

# SASC

Student Architect  
Sketch Competition

## Imagine your **Community...Re-Imagined**

### What is the Student Architect Sketch Competition?

The SASC is a scholastic drawing competition for Native American students, sponsored by Dyron Murphy Architects, P. C. The SASC gives students the opportunity to explore their creativity while thinking critically about the elements that make up a community. The second annual SASC theme is **"Imagine your community...Re-Imagined"**. Students will develop a design of their community completely out of their own imagination.

### Who can participate in the Student Architect Sketch Competition?

All Native American students, grades K-12.

### Why submit your work to the SASC?

Winners of the SASC will receive an art supply prize pack and be featured with their design on the Dyron Murphy Architects, P.C. website and Facebook page (per artists discretion). Winners of the SASC will be selected in each of the following grade level groupings: K, 1-3, 4-5, 6-8, 9-12.

### When is the SASC?

Submissions begin October 1, 2014. The last day to submit a design drawing is November 1st. Winners will be notified by November 21st.

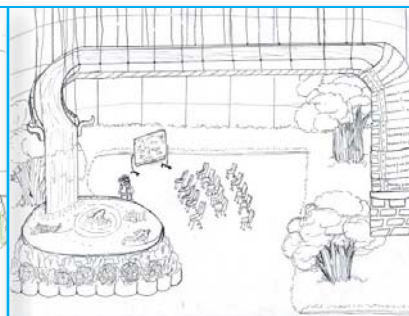
OCTOBER  
**1**<sup>st</sup>

NOVEMBER  
**1**<sup>st</sup>

## 2013 Student Architect Sketch Competition Winners



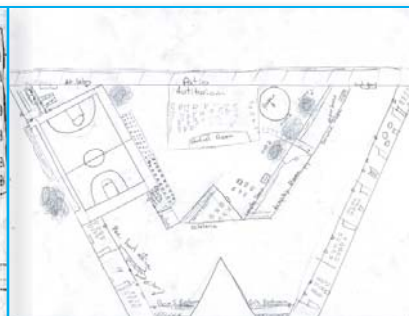
Grades 4-6 Category  
Andrell Garcia



Grades 10-12 Category  
Brandon Palmer



Grades 7-9 Category  
Dominic Tenorio



Grades 7-9 Category  
Gerald John



# Imagine Your **Community**...Re-Imagined

## How do you submit your work?

E-mail your submissions to:

[sketch@dm-architects.com](mailto:sketch@dm-architects.com)

Please include "SAS Competition" and your grade level in the subject line

Send your drawing the snail-mail way to:

Dyron Murphy Architects, P.C.

Attn: SAS Competition

4505 Montbel PI NE

Albuquerque, NM 87107

Make sure you include the attached submission form with your name, age, grade level, school and contact information (telephone number, teachers name + e-mail, and mailing address) with your submission. Please include this on a separate sheet of paper, or in the body of your email. Please also include a short (less than 100 words) description of your re-imagined community. Entries that do not include all of this information may be disqualified.

## What are the rules?

All submissions must be hand-drawn. They can be colored or black and white. Participants can use ink/pen, pencil, marker, watercolors, and colored pencils (or any combination of these) to bring their idea onto the page.

Submissions must be drawn on standard 8.5" x 11" paper. Students who mail their submissions should not fold their submission page more than two times. (Creases distract the judges from your creativity!)

Emailed submissions must be in PDF or JPEG format, and not larger than 5MB. The e-mailed submissions must also be 8.5" x 11".

Submissions must not include any derogatory, disparaging, or offensive material.

## Judges and Scoring

Submissions will be judged by the staff at Dyron Murphy Architects, P.C. Scoring will be based on drawing skill, creativity and originality, representation of the contest theme, and adherence to the rules.



## Questions?

Need more information or have unanswered questions about the SASC?

Send us an e-mail to [sketch@dm-architects.com](mailto:sketch@dm-architects.com), please write "SASC Question" in the subject line. Want to know more about Dyron Murphy Architects, P.C.? Visit [www.dyronmurphy.com](http://www.dyronmurphy.com).

## Learn more about being an Architect

Have a question about being an architect or want to know how to become one?

Send an e-mail to [sketch@dm-architects.com](mailto:sketch@dm-architects.com), please write "Architect Question" in the subject line. Or write us a letter and send it to:

Dyron Murphy Architects, P.C.  
Attn: SAS Competition  
4505 Montbel PI NE  
Albuquerque, NM 87107


## Resources for Teachers


To help you with the SASC, we have included a suggested lesson plan that can be used to supplement standard coursework. The lesson plan is located at the back of this packet.


The lesson plan is designed to help students grasp some fundamentals of planning in terms that students at different levels will understand.

If you have any questions, please send an e-mail to: [sketch@dm-architects.com](mailto:sketch@dm-architects.com)


**K-Prize Pack**  
(1st- 3rd Winners Selected)


 GOLD


 SILVER

 BRONZE


**Grades 1<sup>st</sup>-3<sup>rd</sup> Prize Pack**  
(1st- 3rd Winners Selected)


 GOLD


 SILVER

 BRONZE


**Grades 4<sup>th</sup>-5<sup>th</sup> Prize Pack**  
(1st- 3rd Winners Selected)


 GOLD


 SILVER

 BRONZE


**Grade 6<sup>th</sup>-8<sup>th</sup> Prize Pack**  
(1st- 3rd Winners Selected)


 GOLD


 SILVER

 BRONZE

**Grades 9<sup>th</sup>-12<sup>th</sup> Prize Pack**  
(1st- 3rd Winners Selected)

 GOLD

 SILVER

 BRONZE

All submitted entries will be  
displayed on the  
Dyron Murphy Architects, P.C. website, blog and social media.





## COMMUNITY PLANNING EXAMPLES



# Imagine Your Community... Re-Imagined (Lesson Plan)

## Materials Needed:

- Paper
- Pencil
- Eraser
- Colored Pencils
- Rulers
- Current maps of the community: aerial view, satellite, 3d views, and street view
- Books: the following books are only suggestions.
  - Kindergarten:
    - ***Be My Neighbor*** by: Maya Ajmera, John D. Ivanko
  - 1<sup>st</sup>-3<sup>rd</sup> grades
    - **Follow that Map!** By: Scot Ritchie
  - 4-5<sup>th</sup> grades
    - **Me on the Map** By: Joan Sweeny
  - 6-8<sup>th</sup> grades
    - **Sir Cumference and Vikings Map** by: Cindy Neuschwander and Wayne Geehan
  - 9<sup>th</sup>-12<sup>th</sup> grades may choose a non-fiction magazine, article, or excerpt from a book about maps/communities.

## Description:

Each student will redesign their community and communicate this redesign through an illustration on paper. Students will learn about their current community and discuss what they believe their community needs and/or would want.

## Learning Objectives and Purpose:

- Listen and read stories.
- Increase the number of words in their vocabulary.
- Discuss and identify what a community is.
- Develop a sense of pride within a community.
- Develop understanding of communities: the people, the places, and geography.
- Demonstrate writing and illustrative skills.
- Practice and Apply public speaking and presenting skills.
- Explore and apply different methods and areas of measurement: tall, short, wide, dimensions, scale, depth, etc.

## Standards Covered in this lesson:

\*Each grade level can easily tie in common core standards that correlate to this lesson plan including math, science, social studies, and language skills.

**Vocabulary** – the words can be discussed as you come across them during the lesson or the activity.

- Community
- Maps
- Geography
- Measurement
- Arrange
- Design
- Illustrate
- Imagine
- Question
- Point of View
- Types of communities – Urban, Suburban, Rural
- 2-d shapes: squares, circles, rectangles, ovals, triangles, hexagons, octagons, etc.
- 3-d shapes: cubes, cylinders, rectangular prisms, cones, pyramids etc.

### **Essential Questions:**

- What is a community?
- What is found in a community?
- What does a community look like?
- What kind of map can I use to find places in my community?
- What kind of community do I live in?
- What do I want my community to be?
- What do I imagine my community can become?
- When looking at a map of my community, what are some places of importance?
- If you could change and/or add something to your community what would it be?
- What does your community need? Want?

### **Procedure/Activity:**

- Introduction of the lesson: Read one of the books from above to or with your class.
- Discuss: What is a community? What's in a community? What does a community look like?
- Demonstrate several maps of the current community with student. Discuss what they see, where these things are located and which way they are being looked at.
- Discuss the contest with the students.
- You can review any skills or facts the students may need in order to draw a map of the community (reimagined) - (drawing shapes, measuring, etc.)
- Students can begin designing their maps. Remind students to begin with pencils only. They may change their minds about how they want parts of their map to look.
- Encourage students to think about what they know about their community and use what they've seen to help them draw their pictures.



**Possible Resources:**

- <http://maps.google.com>

**Lesson Extensions:**

- Websites to explore during the lesson:  
[http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g3\\_u1/](http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g3_u1/)
- The lesson to go along with the drawing contest can also go long with a math lesson on shapes, a social studies lesson on map making.