



WEEK 4 Day 1

Art Studio: Beautiful Stuff Compositions 2

Children continue to explore and create with recycled and natural materials.

Big Ideas	Humans can harm or help the environment through their presence. Humans have a responsibility to act as stewards, protectors and advocates for the environment.
Guiding Question	Why is it important to protect the environment?
Vocabulary	<p>recycle: to use waste for something new</p> <p>collect: to gather together</p> <p>create: to make</p> <p>adhesive: something used to stick things together</p>
Materials and Preparation	<ul style="list-style-type: none"> ● photos of children’s Art Studio work from Week 3 ● a new selection of sorted Beautiful Stuff materials with differing qualities (e.g. bottle caps, fabric pieces, acorns or shells, toilet paper rolls, and wine corks) ● trays ● images of works of art using recycled materials (some provided) <p>As in Week 3, set out the materials on the table with trays. Lay out the images or have them available digitally so children can access them for inspiration. We strongly suggest initially exploring without adhesives (tape, glue, etc.).</p>
Intro to centers	<p><i>This week in the Art Studio, you can continue to explore and create with our Beautiful Stuff materials.</i></p> <p>Show the photos of children’s work from the previous week.</p> <p><i>Here are some photos of your work from last week. What do you notice?</i></p>

	<p><i>I've pulled out some different materials this week. But you can also choose the materials you are interested in using right from the shelf.</i></p> <p>Indicate the area where Beautiful Stuff materials are housed.</p> <p><i>What materials do you think you will choose? How are you thinking of using them?</i></p> <p>Harvest a couple of responses.</p> <p><i>Collaborate as you think about materials and designs to create. You can document what you create with my phone or the ipad.</i></p>
During centers	<p>Children explore the materials individually or in small groups. Support them to build their understanding of the properties of the materials and the possibilities they offer. Ask guiding questions to foster their creative and flexible thinking about how the materials might be used. Invite children to document how they are using the materials and what they create.</p> <p>Encourage children to think together about choosing and using materials. Support their use of specific vocabulary to describe properties of materials. Encourage them to think flexibly about the possibilities the materials offer.</p> <p>Invite children to document how they are using the materials and what they create.</p>
Facilitation	<ul style="list-style-type: none"> ● What ideas do you have about how to use these materials? ● How would you describe the materials? ● What is similar or different between the materials? ● What inspires you about these materials? ● How else could you use the materials? ● What else could you use? ● How are you making decisions together about which materials to use and how to use them?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>VA.K.V.Cr.01 (Boston) Generate and conceptualize artistic ideas and work. Experiment with a wide variety of both two- and three-dimensional materials, including recycled/repurposed ones after looking at images from several artists who use those materials.</p>

Notes
