



Urban Design and Architecture

Pre and Post Visit Packet

Introduction:

Thank you for bringing your class to the Coral Gables Museum! Our programs are designed to teach students about their natural and built environments through subject areas, including Art, Architecture, Social Studies, Science and World Languages.

To help you get the most out of your visit, we have created this Pre and Post Visit Packet for you and your class. The pre visit material is designed to prepare and excite your students about the field trip, and to engage them in discussions. After your visit to the Museum, the post visit material will help you to reinforce the concepts that the students explored while they were here.

Program Title: Urban Design and Architecture

Grades: 6-12

Focus: Urban Design, Architecture, Civic Arts

Program Objectives:

Students will be able to:

- Identify Coral Gables as one of Florida's premier planned communities.
- Identify and define the civic arts of architecture, urban design, sustainable development and historic and environmental preservation.
- Identify professions within the civic arts.
- Recognize the roles of George Merrick's Dream Team and their significance to the development of Coral Gables.
- Understand the cultural, environmental, social and economic influences to the overall aesthetic appeal of Coral Gables.
- Understand how our natural and built environments affect our daily life.

Standards:

6-8th grade

- VA.68.C.3.1: Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
- VA.68.C.3.2: Examine and compare the qualities of artworks and utilitarian objects to determine their aesthetic significance.
- VA.68.C.3.4: Compare the uses for artwork and utilitarian objects to determine their significance in society.
- VA.68.S.2.3: Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.
- VA.68.H.1.3: Analyze and describe the significance of artwork from a selected group or culture to explain its importance to the population.
- VA.68.H.1.4: Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
- VA.68.F.2.2: Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design.
- VA.68.F.2.3: Identify art careers that have a financial impact on local communities.

9-12th grade

- VA.912.C.2.8: Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
- VA.912.H.1.1: Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
- VA.912.H.1.4: Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect.
- VA.912.H.2.1: Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
- VA.912.H.2.5: Analyze artwork from a variety of cultures and times to compare the function, significance, and connection to other cultures or times.
- VA.912.H.2.6: Analyze artistic trends to explain the rationale for creating personal adornment, visual culture, and/or design.
- VA.912.F.2.2: Examine a broad spectrum of art-related careers to identify potential employment opportunities that involve construction, management, and/or sale of aesthetic or utilitarian objects.
- VA.912.F.2.3: Analyze the potential economic impact of arts entities to revitalize a community or region.
- VA.912.F.2.6: Research and discuss the potential of the visual arts to improve aesthetic living.
- VA.912.F.3.7: Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.

PRE – VISIT MATERIALS

If you have 5-15 minutes:

- Define and discuss the terms *architecture* and *urban design* with your students.
 - o **Urban Design:** the process of designing and shaping cities, towns and villages
 - o **Architecture:** the art or practice of designing and constructing buildings
- Engage in Q&A discussion with your students about Architecture and Urban Design in their community. Pose the following questions to your students.
 - o Describe the architecture of the houses/buildings in your community. Do they look similar or different? What characteristics make them similar or different?
 - o Describe the urban design of your community? Is it pedestrian friendly (e.g. sidewalks, crosswalks etc.)? Are there public spaces (e.g. parks, supermarket, restaurants, etc.)?
 - o What makes your community unique?

If you have 15-30 minutes:

- Cover the information above

And

- Define and discuss the terms *rural*, *urban* and *suburban* with your students.
 - o **Rural:** characteristic of the country, country life, or country people
 - o **Urban:** characteristic of the city or city life
 - o **Suburban:** characteristic of areas that surround major cities; are typically made up of residences and smaller populations
- Engage in Q&A discussion with your students on how urban, suburban and rural communities differ. Pose the following questions to your students.
 - o How do urban and rural communities differ in terms of population? Land use?
 - o Describe the architecture in urban communities? Suburban communities?
 - o What modes of transportation are used in urban communities that are not used in rural communities? How are the road patterns different?
 - o Compare and contrast public spaces (e.g. parks, supermarkets, restaurants, etc.) in urban, suburban and rural communities?

If you have 30 minutes or more:

- Cover the information above

And

- Define and discuss the Important Terms and Vocabulary with your students. (*see Terms and Vocabulary – pages 6-7*)

POST – VISIT MATERIAL

If you have 5-15 minutes:

- Engage in Q&A discussion with your students by reinforcing important topics discussed during their visit. For Example:
 - o Who is the founder and developer of Coral Gables?
 - o What kinds of professionals were involved in the early development of the City? What kinds of jobs were they responsible for?
 - o Discuss the cultural influences visible in the architectural styles found in Coral Gables?
 - o What makes Coral Gables a special place in South Florida? How is it different from other cities?

If you have 15-30 minutes:

- Cover the information above

And

- Activity 1: *Sketch like an Architect*
 - o Define and discuss the terms *floor plans* and *façade* with your students.
 - **Floor Plan:** a drawing showing an aerial view of the relationships between rooms, spaces and other physical features at one level of a structure
 - **Façade:** the front or principle face of a building; sometimes loosely used to indicate the entire outer surface of any side
 - o Instruct your students to draw at least two sketches of possible floor plans and façades of their ideal home.

If you have 30 minutes or more:

- Cover the information above

And

- Activity 2: *Urban Transformations*

Instructions:

- o Divide students into groups (3-4 students per group)
- o Each group is provided a picture of a city streetscape
- o Each group will brainstorm a list of possible improvements to their city streetscape to enhance its aesthetic appeal and infrastructure.
 - Possible improvements may include:
 - Exterior building materials and colors consistent with architectural style in the community and adjacent buildings
 - Location, size and shape of windows, doors on buildings
 - Landscape design elements (e.g. trees, grass, flowers, etc.)
 - Public spaces (e.g. parks, market, restaurant, etc.)
 - street furniture, benches, awnings, fountains, public art
 - Transportation accessibility (e.g. bus lanes, 2-way streets, sidewalks, bike lanes, pedestrian access and safety, parking, street lights, etc.)
- o Each group is tasked to sketch new/improved features
- o Each group is to describe improvements and answer following questions:
 - Why would changes to landscape, streetscape, or a particular structure, benefit the community?
- o Each group presents their Urban Transformations to class

*Teachers and students may visit this website <http://www.sierraclub.org/sprawl/community/transformations/index.asp> for examples of urban transformations in several cities across the U.S.

And

- Activity 3: *Home Advertisement* (see *Examples of George Merrick's Home Advertisements – page 8*)

Instructions:

- o Review and discuss George Merrick's marketing strategies and advertisements for Coral Gables with your students.
- o Instruct students to refer to Activity 1: *Sketch like an Architect* and choose one floor plan and one façade from their collection of sketches of their ideal home.
- o Instruct students to design a home advertisement by creating a watercolor rendering of their ideal home including the floor plan and façade they have chosen. Students must include a slogan that will attract potential home buyers.

MUSEUM FACT SHEET

WHAT IS THE CORAL GABLES MUSEUM?

The Museum's mission is to celebrate, investigate and explore the civic arts of architecture, urban design, sustainable development, and historic and environmental preservation. We are the only Museum in Miami-Dade County dedicated to the civic arts.

WHERE IS IT?

285 Aragon Avenue, Coral Gables, FL 33134

Located in the heart of downtown Coral Gables (right next to Books & Books)

HOW DID IT ALL BEGIN?

The Coral Gables Museum has been the dream of many Coral Gables leaders for over a decade. By 2005 it became evident that the Gables' Municipal Building, better known as the Old Police and Fire Station had deteriorated to a point where major renovation was needed. The building, a 1939 Deco and Mediterranean Revival coral stone structure designed and constructed as a WPA project, is listed on the National Register of Historic Places. Holding true to Coral Gables' vision of historic preservation in The City Beautiful, City officials and the newly formed Coral Gables Museum Corp. began a partnership to renovate the building, add a state-of-the-art exhibition gallery in an adjacent parking lot and create a new museum in the heart of the City's downtown. The Museum, with its beautiful gallery spaces, community meeting room, courtyard and plaza, serves as the cultural center of the City Beautiful.

WHAT CAN I EXPECT TO SEE?

The Coral Gables Museum offers a permanent exhibit that presents the story of founder George Merrick and the early development of the City of Coral Gables, as well as several temporary exhibits that address issues in architecture, urban design, sustainable development, and historic and environmental preservation. The Museum offers adult, family and school educational programs that reflect these disciplines.

DOES THE MUSEUM OFFER SCHOOL PROGRAMS?

YES! The Coral Gables Museum offers a variety of educational experiences for K-12 and College students, including city tours and exhibition tours. School programs are designed to teach students about their natural and built environment through subject areas, including Art, Architecture, Social Studies, Science and World Languages. Tours may be customized to support teachers' curricula. Coral Gables Museum also offers professional development opportunities for teachers. Teacher workshops are available throughout the year and are appropriate for teachers of all subject areas and grade levels.

WHEN CAN I VISIT?

Museum hours:

Tuesday – Friday: 12:00pm-6:00pm

Saturday: 11:00am-5:00pm

Sunday: 12:00pm-5:00pm.

Business hours:

Monday – Friday: 9:00am-5:00pm

For more information regarding the Coral Gables Museum, please visit www.CoralGablesMuseum.org or call 305.603.8067.

Important Terms & Vocabulary

Founder: a person who starts something or someplace

Developer: a person that develops something – for example a city, a neighborhood, a building, etc.

Artist: a person who produces art work such as paintings or drawings as a profession or hobby

Architect: a person who designs buildings and often supervises their construction

Landscape Architect: a person who arranges features of the landscape or garden attractively

Urban Planner: a person who plans a city for the purpose of enhancing its effectiveness

Civil Engineer: a person who designs and supervises the construction of roads, bridges, buildings, tunnels, etc.

Urban Design: the process of designing and shaping cities, towns and villages

Planned Community: a community that was carefully planned from the beginning

Rural: characteristic of the country, country life, or country people

Urban: characteristic of the city or city life

Suburban: characteristic of areas that surround major cities; are typically made up of residences and smaller populations

Architecture: the art or practice of designing and constructing buildings

George Merrick: founder and Real Estate developer of Coral Gables

Frank Button: landscape architect who was hired to layout the streets and help with the master plan

George Fink: George Merrick's cousin; architect who translated Denman Fink's drawings into architectural plans

Denman Fink: George Merrick's uncle; artist and illustrator who shared George's dream of a Spanish-themed suburb with grand entrances and plazas

Mediterranean style: an architectural style prominent in Coral Gables; established in the 1920's; inspired by architectural features found in Mediterranean countries characterized by stuccoed wall surfaces, flat or low-pitched terra cotta and barrel tile roofs, arches, scrolled or tile-capped parapet walls and articulated door surrounds; feature detailing is occasionally executed in Coral Rock; balconies and window grilles are common, and are generally fabricated out of wrought iron or wood; details are often incorporated into the design, as are lush gardens. (*See Characteristics of Mediterranean Revival style – page 8*)

Plan: a drawing showing an aerial view of the general arrangement of the parts of a building or group of buildings

Floor Plan: a drawing showing an aerial view of the relationships between rooms, spaces and other physical features at one level of a structure

Arch: an architectural construction, often semicircular, built of wedge-shaped blocks (called *voussoirs*) to span an opening; the center stone is called the *keystone*. When an arch is made of overlapping courses of stone, each block projecting slightly farther over the opening than the block beneath it, it is called a Corbel arch.

Stucco: any of various plasters used for cornices, moldings, and other wall decorations, a cement or concrete for coating exterior walls in imitation of stone

Relief: a sculpture that is not freestanding but projects from the background of which it is a part; *High relief* or *low relief* describes the amount of projection

Gable: the vertical, triangular piece of wall at the end of a ridged roof, from the level of the eaves or cornice to the summit; called a pediment in classical architecture; sometimes used with no roof, as over the portals or gothic cathedrals, and as a decorative element on altarpieces

Façade: the front or principle face of a building; sometimes loosely used to indicate the entire outer surface of any side

Cornice: a horizontal decorative molding that crowns a building

Summit: the highest point or part

Eaves: the part of a roof that meets or overhangs the walls of a building

Pediment: a wide, low-pitched gable surmounting the façade of a building

Colonnade: a series of columns supporting a roof, an entablature, or arcade; often free-standing, or part of a building

Solomonic Columns: columns that are characterized by a spiraling twisting shaft like a corkscrew

Capital: the head or crowning feature of a column

Balcony: a platform that projects from the wall of a building and is surrounded by a railing or parapet

Parapet: a wall-like barrier at the edge of a roof, terrace, balcony, or other structure

Courtyard: an unroofed area that is completely or partially enclosed by walls or buildings, typically one forming part of a castle or large house

Spanish Barrel tiles: semi-cylindrical clay roof tiles laid in alternating columns of convex and concave tiles.

Tower: building or part of a building that is exceptionally high in proportion to its width and length

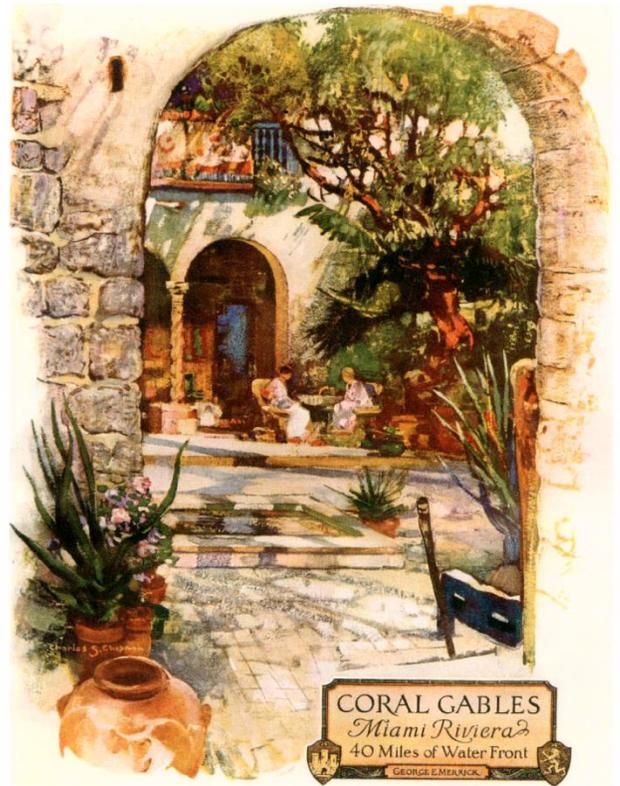
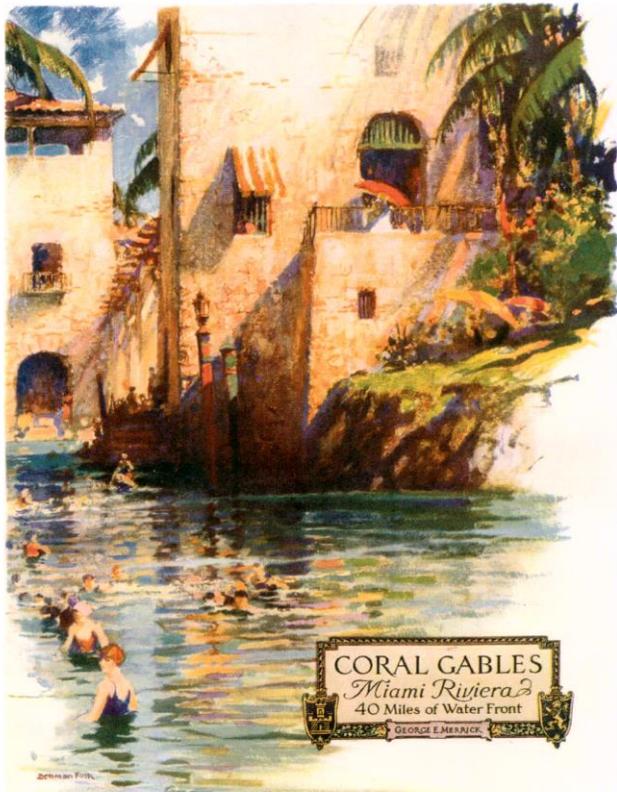
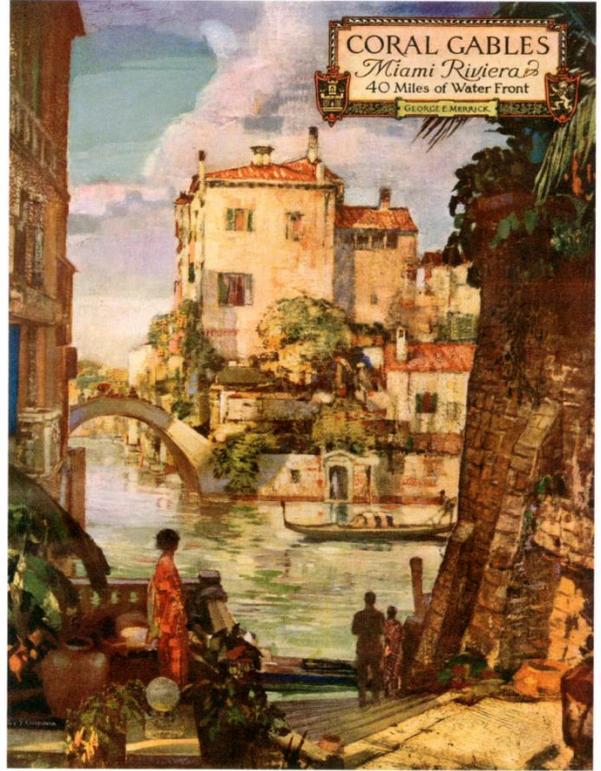
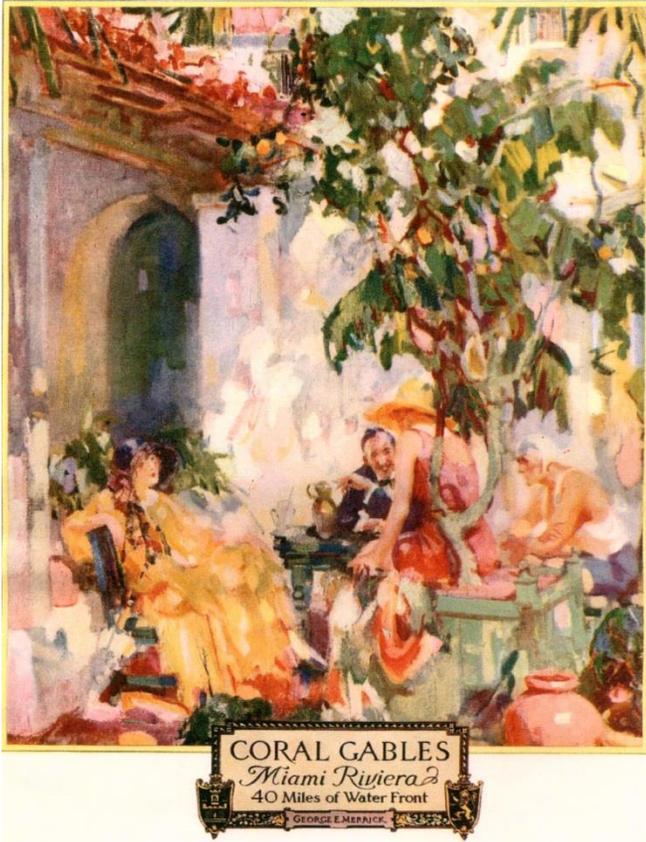
Porch: a covered platform at an entrance to a building or house

Car Port: a shelter for a car consisting of a roof supported on posts and usually built beside a house

Vents: an opening in a wall, serving as an outlet for air, smoke, fumes, or the like; provided air circulation for homes before the invention of air conditioners.

Examples of George Merrick's Home Advertisements

These advertisements in full color appeared in the December, 1925 issues of several publications including *Woman's Home Companion*, *House and Garden*, *Vogue*, *House Beautiful*, *Arts and Decoration* and *Town and Country*.



Characteristics of Mediterranean Style Architecture

