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Architecture Through Two Lenses

TEACHER GUIDE • lesson design & facilitation

Grade band: 6–8 | 5–7 sessions, 45–60 minutes

Media: drawing, print, collage or approved digital media

The artistic problem

Draw one building or setting from two perspectives that tell different stories.

Essential question: How do time and viewpoint change our reading of a structure?

Place-based cultural lens: Study local built environments through historic imagery and present-day observation.

Learning targets

- Investigate the question: How do time and viewpoint change our reading of a structure?
- Apply two-point perspective, photo reference ethics, value grouping in a deliberate original composition.
- Use critique evidence to improve two-point perspective and name one next step.

Student-visible success criteria

- The final artwork solves this problem: Draw one building or setting from two perspectives that tell different stories.
- Artwork includes two clearly different viewpoints and an evidence-labeled comparison.
- Process evidence shows three different options before selection.
- Visual decisions demonstrate two-point perspective and support the intended audience.
- Feedback results in at least one visible revision that the student can explain.

Standards & studio habits

Louisiana 5–8 cluster: VA-CE-M1, VA-CE-M3, VA-CE-M5, VA-AP-M1

Studio Habits of Mind: Observe, Envision, Engage & Persist, Reflect, Understand Art Worlds. These habits are developed interactively, not in a fixed rank or sequence.

Instructional alignment: Louisiana benchmark codes are official broad grade-cluster benchmarks; specific expectations are developed locally. The ten instructional stages come from the supplied Artistic Investigations framework.

Preparation & materials

- Drawing paper or sketchbook for idea studies
- drawing, print, collage or approved digital media
- Samples and images from reliable sources, with attribution
- Tools appropriate to local safety rules and grade level
- Choice of visual, oral, or written reflection tools

10-stage teaching sequence

01 / Engage Present the artistic question: How do time and viewpoint change our reading of a structure? Give students two contrasting examples that do not dictate a finished product.

02 / Investigate Study local built environments through historic imagery and present-day observation. Gather visual evidence and note what is observed rather than assumed.

03 / Skill Studio Demonstrate two-point perspective, photo reference ethics, value grouping. Make thinking visible by testing two alternate solutions and identifying what each communicates.

04 / Generate Develop three possibilities for the challenge: Draw one building or setting from two perspectives that tell different stories. Change the focal point, material, arrangement or viewer perspective between drafts.

05 / Plan Compare sketches to the success check (two clearly different viewpoints and an evidence-labeled comparison); choose a direction and state why it better communicates the intention.

06 / Produce Produce an original visual response using two-point perspective, photo reference ethics, value grouping; conference on one technical choice and one contextual question.

07 / Critique Partners identify where the artwork communicates the intended idea and locate evidence of two-point perspective in the work.

08 / Revise Revisit the specific checkpoint: Two clearly different viewpoints and an evidence-labeled comparison. Make one visible change after critique and preserve the initial view for comparison.

09 / Present Present with a title, medium, one key artistic decision and any needed credit or contextual limitation.

10 / Reflect Reflect: What evidence proves you improved two-point perspective? What will you try or investigate next?

Studio sessions & evidence checkpoints

Session	Teaching move	Capture evidence
Day 1	**Frame the question** How do time and viewpoint change our reading of a structure?; Study local built environments through historic imagery and present-day observation.	Evidence/interpretation log.
Day 2	**Studio technique** Demonstrate two-point perspective, photo reference ethics, value grouping. Make thinking visible by testing two alternate solutions and identifying what each communicates.	Practice sheet with labels about choices.
Day 3	**Generate + commit** Sketch three meaningfully different outcomes.	Three proposals and criteria-based choice.
Day 4–5	**Sustained production** Build the work and conference about two-point perspective.	Process photos and source annotations.
Day 6	**Interpret + revise** Peer feedback related to Two clearly different viewpoints and an evidence-labeled comparison.	Annotated first and revised states.
Day 7	**Present + reflect** Curate the work with evidence and ethical source credits.	Final artifact, rubric and next-step statement.

Key technique to model

two-point perspective, photo reference ethics, value grouping

Access without lowering the artistic goal

Include vernacular, residential, modern, and rural structures beyond landmarks. Offer physical samples, captioned images, accessible demonstrations, flexible planning modes, and alternate materials while retaining the common visual learning target.

Teacher coaching questions

- What is the visual problem you are solving?
- Which decision communicates your intended meaning most clearly?
- What does your reference prove, and what are you still imagining?
- What could a viewer misunderstand?
- What visible revision will strengthen your next version?

Cultural care

Avoid assuming historic buildings are accessible, preserved, or unchanged without evidence.

Stretch & explore

Add a third panel from a future imagined perspective.

Design provenance: Original Studio Fieldnotes investigation developed for the 50-lesson library; informed by the teacher-supplied ten-stage Artistic Investigations architecture and reflective Studio Habits framework.