

WEEK 7 Day 2

Art Studio: Design Studio 4

Children create the class model of *Our Town*.

*This lesson also takes place during Thinking and Feedback.

Big Ideas	The process of design and construction includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. This process includes time to work alone and with others.
Guiding Questions	What suggestions do you have about constructions in our city to make Boston a fairer and more interesting place for children? What about you, and members of your community, gives you this perspective?
Vocabulary	plan: to think about what you are going to do (verb); a guide of what to do (noun)
Materials and Preparation	<ul style="list-style-type: none"> ● Small Group Planning Sheet and chart, from Week 6 Review the groups and make adjustments to the groups, as needed. If edits are made, be sure to make the edits on the large class version of the small groups, as well. ● master plan, from Week 6 ● a large, sturdy base: styrofoam presentation board, ply-wood, the particle board created in the Science and Engineering Center, cardboard ● a large collection of beautiful stuff, with a variety of materials (e.g., tissue/cereal boxes, large cardboard boxes, canisters, natural materials) ● strong adhesive (e.g., glue, hot glue, craft glue, etc.) Be sure an adult uses the glue gun. ● a variety of paper/cardboard pieces to create labels/signs ● scissors, 3-5 pairs ● paint and paintbrushes ● writing tools <p>Arrange the materials in a way children can easily see what is available to them.</p>

<p>Intro to Centers</p>	<p><i>We have done a lot of work to respond to the _____ [important figure]'s invitation to make our town/neighborhood a more fair and interesting place for children. We've 'asked,' 'imagined,' and 'planned.' The planning group, _____ [children's names] created this master plan for us to create our _____.</i></p> <p>Refer to the master plan.</p> <p><i>It is now time for us to move onto the next step in the Engineering Design Process- to start 'creating' the plan. Remember that architects make blueprints or construction drawings to know what kind of building to construct. This master plan gives us a timeline for our work.</i></p> <p><i>There is a lot of building to do and we will work together in small groups. During Centers this week, I'll call your group over to work on different jobs.</i></p> <p>Review the small groups. Explain that each group will work on the model at different times this week. The Building Group will construct the model. The Decoration Group will paint and add details. The Labeling Group will create signs and labels. The feedback group will be consulted throughout.</p> <p><i>Building Group, please meet me first in the Design Studio!</i></p>
<p>During Centers</p>	<p>The process of 'creating' the model will take several days. Follow the children's lead.</p> <ol style="list-style-type: none"> 1. The Building Group consults the master plan and builds the model. Support the children to read the plan, decide on the appropriate materials, and then build on the base. 2. The Decoration Group paints the model. Support children to decide on appropriate colors. Suggest that the group consider painting in layers where appropriate (e.g., they may first paint a building brown, and then come back and add white windows after the brown has dried). This group also adds additional details after the paint is dry. 3. The Labeling Group adds signs and labels. Challenge this group to consider the role of labels; labels will help an audience better understand the class idea. 4. The Feedback Group supports all the groups with consultation. As children run into dilemmas, reach out to the Feedback group for ideas. 5. The Presentation group begins to think about how to present this model to an audience. <p>The individual groups might require more specific support with negotiating, assigning roles, and making decisions (e.g., who will build the</p>

	slide on the playground? Who will build the swings? Should I use this canister to build the merry go round or this lid?). Before jumping in with solutions, first listen and allow time for children to talk and listen. If stepping in is indeed necessary, try to facilitate the conversation rather than making decisions for the children.
Facilitation	<ul style="list-style-type: none"> ● How will you represent that idea that is in our master plan? ● How can your group members help you? ● Tell me more about how you will construct that part. ● What is helpful about working together? ● What else do you need? ● What other details should we add?
Thinking and Feedback	As small groups finish their task, invite them to share their progress with the whole class.
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.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>Recognizing issues of inequity. Relationship Skills. Teamwork</p>

Notes: