives:	<p>With this project, students will increase their knowledge of art, job-related skills, and career opportunities. Students will practice and apply skills in:</p> <ul style="list-style-type: none"> • The elements and principles of art and design • Drawing and Illustration • Photography and Digital Imaging <p>Students will also increase their knowledge in the area of communication arts by creating a published finished work. Students will practice and apply skills in:</p> <ul style="list-style-type: none"> • Research techniques • Writing and organizing narratives • Proofing and editing drafts <p>Staff and students will team up with graphic design specialists in order to increase their knowledge of the business concept, "All Aspects Framework." This framework is identified through federal legislation as being an outline of critical components inherent to any successful business or industry. This concept</p>

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	<p>will serve to connect student learning to the workplace and enable students to apply skills in:</p> <p>“All Aspects Framework” for Business & Industry</p> <p>Organization (The Management Component) Design and composition (The Planning Component) Selection and layout (The Technical Component) Draft revision and print process (The Production Component) Managing the cost (The Finance Component) Advertising & distribution (The Community Component)</p> <p>Information in regard to the School-to-Career Partnership may be obtained by contacting: The Learning Exchange 3132 Pennsylvania Kansas City, MO. 64111-2776 http://www.LX.org</p>
Standards:	<p>The National Fine Arts Standards</p> <p>The National Art Education Association local and state standards may be located at: http://www.naea-reston.org.</p> <p>Identify organizational principles and structures in a variety of artwork. (Standard #2)</p> <p>Identify themes, symbols, and ideas as content in artwork. (Standard #3)</p> <p>Identify artwork as belonging to particular cultures, times and places. (Standard #4)</p> <p>Identify connections between the visual arts and other disciplines. (Standard #6)</p>
CUBE components:	<p>Walk Around the Block and Community Connections</p>
Materials:	<p>Student clipboards Notebook paper/drawing paper Pencil, eraser, drawing materials Disposable cameras Digital cameras</p>

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<p>Prep for Teachers:</p>	<p>6-12 hours</p> <ul style="list-style-type: none"> • Collaboration with additional educators (if needed) • Researching and planning walking tour of selected area • Organizing materials (illustration materials, cameras...) • Arranging transportation (if needed) • Establishing necessary business partnerships. These may include professional researchers, artists, photographers, employees from advertising agencies, architects, your local copy center, etc. <p>Students are introduced to the basic architectural elements and principles of construction. The following resources may be used to design a site specific list of elements and principles:</p> <p><i>Walk Around the Block</i> Resources from the CUBE curriculum:</p> <ul style="list-style-type: none"> • Understanding Structural Systems. p. 22 • The Post and Lintel Principle. p. 23 • Architectural Key Words. p. 50 <p>Additional Resources:</p> <p>Fleming, John, Dictionary of Architecture Penguin Books, London, England, 1991.</p> <p>Ching, Francis D.K, A Visual Dictionary of Architecture. Van Nostrand Reinhold Publishing, New York, 1995.</p> <p>Taylor, Anne, Architecture and Children. School Zone Institute, Seattle, Washington, 1991.</p> <p>Students are introduced to a selected historic area of the community or a variety of local landmarks. This area should directly correlate with curriculum objectives and be suitable for use in a 12-month calendar.</p>
<p>Introductory Activity:</p>	<p>Instructor will cue visuals from Intro Lesson Images link and read the following script:</p> <p><i>Cue up Image 1. Architectural calendars can be produced by students of all ages in a variety of media and techniques. Click through Images 1, 2, and 3.</i></p> <p><i>Click to Image 4. The pre-activity Field Study is an opportunity to see more. By getting off the bus and close to the buildings, you can notice color and texture and</i></p>

	<p><i>other details that go unidentified from afar.</i></p> <p>Click to Image 5. <i>In this shopping center, students discovered that the architect of the center, Edward Delk, had “signed” his work. A tile bearing his name is in a quiet spot.</i></p> <p>Click to Image 6. <i>Viewing the city from above offers an opportunity for new discoveries. The Architectural Calendar presents the potential for many related activities similar to the Skyline Identification Chart shown here.</i></p> <p>Click to Image 7. <i>...or the creation of models of landmark buildings. Click to Image 8.</i></p>
<p>Learning Activity:</p>	<p>All students participate in a walking tour of the area. During the walking tour students will apply skills and talents in drawing, illustration, and photography as students work to record and document images that will be used in the 12-month calendar format.</p> <p>Students then apply research techniques (library and electronic) in order to gather historical and factual information regarding each selected site.</p> <p>Graphic design specialists can visit the school site in order to work with students in critiquing photos as well as in the design, composition, and layout of the calendar. (Most local printing businesses will provide a consultant for a project such as this.) Students can divide into groups and work to apply skills in the planning, layout, design, finances, advertising, and distribution of the published calendars. Students can also apply skills in economics in determining the necessary cost charged for each calendar in order to make a profit.</p> <p>The calendars may be produced on the school site for a nominal cost. For a fee the calendars may be printed in color, collated and spiral bound at a local printing business.</p>
<p>Culminating Activity:</p>	<p>Students may travel to the print site and “job-shadow” graphic design specialists. This will provide students with the opportunity to develop learning beyond the classroom “basics” and develop a “real” knowledge of job skills and career opportunities in the workplace.</p>

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Evaluation/ Teacher Reflection:	Individual student evaluation may take place using the rubric sample found at the end of this pdf or a scoring guide designed to fit specific curricular objectives.
Cross Curricular Extensions:	Students will apply skills across all academic areas to include the core curriculum areas of: <ul style="list-style-type: none"> • Fine Arts • Communication and Language Arts • Mathematics and Economics • Social Studies • Technology
Community Connections:	As a result of this activity students will be able to actively participate in learning and view themselves as consumers, workers, and citizens, therefore linking themselves to their community and the future workplace. This school-based enterprise may be used as a fund raising activity as well as public relations for: <ul style="list-style-type: none"> • School board officials • Local and district news media • Members in the community