**SHOMRoom Activities**

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| Big Idea | |  |
| * Broadening our creative minds through project-based learning increases our ability to problem solve, think critically, understand others and reflect deeply in all subject areas. | | |
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| Essential Questions (a sample) | |  |
| * How many ways can we observe something? | | |
| * How can we express ourselves to best reveal the sentiments we wish to share with others? | | |
| * When we take time to reflect on our work, how does it help us improve? | | |
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| Studio Habits of Mind | Operation in lesson | |
| * All | * All (see lessons) | |
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| CCSS |  | |
| * None specified | | |
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| National Arts Standards |  | |
| * VA:Cr1.1.8a | | |
| * VA:Cr.1.5a | | |
| * VA:Cr.1.2.7a | | |

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| **Session 1: Observation** | | |
| Learning Goal | | Assessment |
| * We can use our five senses to best observe the world around us. We can use accurate and detailed descriptions to record our observations. | | * Complete lab and engage in discussion. |
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| Materials | Preparation | |
| * Vials filled with cotton balls and two or three scents (ex: vanilla, oregano, taco seasoning, peppermint) | * Set up vials, notecards, and mystery boxes in 10 stations around the classroom (2 stations per sense station) | |
| * Vials filled with noise makers (marbles, small bells) | * Draw observation sheet on board for students to copy down | |
| * Notecards with small cropped photos | * Make signs for stations: (“smell”) (“taste”) (optional) | |
| * Wrapped candy (optional) * Mystery box with fake fur, play dough, string, or other objects |  | |
| * Observation sheets (or paper) and pencils |  | |
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| Vocabulary |  | |
| * Observe: To observe is to learn to notice things that you might otherwise not see. Observation is made through all five senses. | * Observations | |
| * Senses |  | |
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| Procedures |  | |
| * Teacher introduces importance of observation in science and other subject areas * Class develops definition of “observation”. Class copies down this definition and definitions of SHOM for the next 7 sessions in a SHOM sketchbook (if desired). * Teacher discusses use of senses in observation and how to use detail words to describe what you experience | | |
| * Students count off (in partners is OK) and go to first lab station. Students fill out observation sheet. After 2-3 minutes at each of the five stations, students switch. | | |
| * Students finish the entire observation sheet and have a seat. | | |
| * Class discusses observations before taking a guess on mystery objects, smells | | |
| * Class fills in analysis questions to turn in observation sheet before leaving class | | |

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| **Session 2: Envision** | | |
| Learning Goal | | Assessment |
| * We can envision the best way to use two sheets of newspaper and two feet of tape to construct a tower. Our envisioning and reflecting skills help us revise and structure our towers as we build. | | * Students use given materials to envision and build a standing tower alone or with a partner. |
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| Materials | Preparation | |
| * Rulers | * Pre-separate out two sheets of newspaper and pre cut 2-ft sections of masking tape | |
| * Newspaper (2 sheets per student or pair of students) | * Load Kari Turner video on computer | |
| * Masking tape (2 feet per student or pair of students) * Notecards or sticky notes for exit ticket (1 per student) |  | |
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| Vocabulary |  | |
| * Envision: To envision is to picture mentally what cannot be directly observed. To envision means to imagine future possibilities in your life or your work of art. |  | |
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| Procedures |  | |
| * Generate definition of “envision” with class input. Write on board. Students may copy down as a warm up or in journals. Compare and contrast “envisioning” with “observing”. | | |
| * Watch ArtCore video: Kari Turner (architect) * Discuss: How might Kari Turner use envisioning skills in her work as an architect? What other jobs require people to have refined envisioning skills? | | |
| * In pairs or alone, students will have 15-20 minutes to draft and construct the **tallest freestanding tower** they can with only two sheets of newspaper and two feet of masking tape. *This activity idea was adapted from PBS Educator’s Building Big Tower Activity.* | | |
| * Note: no extra materials will be given under any circumstances. The tower can be taped to the desk but not leaning against anything. There are no rules on what a tower is or is not but students must engage & persist with the activity until time is up. * \*At this point, students should walk around the room to take a look at what their peers made. | | |
| * Students will then discuss the following: * 1. What were some of the solutions your peers envisioned to build a tall tower? * 2. How did you and your partner use your envisioning skills as you planned and built your tower? Did your vision change as you worked? | | |
| * Exit ticket: Where do you envision yourself to be in 10 years? (Job/education/Family/etc). Notecards will be taped up in hallway. | | |

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| **Session 3: Stretch & Explore** | | |
| Learning Goal | | Assessment |
| * We can sculpt a 3-D representation of a theme we are learning about in class to give it extended form and meaning. | | * Students use assigned materials to sculpt an abstract or literal representation of an idea |
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| Materials | Preparation | |
| * Air dry clay (pre-balled in appx 2” diameter balls) | * Pre-ball clay | |
| * Sculpting tools (toothbrushes, plastic knives and toothpicks work well as substitutes) | * Set out wax paper and sculpting tools on each desk | |
| * Sheets of wax paper to put down on desks |  | |
| * Sharpie for writing names on wax paper |  | |
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| Vocabulary |  | |
| * Stretch & Explore: To reach beyond your limits, explore playfully, embrace opportunity to learn from mistakes and accidents along the way. |  | |
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| Procedures |  | |
| * Review first two SHOM from the last two weeks (or days) | | |
| * Generate definition for “stretch & explore” | | |
| * Discuss a theme from class- (for example, the *transformation* of a character in a ELA book) | | |
| * Write the theme on the board and make a quick brainstorming web of what that word means to the class | | |
| * Discuss activity: Use clay and tools to sculpt what “transformation” means to them. Can be abstract or literal, as long as they can explain their work. It is ok to feel nervous – the project requires some risk taking and stretching and exploring. | | |
| * In the last five minutes of class, do a gallery walk of student work and have two students explain their work. (1 abstract example and 1 literal example). | | |

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| **Session 4: Express** | | |
| Learning Goal | | Assessment |
| * We can use paint and brushes to colorfully and thoughtfully express a feeling or idea. | | * Students use given materials to express a feeling or idea and explain their reasoning. |
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| Materials | Preparation | |
| * Cardstock, canvas paper or cardboard for each student | * Load PowerPoint presentation (see attached) | |
| * Paintbrushes of various sizes |  | |
| * Cups of water for cleaning brushes |  | |
| * Paper towels for wiping and drying brushes |  | |
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| Vocabulary |  | |
| * Express: Learning to create works that convey an idea, a feeling or a personal meaning. |  | |
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| Procedures |  | |
| * Review first three SHOM | | |
| * Generate definition for “express” | | |
| * Show Powerpoint presentation to discuss a brief world history of artistic expression | | |
| * Discuss activity: Use acrylic paint, brushes, water, and paper (or cardboard) to convey an idea or feeling. Can be abstract or not. Must be able to explain reasoning. | | |
| * Students work. | | |
| * In the last five minutes of class, do a gallery walk of student work and have two students explain their work. | | |

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| **Session 5: Develop Craft** | | |
| Learning Goal | | Assessment |
| * We can develop craft in our collaging, composition and collaboration skills. | | * Students use given materials to begin creating a collaborative “community” mural. |
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| Materials | Preparation | |
| * 4 ft of butcher paper per student group. Any color will do, but white and black are best. | * Load PowerPoint presentation (see attached) | |
| * Glue sticks and tacky glue | * Tear butcher paper into approximately 4 ft. pieces | |
| * Scissors |  | |
| * Dry paintings from “express” week |  | |
| * PowerPoint presentation * Scratch paper for silent thinking/writing time |  | |
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| Vocabulary |  | |
| * Develop Craft: Learning to use tools and materials and learning to care for tools, materials and space. |  | |
| * Express: learning to create works that convey an idea, feeling or personal meaning. |  | |
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| Procedures |  | |
| * Review first four SHOM (see PowerPoint) | | |
| * Generate definition for “develop craft” | | |
| * Show PowerPoint presentation to discuss examples of paper collages and how artists have created murals to represent community | | |
| * Silent thinking/writing time: What is community to you? (your city, your school, your neighborhood, how community feels, what is a community made up of, etc.) * A couple students may share out ideas * Discuss activity: Cut up paintings from last week and pair with construction paper cutouts to design a collaborative paper collage that represents “community” | | |
| * Students group off and begin work. They will likely only have 10 minutes or so to work. | | |
| * All group names on butcher paper and clean up room. | | |

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| **Session 6: Engage & Persist** | | |
| Learning Goal | | Assessment |
| * We can persevere through artistic challenges and complete each activity to the best of our ability. | | * Students continue to collaborate with their team to create their paper collage. |
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| Materials | Preparation | |
| * Butcher paper (from last session) | * Set out group projects | |
| * Glue sticks and tacky glue |  | |
| * Scissors |  | |
| * Multicolored construction paper |  | |
| * Scratch paper for drafting out composition and designs. |  | |
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| Vocabulary |  | |
| * Engage & Persist: Learning to embrace problems of relevance within the art world and/or of personal importance, to develop focus conducive to working and persevering at tasks |  | |
| * Composition: the arrangement of elements in a work of art so that it appears unified and balanced. * **Note:** Use the **rule of thirds** (arrange important features on or near one of the two vertical lines if the piece was divided into thirds), and **the rule of odds** (using an odd number of elements is more pleasing to the eye) and **the rule of space** (create the illusion of movement) and **simplification** (decrease the amount of “clutter” so that the viewer can focus on what is most important) |  | |
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| Procedures |  | |
| * Review first five SHOM | | |
| * Generate definition for “engage & persist” | | |
| * Discuss “composition” and how one might use it in paper collaging | | |
| * Students continue work on paper collage * Make rubric available for students to see | | |
| * In the last five minutes of class, do a gallery walk of student work | | |
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| **Session 7: Understand Our Worlds** | | |
| Learning Goal | | Assessment |
| * We can understand one another better by studying their artwork | | * Students complete paper collage with group and present it to peers |
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| Materials | Preparation | |
| * Same materials as last two sessions | * Set out group projects | |
| * Lined paper for artist statements |  | |
| * Pencils |  | |
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| Vocabulary |  | |
| * Understand Our Worlds: Learning to interact as an artist with other artists and within the broader society. |  | |
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| Procedures |  | |
| * Review first six SHOM | | |
| * Generate definition for “understand our worlds” (examples for “worlds” – dance, history, science, Impressionism… the list is endless) | | |
| * Goal for today: Finish paper collage and write artist statement | | |
| * Artist statement should include: 1) How did your group understand the word “community”? 2) How does your paper collage describe your understanding of community? (Shape/color/texture/composition)? | | |
| * Students work for half the session. * If groups finish all work, they should ensure their project is neatly trimmed, everything is securely glued down, and they might decide to add words or a title to their piece. | | |
| * Final 15-20 minutes of class: Each group presents their project briefly and teacher fills in rubric. * Projects (and artist statements) should be hung in hallway. | | |

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| **Session 8: Reflect** | | |
| Learning Goal | | Assessment |
| * We can reflect on what we know about the studio habits of mind by making a print. | | * Students design, carve and make at least one print that represents one of the studio habits of mind. |
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| Materials | Preparation | |
| * Styrofoam (Styrofoam cafeteria trays work well) or scratch foam | * Set up printing stations | |
| * Toothpicks, pens, or wood stylus’ for scratching into foam | * Cut scratch foam/Styrofoam to approximately 2 x 3” pieces | |
| * Copy paper/scratch paper | * Cut copy paper to the size of foam pieces | |
| * Masking tape | * Cut printing paper down so that there’s 1-2 inches of free space on each side of print | |
| * Block printing ink (dark colors) or acrylic paint * Brayers * Cardstock for printing on * Pencils |  | |
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| Vocabulary |  | |
| * Reflect: Learning to think and talk with others about one’s work or process; looking back in order to look forward |  | |
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| Procedures |  | |
| * Pre-group students into 8 SHOM groups (one for each SHOM) | | |
| * Generate definition for “reflect” (both literally and figuratively) | | |
| * Demonstrate printmaking process. * Draw design representing your assigned SHOM (ex: Observe – eyes, hands, nose, tongue, ears) on the copy paper in pencil and in the reverse of how you want it to print * Tape copy paper onto foam and use a pen to press firmly down to leave an imprint of your image * Roll out paint or ink with brayer on a table, plastic lid, or glass (it should make a sticky, almost Velcro sound when it’s ready) and apply to front of foam * Press foam ink side down onto clean printing paper * Use a clean brayer (or fingers) to roll over the non-inked side of the print to apply even pressure * Carefully pull foam off paper to reveal print * Sign name on each print and let dry * Note: A student volunteer or teacher will need to add more ink to printing stations throughout class | | |
| * Students begin by drawing out image on copy paper (in reverse! Especially important if they choose to add any words) before copying it onto foam | | |
| * Students make two good prints- one to take home, one to leave at school for a book of prints or to be hung in classroom | | |
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**Assessment:**

**Formative:**

Students are able to use the Studio Habit of Mind language appropriately during the activity and in other classes. Students recommend the use of habits to peers in need.

**Summative:**

At the end of the eight sessions, students can create a print artistically describing the Studio Habit of Mind that resonates most strongly in their lives. Students can also explain the way they sue this habit through a short essay.

**Observation Sheet:**

Sense Observations Guess

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| **Smell** |  |  |
| **Sight** |  |  |
| **Feel** |  |  |
| **Taste** |  |  |
| **Sound** |  |  |

**Analysis Questions:**

1. What was the purpose of this challenge?
2. How did you adapt to be successful?
3. How might refining your observation skills help you be a better scientist? Student?

Paper Collage Rubric

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4