

Unit 3: Connecting Places, Connecting People

WEEK 4 Studios



**How are people connected in and across communities?**  
 Children consider public art across communities. They create and reflect on forms, locations, and impacts of public art.  
 The Research and Storytelling and Writing Studios are combined in Weeks 4 and 5. As in other weeks, children continue investigations at the Discovery Studio.

<p><b>Big Ideas</b></p>	<p>Different perspectives offer opportunities for understanding and inspiration.                  Individuals and communities shape each other.</p>
<p><b>Weekly Question</b></p>	<p>How are people connected in and across communities?</p>
<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● new studios prompts</li> <li>● Cut apart and replace studios prompts.</li> <li>● Unit 3 Observation Sheet</li> </ul> <p><u>New for the Art Studio:</u></p> <ul style="list-style-type: none"> <li>● kraft or other paper, as large as feasible, at least one piece</li> <li>● pencils</li> <li>● tempera paints</li> <li>● paintbrushes</li> <li>● container(s) for water</li> </ul> <p><u>New for the Building Studio:</u></p> <ul style="list-style-type: none"> <li>● Kapla blocks and/or K’NEX</li> <li>● small boxes</li> <li>● a collection of Beautiful Stuff potentially useful for representing an outdoor environment</li> </ul> <p><u>New for the Discovery Studio:</u></p> <ul style="list-style-type: none"> <li>● any materials identified by small groups and the whole group during Science and Engineering Lesson 2</li> </ul>

	<p><u>New for the Math Studio:</u></p> <p><u>New for the Research <i>and</i> Writing and Storytelling Studios:</u></p> <ul style="list-style-type: none"> <li>● Public Art images Many (not all) of the images for these studios come from <a href="http://www.wbur.org/artery/2016/08/29/boston-best-public-art">WBUR</a> (<a href="http://www.wbur.org/artery/2016/08/29/boston-best-public-art">http://www.wbur.org/artery/2016/08/29/boston-best-public-art</a>). Scan this article to get a bit of background information for works that might be of particular interest to children in the classroom.</li> <li>● Responding to Public Art sheets</li> <li>● Storytelling Books</li> <li>● writing and drawing tools</li> </ul> <p>In the Opening Basket, place the Studios Planner, a few sample materials from each studio, and prompts.</p> <p>Decide which studios need particular attention, and bring those bins to the whole group. Include examples of children’s work in progress from previous weeks to relaunch the work in those studios and encourage thoughtful continuation of longer processes.</p> <p>Have sufficient copies of the Observation Sheet on clipboards.</p> <p>Decide which day(s) to host a Thinking and Feedback meeting, and plan Studios time accordingly.</p>
<p><b>Opening</b></p>	<p><i>One thing we’ve been learning about this week is public art: works of art that are part of a community and available for everyone to experience.</i></p> <p><i>In the Art and Building Studios you’ll design some public art of your own. This big paper is for making a mural. Of course, we won’t be painting on the wall of a building right now, but you can imagine it! Mural artists usually make a sketch before they begin painting. You can use pencils for this. Talk to some classmates to imagine and agree on what you want this mural to look like, sketch it out, and then begin painting! Remember that a mural communicates a particular idea; you will make one big picture on this paper, not just lots of little, separate pictures.</i></p> <p><i>You can build models of public sculptures with either Kapla blocks or K’NEX. Imagine where your sculpture might be located, and build the environment around the sculpture, as</i></p>

*well, maybe using some boxes and other Beautiful Stuff.*

*The Research Studio and the Writing and Storytelling Studio are linked this week. Here are some images for you to look at, showing examples of public art. First, take some time to look through them and talk about them with a classmate. Find one that is particularly interesting to you. Then you can choose: use this sheet [show Responding to Public Art] to record your thoughts and feelings about the artwork, **or** write and act out a story about how you imagine this artwork was created. Who made it? How? When? Why?*

*Finally, in the Discovery Studio, you'll try the investigations you designed for freezing water. Remember to record your work in your packets as you go.*

Refer to the Studios Planner.  
*What will you do to explore public art? Take a moment to make a plan.*

Give children time to share their plans with a partner and to arrange to collaborate. Dismiss children to work.

**Facilitation**


Observe children’s use of space and materials.


Observe children’s interactions with each other and their habits of asking for and offering help and feedback.

Use the Studios Guiding Questions and refer to the Weekly Question to understand and extend children’s thinking.


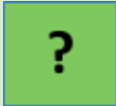
Collect samples of children’s work for use during Thinking and Feedback and/or for planning purposes.


In anticipation of the Our Neighborhood Project, continue to document and/or collect artifacts of work specific to the school neighborhood.

<p><b>Art</b></p> 	<p><b>Painting Murals</b></p> <p><u>Content Objective:</u>  I can reflect on the value of public art and collaborate to make a community mural.</p> <p><u>Process:</u>  Children talk together to imagine themes, designs, and images for a</p>
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	<p>mural. Working on large paper, they first sketch and then paint a mural. The whole class may contribute to a single mural, or separate small groups may pursue different ideas over the course of many days.</p> <p><u>Facilitation:</u></p> <p><i>What is the most important idea in your mural?</i>  <i>How will you communicate that idea? What images will you use? What colors?</i>  <i>Where do you imagine this mural might go? Why there?</i>  <i>Who would see this, and what do you think they would think or feel when they do?</i>  <i>How might this mural impact the community?</i></p> <p><u>Thinking and Feedback Possibilities:</u></p> <p>Children might present their sketches and ideas, painting in progress, or a finished mural. Peers offer feedback about the impact of the message, as well as about aesthetic and technical elements such as color, line, use of paint, and images. Peers might offer suggestions about where a mural might be located (such as on a specific building or in a particular place in the neighborhood) and what might be added to or revised about this mural to fit there especially well.</p> <p><u>Ongoing Assessment:</u></p> <p>Use the observation sheet to record what children are working on, what understandings and misconceptions are revealed in their work, and how they are interacting.</p> <p>What kinds of images do children include, and why? What does this say about their understanding of the role of public art in a community?</p>
<p><b>Building</b></p> 	<p><b>Creating Public Art: Sculptures</b></p> <p><u>Content Objective:</u></p> <p>I can reflect on the value of public art and collaborate to make a community sculpture.</p> <p><u>Process:</u></p> <p>As in the Art Studio, children consider possible works of art for public spaces. Here, they use Kapla blocks or K’NEX, possibly combined with Beautiful Stuff, to imagine and construct art works and the environment where they might be situated.</p> <p><u>Facilitation:</u></p> <p><i>What is the most important idea in your work of art?</i>  <i>How does this sculpture communicate that idea?</i></p>

	<p><i>Where do you imagine this sculpture might go? Why there? Who would see this, and what do you think they would think or feel when they do? How might this work of art impact the community?</i></p> <p><u>Thinking and Feedback Possibilities:</u> Take and project photographs of a child/children’s sculpture in its constructed environment. Peers offer feedback about how the sculpture responds to or adds to the community.</p> <p><u>Ongoing Assessment:</u> Use the observation sheet to record what children are working on, what understandings and misconceptions are revealed in their work, and how they are interacting. What kinds of sculptures do children construct, and why? What does this say about their understanding of the role of public art in a community?</p>
<p><b>Discovery</b></p> 	<p><b>Freezing Water</b> <u>Content Objective:</u> I can follow an investigation design to test how to change the state of water from liquid to solid.</p> <p><u>Process:</u> Materials identified during Science and Engineering Lesson 2 are provided so that children can access them. Children follow their notes to conduct the investigations they designed. They might also try classmates’ investigations. They record findings in words and drawings in their notebooks.</p> <p>Not all investigations will be successful. Children talk about what they notice and offer ideas about their results.</p> <p><u>Facilitation:</u> Support children in setting up their investigations. Encourage them to think about why their investigations yield different results. For example, they may find that not all cold temperatures freeze water (water’s freezing temperature is 32 degrees Fahrenheit). Some water may freeze partially; encourage children to talk about this and to think about how they might revise their investigations. While they may not talk about exact temperatures, children are likely to notice that the temperature needs to be “really cold” to freeze the liquid into a full solid.</p>

	<p><b><u>Thinking and Feedback:</u></b> Facilitate a short discussion about children’s findings. Surface surprises and address misconceptions as needed.</p> <p><b><u>Ongoing Assessment:</u></b> Use the observation sheet to record what children are working on, what understandings and misconceptions are revealed in their work, and how they are interacting.</p> <p style="padding-left: 40px;">Do children follow investigations as designed? How do children respond when investigations go as expected and when they yield surprising results? What next steps do children identify, if any?</p>
<p style="text-align: center;"><b>Math</b></p> 	<p><b>Can You Draw It?- Shapes</b></p> <p><b><u>Objective:</u></b> I can describe and draw two-dimensional shapes.</p> <p><b><u>Process/Directions:</u></b> Shape cards include triangles, quadrilaterals, and hexagons.</p> <ul style="list-style-type: none"> <li>● Partner A chooses a shape card and describes it to their partner. Partner A can refer to the word bank for support.</li> <li>● Partner B draws the shape, based on the description. If Partner B draws the shape correctly, the partnership keeps the card.</li> </ul>
<p style="text-align: center;"><b>Research</b></p> 	<p><b>Responding to Public Art</b></p> <p><b><u>Content Objective:</u></b> I can reflect on and talk about my own reactions to public works of art and their impacts in communities.</p> <p><b><u>Process:</u></b> Children look at images of public arts. With a classmate, they look through the images and talk about what they notice. After choosing one image to focus on, children record their responses through writing and drawing.</p> <p><b><u>Facilitation:</u></b></p> <p style="padding-left: 40px;"><i>What do you see?</i> <i>What interests you?</i> <i>Do you see similarities between any of these works of art?</i> <i>What feeling does this artwork give you?</i> <i>How do you think people in the community might feel about this work of art?</i></p> <p><b><u>Thinking and Feedback Possibilities:</u></b></p>

	<p>Because response to artwork is so personal, this work is not well suited to the Thinking and Feedback routine.</p> <p><u>Ongoing Assessment:</u>          What do children discover in a work of art?          What do their responses reveal about children’s thinking and feeling about themselves and about communities?          Watch for ways in which children are inspired by these works of art to experiment with similar ideas in their own artwork.</p>
<p><b>Writing and Storytelling</b></p> 	<p><b>Responding to Public Art</b></p> <p><u>Content Objective:</u>          I can imagine, write, draw, and act out a story related to the creation of works of art.</p> <p><u>Process:</u>          Children look at images of public arts. With a classmate, they look through the images and talk about what they notice. After choosing one image to focus on, children create stories centered around the artwork.</p> <p><u>Facilitation:</u>  <i>What do you see?</i>  <i>As you imagine it, who are the characters—the artists—who made this work of art?</i>  <i>How did they make it? What materials did they use? What did they have to do to get those materials?</i>  <i>How long did it take to make it? What else were the artists doing during that time?</i>  <i>Why did the artists want to make this work of art?</i>  <i>Why did they choose this community to put it in?</i></p> <p><u>Thinking and Feedback Possibilities:</u>          Children might tell or perform their stories for classmates. Peer feedback can lead to revision, to other children joining the story acting, or to new stories.</p> <p><u>Ongoing Assessment:</u>          How do children imagine the evolution of a work of art?          How do they see artists and their role in communities?          How do they understand the importance of artwork in a community?</p>

<b>Standards</b>	<p>Some standards addressed will depend on the studios in which children work. Some possibilities include work towards those listed in the Studios Introduction (Part 1) and the following studio-specific standards.</p> <p><u>Discovery:</u> <b>2-PS1-4.</b> Construct an argument with evidence that some changes to materials caused by heating or cooling can be reversed and some cannot.</p> <p><u>Math:</u> <b>GR.C.1</b> Identify, describe, analyze, compare, create, and compose shapes based on their attributes. <a href="#">2.G.A.1</a></p> <p><u>Research:</u> <b>W.1.2.a</b> Investigate questions by participating in shared research and writing projects.</p> <p><u>Writing and Storytelling:</u> <b>W.3.2</b> Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p>
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<b>Notes</b>
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