**SHoMRoom Activities**

How many sessions to complete? 8

How long per session (ideally)? 60 minutes

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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** | |  |
| * 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** Document early stages of the creative process visually and/or verbally in traditional or new media. | | |
| * **VA:Cr1.2.7a** Develop criteria to guide making a work of art or design to meet an identified goal. | | |

**Session 1: Observation**

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| **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. |
| **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 (two 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 | |  |
| **Vocabulary** | |  |
| * Observe: to learn to notice things that you might otherwise not see; observation is made through all five senses | |  |
| * Senses * Observations | |  |
| **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 Studio Habits of Mind (SHoM) for the next seven sessions in a SHoM sketchbook (if desired). * Teacher discusses use of senses in observation and how to use detailed 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. | | |

**Session 2: Envision**

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| **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. |
| **Materials** | | **Preparation** |
| * Rulers | | * Separate out two sheets of newspaper and cut 2-ft sections of masking tape. |
| * Newspaper (two sheets per student or pair of students) | | * Load Kari Turner video on computer. |
| * Masking tape (two feet per student or pair of students) * Notecards or sticky notes for exit ticket (one per student) | |  |
| **Vocabulary** |  | |
| * Envision: to picture mentally what cannot be directly observed; to imagine future possibilities in your life or your work of art | | |
| **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 and persist with the activity until time is up. * At this point, students should walk around the room to 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. | | |

**Session 3: Stretch & Explore**

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| **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. | |
| **Materials** | **Preparation** | |
| * Air-dry clay (rolled into balls approximately 2 inches in diameter) | * Ball up the 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 pens for writing names on wax paper |  | |
| **Vocabulary** | |  |
| * Stretch & Explore: To reach beyond your limits, explore playfully, embrace opportunity to learn from mistakes and accidents along the way. | | |
| **Procedures** | |  |
| * Review first two SHoM from the last two weeks (or days). | | |
| * Generate definition for “stretch & explore.” | | |
| * Discuss a theme from class (e.g., the *transformation* of a character in an 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 (one abstract example and one literal example). | | |

**Session 4: Express**

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| **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. | |
| **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 |  | |
| **Vocabulary** | |  |
| * Express: Learning to create works that convey an idea, a feeling, or a personal meaning | | |
| **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. | | |

**Session 5: Develop Craft**

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| **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. | |
| **Materials** | **Preparation** | |
| * 4 feet 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 |  | |
| **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. | | |
| **Procedures** | |  |
| * Review first four SHoM (see PowerPoint presentation). | | |
| * 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. | | |
| * Write all group names on butcher paper and clean up room. | | |

**Session 6: Engage & Persist**

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| **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. | |
| **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 |  | |
| **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). | | |
| **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. | | |

**Session 7: Understand Our Worlds**

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| **Learning Goal** | | **Assessment** |
| * We can understand one another better by studying each other’s artwork. | | * Students complete paper collage with group and present it to peers. |
| **Materials** | | **Preparation** |
| * Same materials as last two sessions | | * Set out group projects. |
| * Lined paper for artist statements | |  |
| * Pencils | |  |
| **Vocabulary** | |  |
| * Understand Our Worlds: Learning to interact as an artist with other artists and within the broader society. | | |
| **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. | | |

**Session 8: Reflect**

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| **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. |
| **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 | | * Trim printing paper so that there’s 1–2" of free space on each side of print. |
| * Block printing ink (dark colors) or acrylic paint * Brayers * Cardstock for printing on * Pencils | |  |
| **Vocabulary** |  | |
| * Reflect: Learning to think and talk with others about one’s work or process; looking back in order to look forward | | |
| **Procedures** |  | |
| * Group students into eight 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 uninked 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. | | |

**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**

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| **Sense** | **Observations** | **Guess** |
| **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**

1.

2.

3.

4.