

Urban Decay & Blight Building Facade

Inspired by artist
Joshua Smith



Urban Decay (also known as **urban rot**, **urban death** or **urban blight**) is the sociological process by which a previously functioning city, or part of a city, falls into disrepair and decrepitude.

What Causes Urban Blight – And What Can Be Done About It

Cities across the globe have experienced urban blight, where districts that have seen a significant downturn in fortunes are abandoned and residential and business properties left vacant. Responding to this change in fortunes is becoming an industry in itself.

These are examples of urban blight, or as it's also known, urban decay. Vacant, crumbling factories, walls covered in graffiti. Littered streets. Public spaces overgrown, unkempt and unloved.

The root causes of urban blight

Dictionary definitions suggest urban blight – the decay and deterioration of an urban area – is due to neglect or age. While this is certainly true, it is only part of the story, and the reasons why cities arrive at this point are complex.

A key factor is people leaving an area due to things like a depressed economy, leaving vacant homes to the mercy of the elements and resulting in a once-prosperous district or region becoming run-down.

A port that once bustled with ships may have become unprofitable and closed, hitting the local economy that depended on it. A town whose prosperity revolved around an industry like mining, steelmaking or textiles may go into decline when such activities cease or move away to set up where operating is cheaper.





MAKERS WHO INSPIRE

SEASON 1
EPISODE 1

Australia-based artist Joshua Smith has been creating miniature sculptures depicting urban decay across the globe since 2015.

Initially he focused on replicating Hong Kong buildings. Smith expanded his scope to include tiny, detailed structures from US cities like New York City and cities in his native Australia like Melbourne and Adelaide.

His intricate miniatures are sculpted to depict urban decay around the globe.

The miniature sculptures capture the urban grit in detailed

Smith uses a wide range of materials and medium to create his miniature sculptures:

- Cardboard
- Chalk Pastels
- Glue/Paste
- Markers
- Plastic Card
- Spray Paint
- Wire
- Wood



1:20 Scratch-built miniature based off 135 Cedar Street, San Francisco. February 2016

Wood, MDF, Plastruct, Cardboard, Paper, Plastic Card, Wire, Acrylic paint, Spray-paint, Chalk pastels. SOLD.

Photo Credit: Andrew Beveridge/ASB Creative

Artist Joshua Smith Urban Decay Sculptures

Joshua Smith, City Block Sydney 2018.
Photo: Ben Neale





New Realities, Muriel Guepin Gallery, NYC. February 2016
 Wood, MDF, Plastruct, Cardboard, Paper, Plastic Card, Wire, LED
 Lighting Spraypaint, Chalk pastels.

Photo Credit: Andrew Beveridge/ASB Creative



Based on 127 Albany Avenue in Crown Heights, Brooklyn, NYC. It was created for Urban Art Fair, Paris, 2018.
 Scratchbuilt 1:20 Scale Miniature created from MDF, Wood, cardboard, plastic card, chalk pastels, spray-paint, wire, plastruct.

Photo Credit: Ben Neale



Joshua Smith Collaborates with Bezt for a Miniature Mural Project in Poland

November 22, 2019 | in [Sculpture](#)
 Photography by Andrew Beveridge
[asbcreative_pro_photo](#)



Temple Street 133, 2016

Cardboard, MDF, plastic card, wire,
recycled card, adhesive paper, spray paint
Photo Credit: Moments Journal



Cecile Walker Cycles, 2016

Cardboard, MDF, plastic card, LED lighting,
balsa wood, aluminum tubing, wire, recycled
card, adhesive paper, spray paint
Photo Credit: Muriel Guepin Gallery

You will be creating a building facade that is **inspired by artist Joshua Smith** and **influenced by 2 or more images** from some of the largest cities around the world.

Here is a list of some of the largest cities around the world: **San Jose, New York, Los Angeles, Chicago, San Francisco, Houston, Minneapolis/St. Paul, Phoenix, Philadelphia, San Antonio, San Diego, Tokyo, Delhi, Shanghai, Sao Paulo, Mexico City, Cairo, Dhaka, and Mumbai**

San Jose



Melbourn

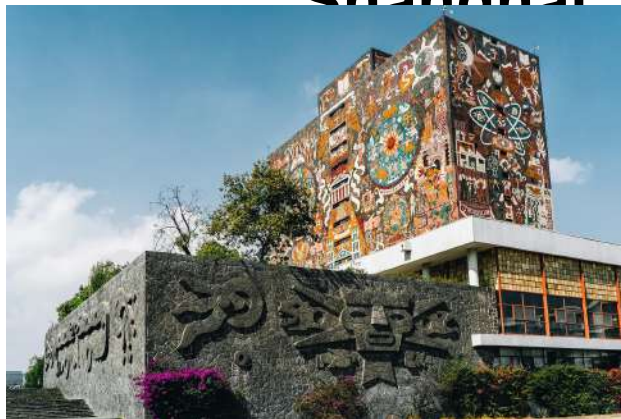


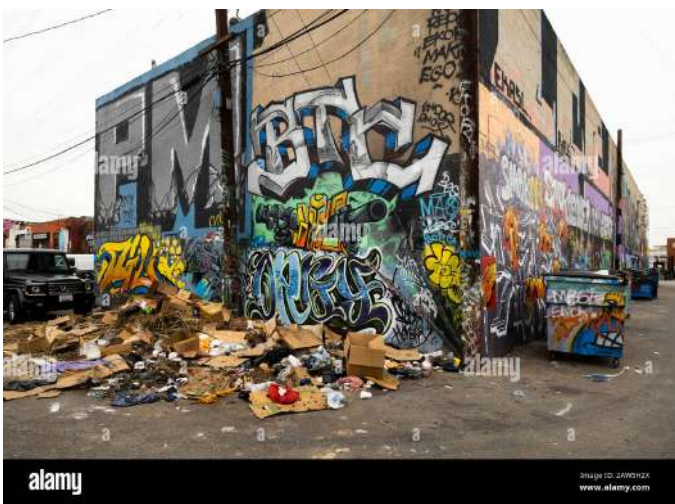
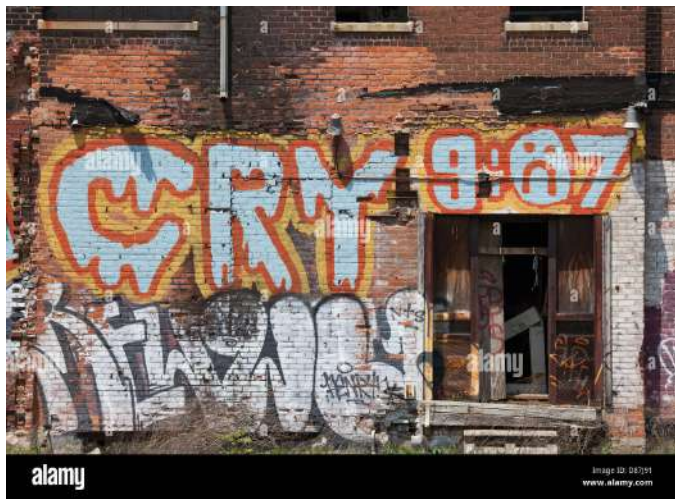
Tokyo
Mumbai



Mexico City

Shanghai





Urban Decay & Blight Building Facade

Criteria:

The building will include:

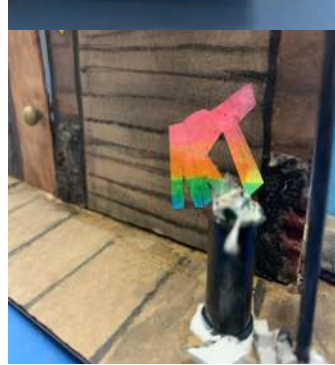
- 1 Door
- 3 Window
- 3 Colors
- 5 Textures
- 3 Details

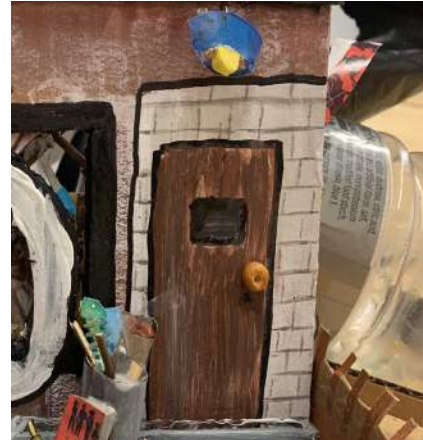
On the platform & round the building will include:

- 2 Colors
- 3 details
- 2 Textures

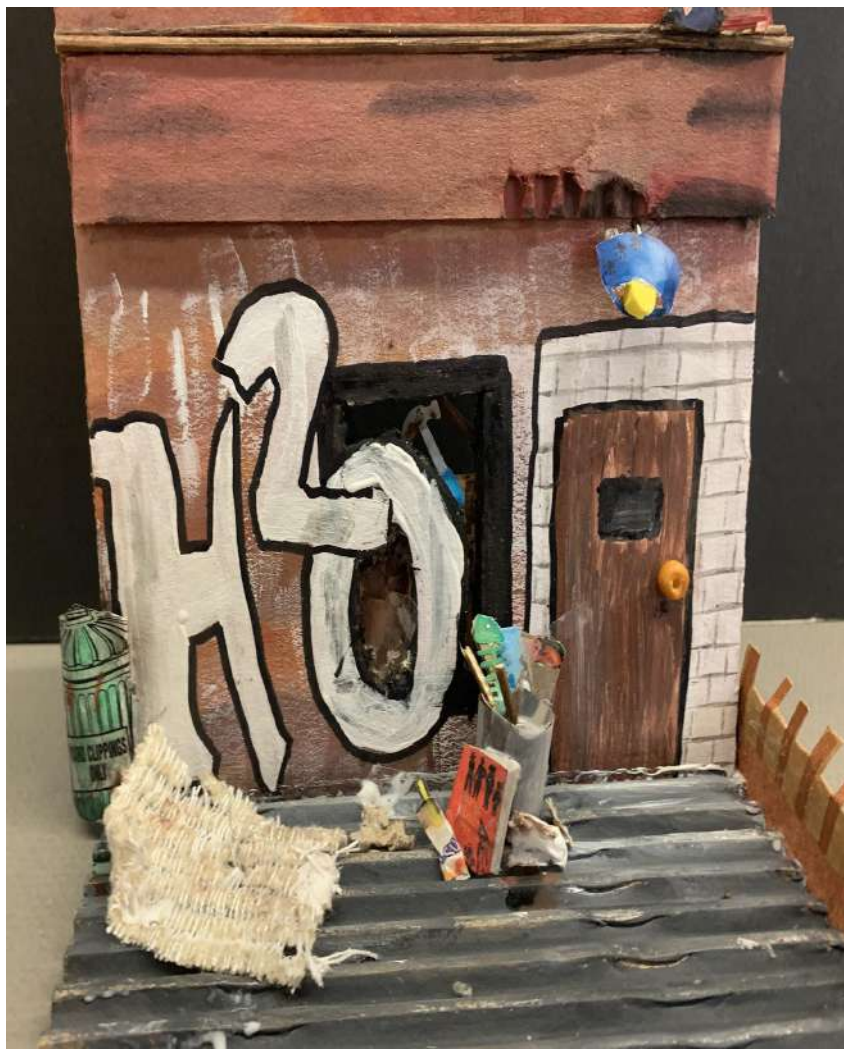
You will be creating your own building facade using materials that are recycled and ready available in class: Cardboard, Wood Dowels, Popsicle Sticks, Paper Clips/Wire, Paint, Oil Pastels, Markers, Beads, Glue/Paste, Construction Paper, ...

Criterion A: Knowing and Understanding		Criterion B: Developing Skills		Criterion C: Thinking Creatively		Criterion D: Responding	
This criterion assess how well the student's ability to: demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language. Demonstrate knowledge of the role of the art form in original or displaced contexts. Use acquired knowledge to inform their artwork.		This criterion assess how well the student's ability to: demonstrate the acquisition and development of the skills and techniques of the art form studied. Demonstrate the application of skills and techniques to create, perform and/or present art.		This criterion assesses how well the students will be able to: outline a clear and feasible artistic intention. Outline alternatives, perspectives, and imaginative solutions. Demonstrate the exploration of ideas through the developmental process to a point of realization.		This criterion assesses how well the students will be able to: outline connections and transfer learning to new settings. Create an artistic response inspired by the world around them. Evaluate the artwork of self and others.	
0	The student does not reach a standard described by any of the descriptors below	0	The student does not reach a standard described by any of the descriptors below	0	The student does not reach a standard described by any of the descriptors below	0	The student does not reach a standard described by any of the descriptors below
1-2	The student demonstrates limited knowledge of the art form studied, including concepts, processes, and limited use of appropriate language. The student demonstrates limited knowledge of the role of the art form in original or displaced contexts. The student demonstrates limited use of acquired knowledge to inform his or her artwork.	1-2	The student demonstrates limited acquisition and development of the skills and techniques of the art form studied. The student demonstrates limited application of skills and techniques to create perform and/or present art.	1-2	The student presents a limited outline of an artistic intention, which may lack clarity or feasibility. The student presents a limited outline of alternatives, perspectives, and imaginative solutions. The student demonstrates limited exploration of ideas through the developmental process, which may lack a point of realization.	1-2	The student presents a limited outline of connections and may transfer learning to new settings. The student creates a limited artistic response which is possibly inspired by the world around him or her. The student presents a limited evaluation of the artwork of self and others.
3-4	The student demonstrates adequate knowledge of the art form studied, including concepts, processes, and adequate use of appropriate language. The student demonstrates adequate knowledge of the role of the art form in original or displaced contexts. The student demonstrates adequate use of acquired knowledge to inform his or her artwork.	3-4	The student demonstrates adequate acquisition and development of the skills and techniques of the art form studied. The student demonstrates adequate application of skills and techniques to create, perform and/or present art.	3-4	The student presents an adequate outline of a clear and/or feasible artistic intention. The student presents an adequate outline of alternatives, perspectives, and imaginative solutions. The student demonstrates adequate exploration of ideas through the developmental process to a point of realization.	3-4	The student presents an adequate outline of connections and occasionally transfers learning to new settings. The student creates an adequate artistic response which is occasionally inspired by the world around him or her. The student presents an adequate evaluation of the artwork of self and others.
5-6	The student demonstrates substantial knowledge of the art form studied, including concepts, processes, and substantial use of appropriate language. The student demonstrates substantial knowledge of the role of the art form in original or displaced contexts. The student demonstrates substantial use of acquired knowledge to inform his or her artwork.	5-6	The student demonstrates substantial acquisition and development of the skills and techniques of the art form studied. The student demonstrates substantial application of skills and techniques to create, perform and/or present art.	5-6	The student presents a substantial outline of a clear and feasible artistic intention. The student presents a substantial outline of alternatives, perspectives, and imaginative solutions. The student demonstrates substantial exploration of ideas through the developmental process to a point of realization.	5-6	The student presents a substantial outline of connections and regularly transfers learning to new settings. The student creates a substantial artistic response which is regularly inspired by the world around him or her. The student presents a substantial evaluation of the artwork of self and others.
7-8	The student demonstrates excellent knowledge of the art form studied, including concepts, processes, and excellent use of appropriate language. The student demonstrates excellent knowledge of the role of the art form in original or displaced contexts. The student demonstrates excellent use of acquired knowledge to inform his or her artwork.	7-8	The student demonstrates excellent acquisition and development of the skills and techniques of the art form studied. The student demonstrates excellent application of skills and techniques to create, perform and/or present art.	7-8	The student presents an excellent outline of a clear and feasible artistic intention. The student presents an excellent outline of alternatives, perspectives, and imaginative solutions. The student demonstrates excellent exploration of ideas through the developmental process to a point of realization.	7-8	The student presents an excellent outline of connections with depth and insight, and effectively transfers learning to new settings. The student creates an excellent artistic response which is effectively inspired by the world around him or her. The student presents an excellent evaluation of the artwork of self and others.
Teacher's Notes:							









Examples



Rachel Van Asch
Building facades inspired
by artist Joshua Smith. Just
made with recycled and
found materials





Rachel Van Asch
Building facades inspired
by artist Joshua Smith. Just
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