Be a Craftsman!

Objectives

Students will:

Review examples of craftsmanship observed at the City and County Building.

Experiment with craft options.

Relate student craft experience to those of the craftsmen who worked on the City and County Building renovation.

Student Instruction

1. ***Ask students:*** *Have you ever heard the word "craft?" What does it mean?* Today the word craft is often used to describe a kind of hobby. People "do" crafts like creating scrap books, painting ceramics, etc. When the City and County Building was designed, craft referred to a career or job. People who were craftsmen worked to create artistic designs in wood, stone, paint, plaster, and other materials.

2. Show overheads of *Carvings, Statues, Gargoyles and Animals,* and *Floor Tile Photos.* Explain that these carvings, statues, and tile patterns were made by craftsmen. Ask students to think of other examples of craftsmanship found at the City and County Building.

3. ***Explain:*** One hundred years ago, craftsmen chose designs that were important to the people of Salt Lake City. When craftsmen worked on the renovation of the building, they restored the beauty of the older work and in some cases created new works to replace the old, worn ones.

Student Activity

1. Allow students to select one of the craft projects described below. ***Tell students:*** The craftsmen who worked on the City and County Building spent a lot of time making sure their work was the best it could be. When you begin your project remember to take the time to plan and draw your design. Do not hurry the project.

2. After students complete their projects, have a class discussion of craftsmanship. ***Ask students:*** *What was difficult or frustrating? What was interesting or rewarding? How long did it take to finish your project? How long do you think it would take to do a similar project in the City and County Building? Would you like to be a craftsman? Why or why not?*

Materials

Carvings Photo and Statues Photo from Lesson 4 on pages 30, 31 (1 overhead)

Gargoyles & Animals Photo (1 overhead and 1 per student)

Floor Tile Photo (1 overhead)

Option 1: Gargoyles

Mix-and-Match Gargoyle Parts (1 per student)

Drawing materials

Modeling Clay or Model Magic

Optional: Book about gargoyles or monsters such as *Night of the Gargoyles* by Eve Bunting or *Where the Wild Things Are* by Maurice Sendack.

Option 2: Mosaic Floor Tile Design

Floor Tile Diagram (1 per student)

Graph paper

Small pieces of colored paper or paper Mosaic Tiles

Large piece of black paper

Glue and scissors

Optional: book showing Native American designs

Core Curriculum Objectives

4th Grade
Social Studies
6040-0202

Visual Arts
1040-0101
1040-0102
1040-0302
1040-0401

5th Grade
Visual Arts
1050-0101
1050-0102
1050-0103
1050-0402

Option 1: Gargoyles

1. Show overhead of *Gargoyles & Animals Photo* and distribute copies to students.

2. *Explain:* Gargoyles are fantasy monsters. They were carved on churches hundreds of years ago. Some people thought that they were there to scare people into being good! They also had a practical use. Gargoyles often acted as rain spouts. The water would flow out the gargoyle's mouth and away from the building. Gargoyles usually have the body parts of several different kinds of animals. For example, they may have the wings of a bird, the heads of a mammal, and the body of a reptile.

The gargoyles on the City and County Building were carved in stone with hand tools by craftsmen called stone masons. Why do you think the City and County Building has gargoyles? (They aren't rain spouts.)

3. Distribute *Mix & Match Gargoyle Parts.* Instruct students to draw their own gargoyle with body parts from several different animals. Students can trace some of the parts on the *Mix & Match Gargoyle Parts* to get started. (Optional: Read a story about gargoyles or monsters, like *Night of the Gargoyles* by Eve Bunting or *Where the Wild Things Are* by Maurice Sendack, to the class before drawing gargoyles. Or take students to library to trace different animal parts from picture books.)

4. Have students use modeling clay to create a three dimensional gargoyle.

Option 2: Mosaic Floor Tile Design

1. Show overhead of *Floor Tile Photo.*

2. *Explain:* The thousands of tiles that cover the floor of the City and County Building were placed there, one by one, by craftsmen. They used only chalked lines on the floor, a straightedge, and their skill to maintain the even spacing of the tiles. The most challenging part of the project was creating the beautiful patterns in the center of each floor that represent Native American designs. One small mistake and the pattern would be ruined. During the restoration, the craftsmen laid down the tile floor, removed it, laid it and removed it again, and laid it a third time so it would be perfect.

3. Distribute copies of *Floor Tile Diagram* to serve as a sample mosaic pattern for students. Students should plan their mosaic design in advance using graph paper. Provide students with small squares of colored paper or paper mosaic tiles and a piece of black paper for the background. Students will create a mosaic by gluing the small squares on the black paper. (Optional: Have students refer to books showing Native American designs for ideas.)

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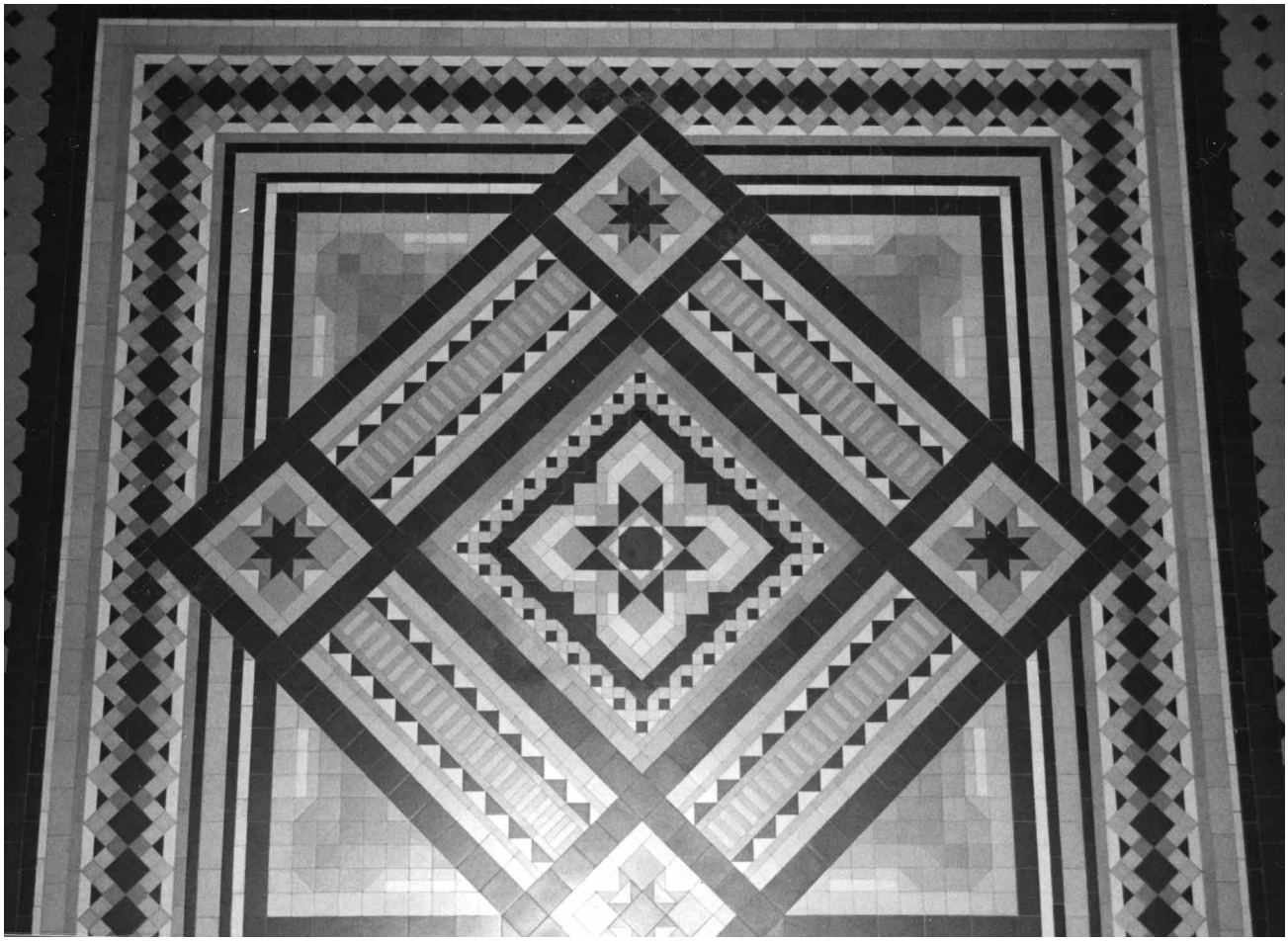

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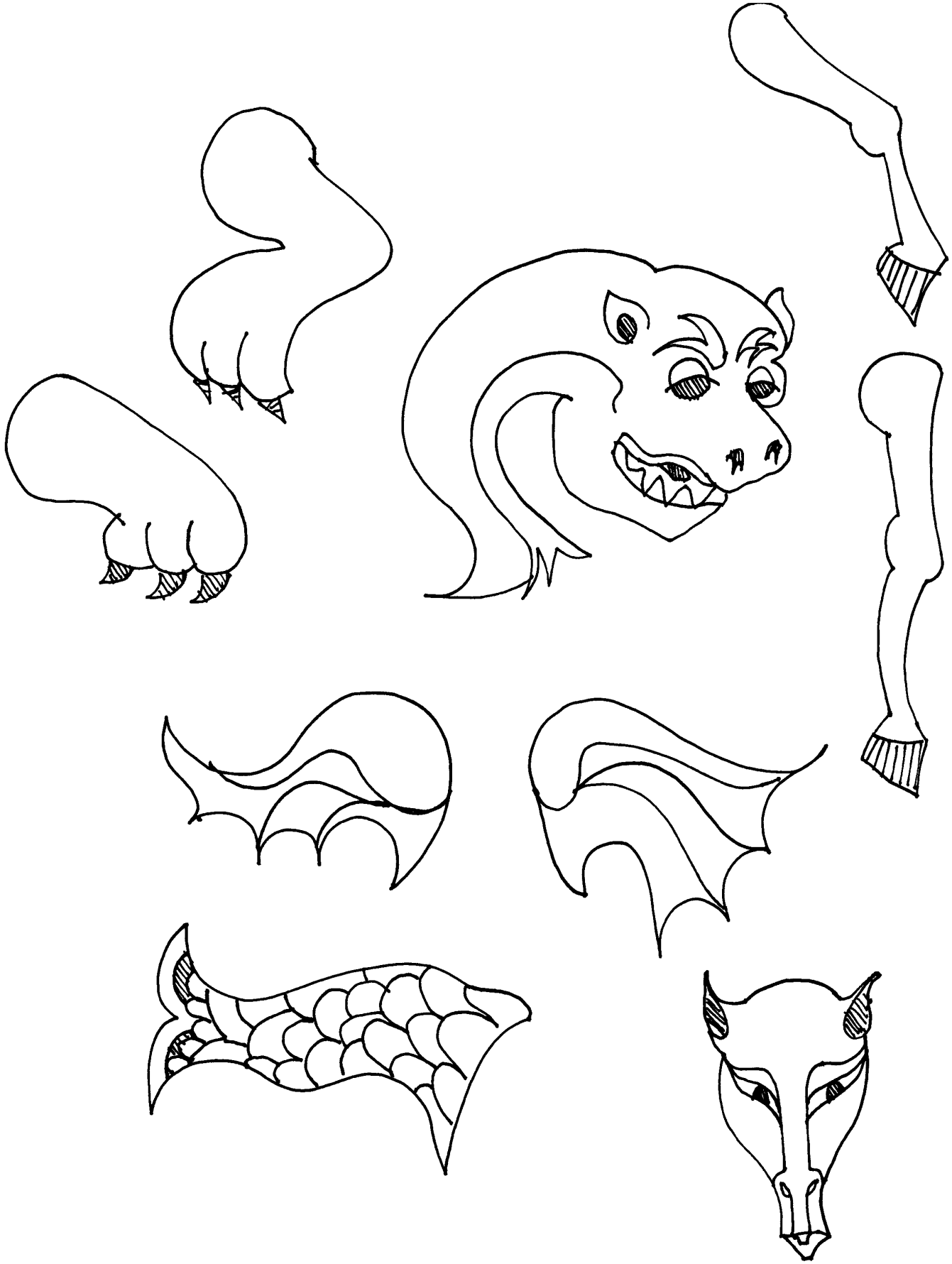
Gargoyle Parts Mix & Match



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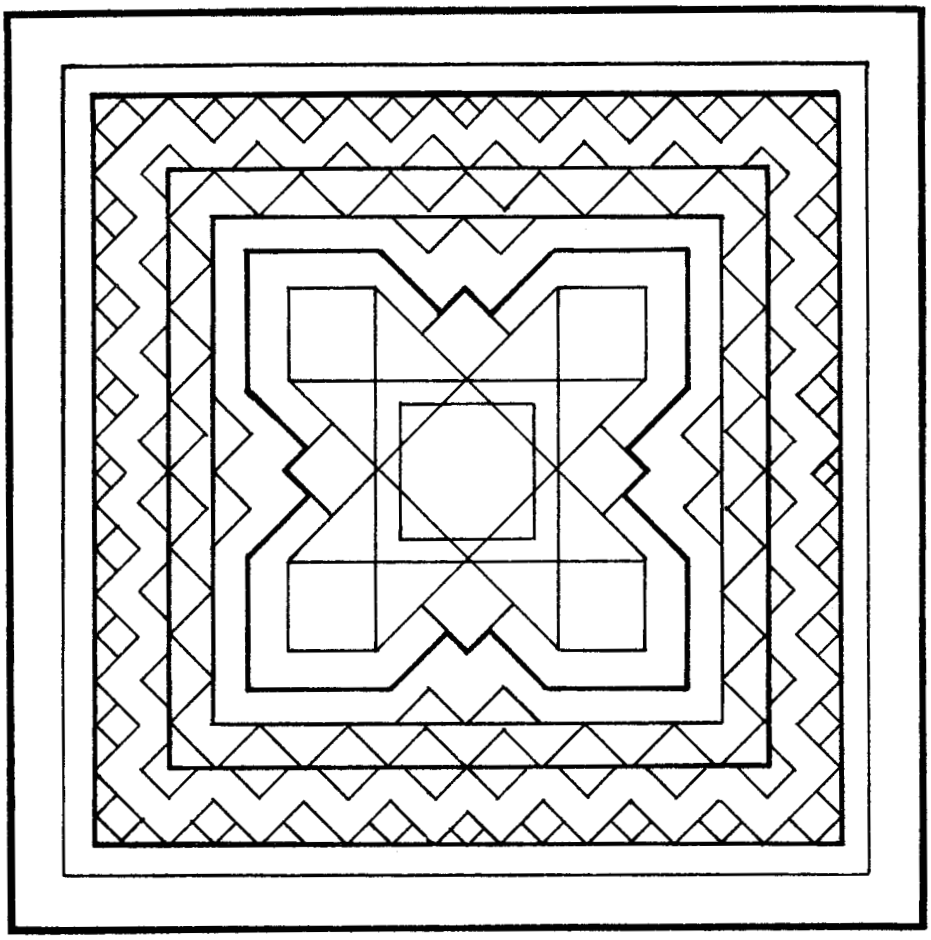

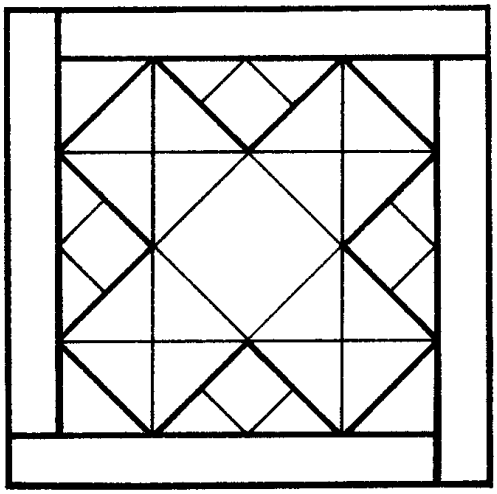

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