

ENVISIONING SPACE

GRADE: K-12

TIME: 20-25 minutes

Design relies on lines, colors, shapes, and textures to evoke an emotion, thought, or feeling from the viewer. In this brief activity, participants examine the physical and emotional attributes of a space. Using descriptive vocabulary, participants describe a space aloud as their partner sketches an interpretation.

INTEGRATED SUBJECTS: Visual Art

MATERIALS & RESOURCES

Drawing paper
Pencils

OBJECTIVES

1. Introduce basic design elements and principles.
2. Make connections between the way something looks and the way it makes you feel.
3. Communicate ideas and design concepts visually and verbally.
4. Apply design terms and descriptive vocabulary.

ESSENTIAL QUESTIONS

1. How do the physical attributes of a space impact our experience in and around it?
2. What descriptive words and design terms apply to a space?

LESSON PROCEDURE

- Divide participants into partners.
- Provide images of spaces or have participants think about their favorite space. Examples of Wright's designs are available at: <https://www.teachingbydesign.org/multimedia/>
- Have Partner A use descriptive vocabulary to describe the space to Partner B who will sketch it based on the description. Encourage participants to describe the physical elements of the space as well as their emotional response to it.
- Have partners switch roles and repeat the activity.
- Have participants display their sketch along side the image of the space being described and the key words used to describe it.
- **Briefly discuss the outcome.**

Do the sketches look like the spaces that were described? What words were used to describe the space? Would you choose different words? Can something have the same description and still look completely different? Can you use the same words to describe physical traits and emotional responses?