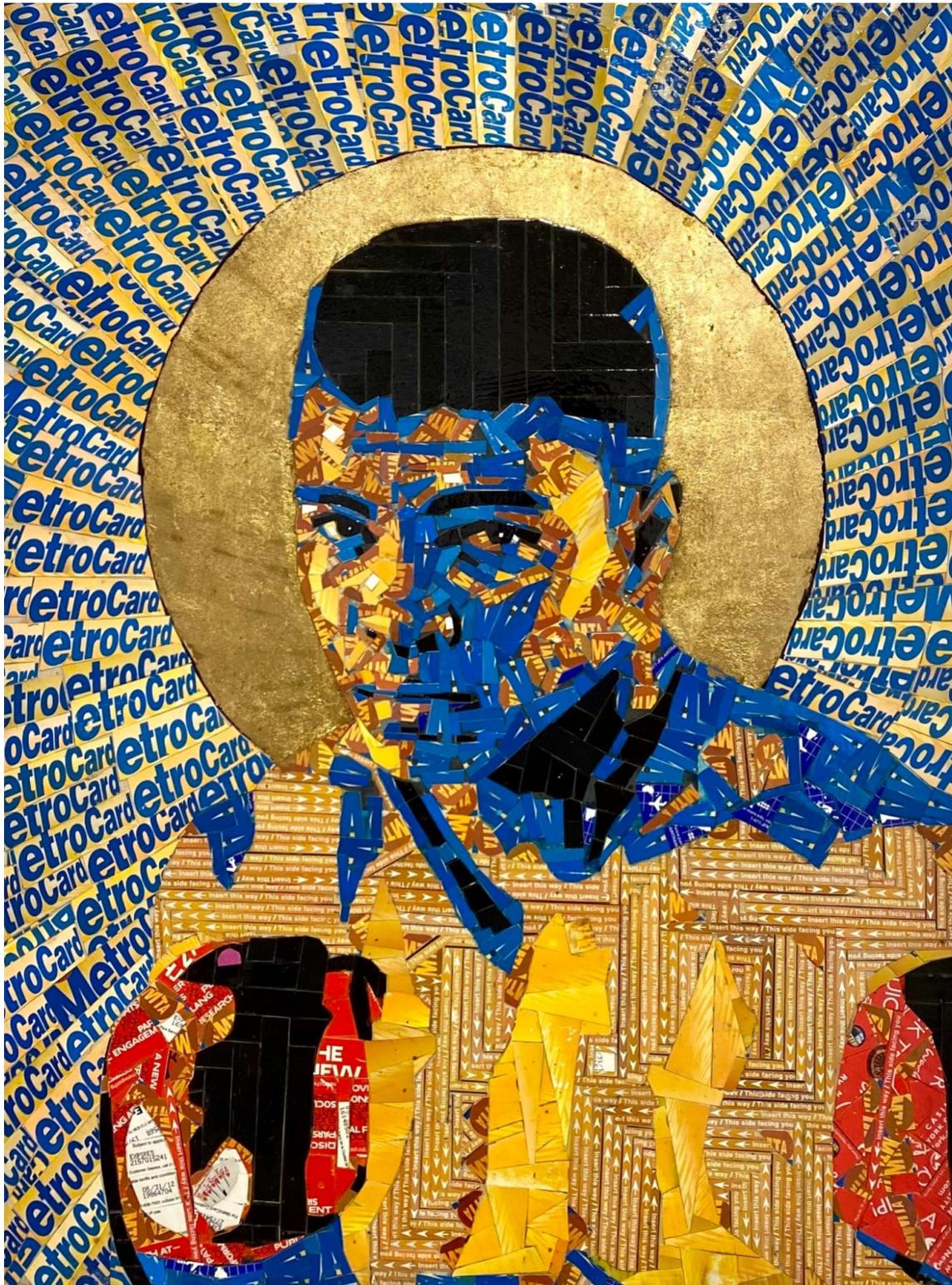


Visual Arts Curricula 3-5

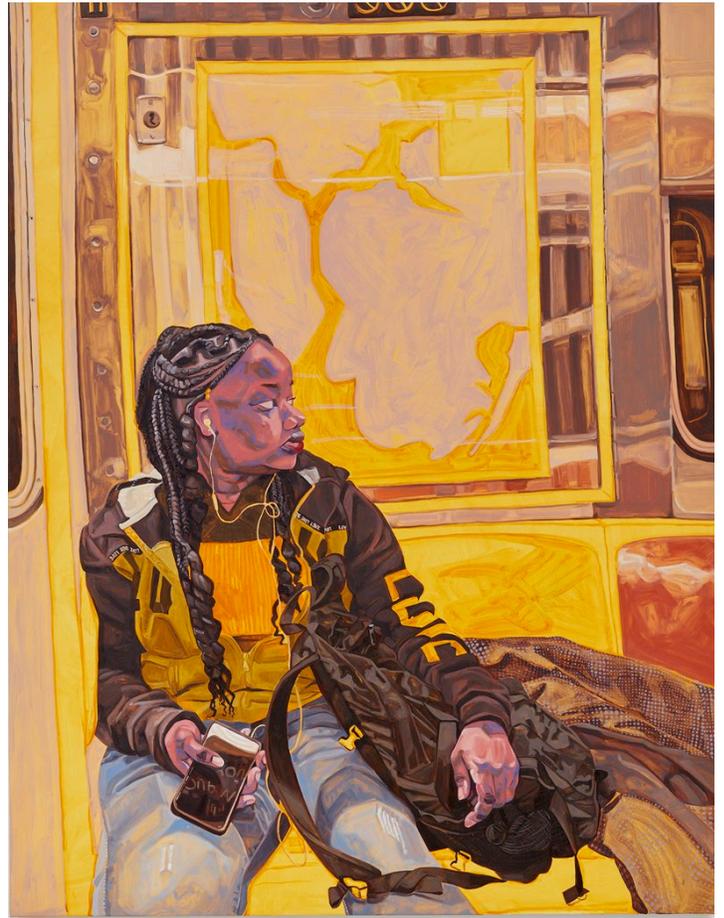


ALI - JUAN CARLOS PINTO

Created By: The Visual Arts & Curriculum Team



Jordan Casteel, There is a Season



Jordan Casteel, Love

Description of Experience

During the Visual Arts "Global New York" Experience, students will investigate the Essential Question, "How does art portray the diversity of NYC?" Through a range of dynamic and interactive art activities, such as collage making, relief sculpture, and printmaking, students will be encouraged to think critically about how they can incorporate their unique personal backgrounds as New Yorkers.

Moreover, the "Global New York" Experience also offers opportunities for students to analyze and interpret works of art created by diverse artists from New York City and beyond. By engaging in discussions and written reflections, students will be able to deepen their understanding of how art can serve as a powerful tool for exploring and celebrating cultural identity.

Materials

[VA Curriculum Supply List 2023](#)

Note to Activity Specialists



Susan Chen, Chinatown Block Watch

NY Edge is excited to have you as the lead for this immersive cultural and artistic experience. Your role will be to guide students on a journey of self-reflection and discovery as they explore New York's diverse art and culture, and create artwork that reflects their unique experiences living in the city.

Throughout the program, students will engage with a variety of creative mediums, such as personalized sculptures, reusable stamps, and even designing and constructing a sustainable neighborhood powered by renewable energy.

To ensure the smooth delivery of the program, please review each lesson carefully before teaching it. Materials needed for each lesson, including handouts and components for building 3D reliefs, making stamps, and more, should be collected and organized beforehand. A laptop or iPad connected to the internet is also required to display short videos and Google slides hyperlinked in the lessons.

The Essential Question is the big question that frames the entire experience. It is the question your class will work towards answering in greater depth throughout each lesson. The Enduring Understanding is a concise statement that briefly summarizes the core concepts that the Essential Question drives students towards unpacking.

We look forward to the students having an enjoyable and transformative experience as they discover and celebrate the diversity of New York City's art and culture, gaining a deeper understanding of how it shapes their own identities and influences their communities.

Family Letter

Greetings NY Edge Families!

We are so happy that your child can join us! This summer we're celebrating the creativity and diversity of New York by hosting a series of creative art projects in a variety of mediums that will inspire your child to show us what New York means to them.

Some of the activities include creating a class banner that reflects students' life as New Yorkers, designing and building a neighborhood run on renewable energy, creating a personalized stamp with their own New York brand, and much more.

Creatively, NYC has a global influence due to the many diverse and creative people and cultures that originate from it. This summer, we will ignite the creativity in our students and inspire them to reflect the creative, diverse, and Global nature of New York City.

Your child's artistic journey doesn't have to end when they leave us. Take a look at the link below for some tips for fostering creativity at home:

- 1. Let their minds wander
 - For kids, art is all about discovery. Therefore, it's important to offer them a variety of ideas and materials that empower them to freely express their creativity in their own unique way. Make beginning instructionals short so that they can get creative as soon as possible!
- 2. Take them to museums—and be patient!
 - Head straight to the gift shop with your child to have them choose a postcard featuring an exhibit from the museum. Then, challenge them to spot that exhibit as you both explore the various exhibits. This game motivates them to interact with the museum's artwork, while providing them with a fun objective to keep them engaged.
- 3. Stock up on craft supplies
 - You don't need to restrict your child's imagination to crafting supplies from specialty stores. Instead, save boxes, paper cups, and even toilet paper rolls. Offer them glue, colored paper, and paint. You'll be amazed at how quickly your child's creativity will take flight. Keep an eye out for interesting materials or items that can be repurposed for a masterpiece.
- 4. Put it in a context they can appreciate
 - Have a feeling that a particular creative endeavor may be a little inaccessible for your child? Try motivating them with their favorite character from a cartoon or video game. Ask them to create their favorite

character using Legos, clay modeling compound, or even draw/color it. This helps them dive right into the creative process.

- 5. Work together
 - Clear a space large enough for the whole family to gather around, such as a dining room table. Take turns selecting a subject that everyone can draw for 5-10 minutes. Continue until each person has had an opportunity to contribute. This is not only an enjoyable way to discover your child's creativity, but also a chance for you to flex your artistic skills!

Some creative outings you and your child may find fun and interesting:

- The Cartoon Art Museum
<https://www.cartoonart.org/>
- Children's Museum of the Arts
<https://cmany.org/#>
- Sugar Hill Children's Museum of Art & Storytelling
<https://www.sugarhillmuseum.org/>
- Children's Museum of Manhattan
<https://cmom.org/>

We can't wait to get started on what is sure to be an enriching experience. Please do not hesitate to reach out with any questions or concerns: **Art Department**

Warmly,
The NY Edge Visual Arts Team

Essential Question:

In what way does art reflect the diversity of NYC?

Safety Protocols:

The following are a few safety tips for teachers for keeping art classrooms safe:

1. Make sure each student knows the rules of safety and follows them.
2. Only use materials that are safe for children to use. Make sure to read the labels.
3. Give preschool and kindergarten children small amounts of art materials at one time. This reduces the amount of material they can put into their mouth.
4. Hang decorative safety slogans around the classroom to remind everyone to follow the rules.
5. Make sure students wash their hands properly before and after working with materials.
6. Do not allow eating or drinking while working with art materials.
7. Rooms must be properly ventilated to ensure adequate fresh air.
8. Teachers must watch for any exposed sores or cuts on a student's hands.



Dustin Yellin's three-dimensional collage

Additional Resources:

1. Youtube Art Channels: A collection of some of the best YouTube art channels where you can access video content related to art teaching and learning. Most of these channels are created by fellow art teachers and educators and include how-to-videos, guides, tutorials, lesson ideas, and more.

<https://www.educatorstechnology.com/2022/03/best-youtube-art-channels-for-teachers.html>

2. Pinterest Art Boards: A collection of Pinterest Art boards curated to help teachers make the best of art in their instruction. Resources shared in these boards cover classroom art decor, art lessons, art posters, art project ideas, and more.

<https://www.educatorstechnology.com/2014/02/20-great-pinterest-boards-for-art.html>

3. Colossal: Colossal is a website that offers resources on contemporary art and visual culture. Colossal is designed to serve as an online gallery of visually spectacular artwork, while seeking to educate and inform rather than criticize or interpret. Through this effort, Colossal is used as inspiration and instruction in classrooms across the arts and sciences from grade school through graduate school.

<https://www.thisiscolossal.com/>

4. Artble: Artble is an excellent art resource where you can find unique information about artists from many different art periods. Take your time to view and appreciate the art whilst navigating through the pages, reading about history's greatest art works and the fascinating lives of their creators.

<https://www.artble.com/>

Lesson Plans 3-5

Lesson 1/Week 1: Identity Puzzle Collage (Studio Art, 3rd-5th grade)

Lesson 2/Week 2: "Our Future NYC" NYE Banner (Studio Art, 3rd-5th grade)

Lesson 3/Week 3: My NYC Monument (Studio Art, 3rd-5th grade)

Lesson 4/Week 4: Our Renewable Global NY Neighborhood (Studio Art, 3rd-...

Lesson 5/Week 5: Building Our Renewable Global NY Neighborhood (Studio...

Lesson 6/Week 6: NY Icon (Studio Art, 3rd-5th grade)

Culminating Event/Project 3-5

Lesson 7/Week 7: Face-In-Hole Reflection (Studio Art, 3rd-5th grade)

| | |
|---|--|
|  <p>Lesson 1 Title: Identity Puzzle Collage Lesson Duration: 1-5 sessions</p> |  <p>Grade Level: 3-5</p> |
|  <p>Essential Question: In what ways does art reflect the diversity of NYC?</p> | |
|  <p>Theme: Week 1 (Leadership): Explore IT - Self In Community</p> <ul style="list-style-type: none"> Using collage making as our medium, how can we explore the idea of our identity and everything in our lives that makes us unique? How can we celebrate our differences and similarities? | |
|  <p>Learning Objectives:</p> <ul style="list-style-type: none"> Students will construct a mixed media identity collage puzzle that represents more than one dimension of themselves, which includes words, images, and a variety of materials. Students will examine the identity collage puzzles of peers to gain a deeper understanding of the distinct components that form their individuality. | |
|  <p>Learning Standards:</p> <ul style="list-style-type: none"> VA: Re7.2.4 a. Analyze components of visual imagery that convey messages. VA: Cn10.1.4.a. Develop a work of art, based on observations of surroundings. | |
|  <p>Vocabulary:</p> <ul style="list-style-type: none"> Identity: the different things that make up who you are, including characteristics, feelings, beliefs, interests, etc. Collage: a type of artwork in which different kinds of materials are pasted onto a surface to make a picture. Jigsaw Puzzle: a mystery that can only be resolved by assembling various pieces of information. | |
|  <p>Social Emotional Components:</p> <ul style="list-style-type: none"> Self Awareness: Students will reflect on words and images that they associate with themselves Self Management: Students practice technical skills like cutting and pasting, and the finer details of their collage. | |

- Relationship Skills: Students listen to their classmates to learn new things about each other.
- Decision Making: Students decide on collage details including which images and words to include, paint colors to incorporate, and the composition of their piece.



Materials:

- Pencil
- Water-proof markers/sharpies
- Scissors
- Sketch paper
- Tagboard
- Paint
- Paint brushes
- Construction paper
- Tacky glue or glue sticks
- Mod Podge gloss for glazing
- Printed materials/magazines/newspaper
- Tape
- Computer/printer (if searching online)
- Container/Bags for puzzles, or **Level Up!** [Puzzle Boxes \(optional\)](#)
- [3-5 Google slide presentation](#)
- Smartboard or printed images from slideshow
- Optional: Rulers, other collaging materials like buttons, beads, glitter, stickers, small found objects, etc.



Prep:

- Gather materials and any bins or baskets for distribution
- Write the essential question and the daily vocabulary words and learning objectives on the board (or chart paper) for student reference
- Have Smartboard or images from the lesson ready to view
- Make any necessary photocopies
- Reserve an area in your space to allow for projects to dry properly
- Create your own identity puzzle collage as a model



Instruction Description:

Hook:



- Students should be presented with the [above images](#) and discuss what they see! ([Slide 3 & 4 for above images](#))

Question prompts:

- What pictures can you identify within each piece of art?
- What do you think the artist is trying to express?
 - Define collage.

Teach/Demonstration:

- Introduce students to the new project: Identity Puzzle Collage.
 - Students will create a jigsaw puzzle that incorporates words and images that represent different aspects of their identity.
 - Define identity.
 - We are using a puzzle because it is made up of different pieces, much like how our individuality is made up of different parts. When a puzzle is completed, we are able to see and more fully understand the bigger picture! Our goal is to learn more about one another through these puzzles that represent ourselves!
 - Define jigsaw puzzle.



- Share some examples of the project and/or your model. Discuss what students notice. ([Slide 5](#) for above image)

Question prompts:

- What images and words stand out?
- What do you think the words and images represent? Why?
- *I am a puzzle!* Have students fill out the worksheet (found at the end of this lesson) by themselves or within small groups to generate diverse answers.
- This worksheet will help us choose which images and words we want to include in our puzzle.
 - Where do you come from?
 - Ex: Bushwick Ave., Astoria, the Bronx, New York, Ghana, etc.
 - What's your favorite thing to do?
 - Ex: Cooking, playing video games, building legos, drawing, etc.
 - What do you want to do in the future?
 - Ex: Help others, be a basketball player, start a community garden, etc.
 - I would describe myself as...?
 - Ex: Athletic, compassionate, friendly, a leader, etc.
 - Students may also choose to focus on different aspects of their identity not included on this worksheet.
 - Ex: Family, friends, talents, traditions, etc.
- Next, provide students with magazines, newspapers, printed images, etc. Have them collect images and words that answer the questions from the worksheet to represent these different parts of themselves.
 - Students should incorporate some of their own drawings into their collage!

Independent / Group Practice:

- Provide each student with a 12 x 18 tagboard.
- Demonstrate how to design a jigsaw puzzle board, which is the outline of an image that represents you. This outline may be used as your puzzle's border, or

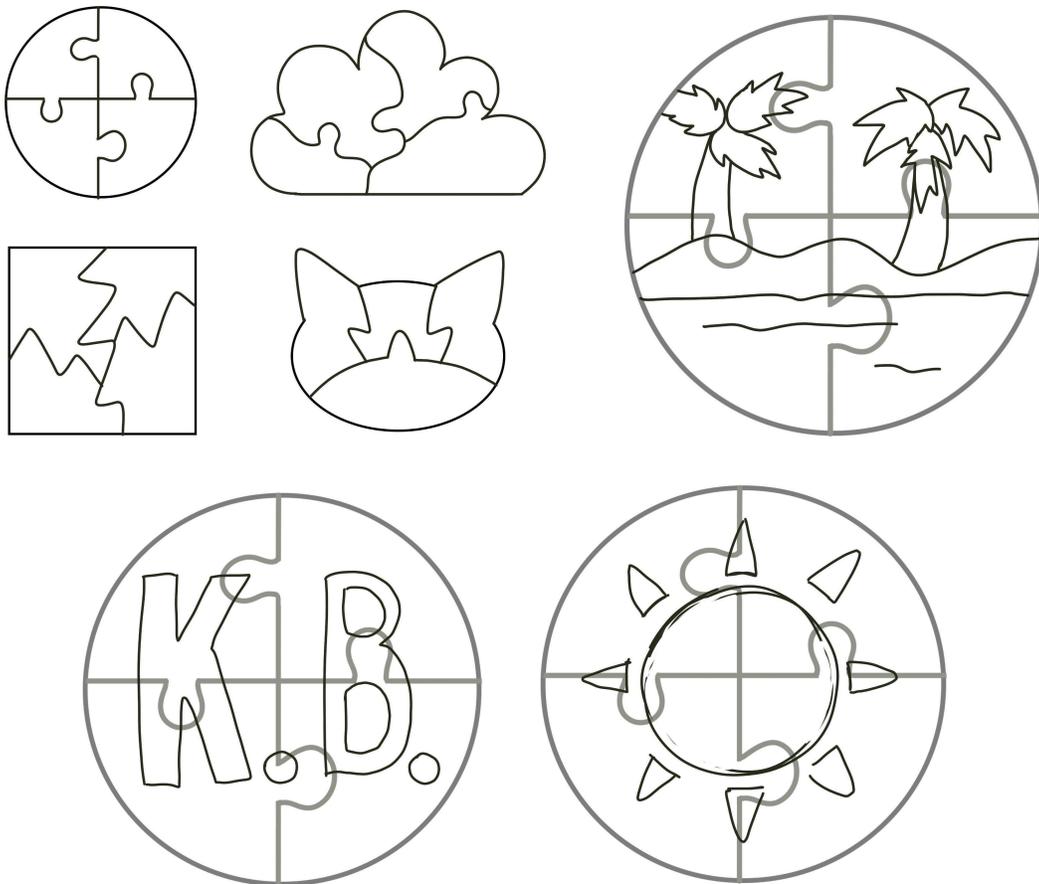
as an image inside the puzzle.

- Ex: "I chose the sun because I was born in the summer and I love the warm weather!"
- Use your model to explain your design thought process.
- Instruct students to brainstorm and draw/trace their own jigsaw puzzle board on the tagboard. Assist as necessary. More sketch paper may be needed.

Instructor Note: Ensure that jigsaw puzzle pieces are small enough to fit into the boxes, which will contain the entire puzzle by the end of the project.

- Students can experiment with different shaped borders for their puzzle and/or images inside their puzzle!
- Students should also creatively divide their puzzle board into at least 4 pieces, or sections, to cover the questions answered above.

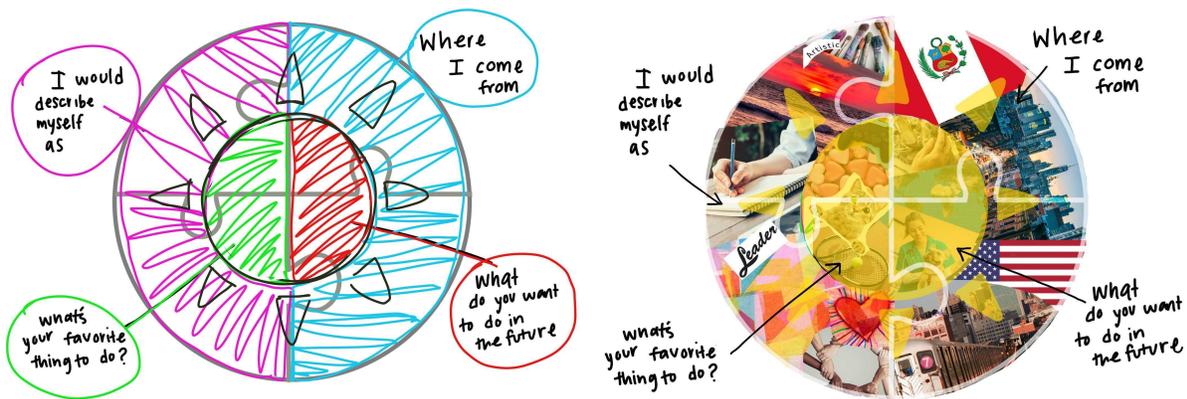
■ Below are some examples to inspire creativity!



- Once the puzzle outlines are completed and approved by you, have students outline the pencil in water-proof marker or sharpie.
 - It is important to trace this design on the back too, so students can later cut the puzzle apart.
- Demonstrate how to assemble images and text so it fits mostly within the outline. Students should try arranging their images and text before gluing them

down, with the goal of eliminating empty space.

- Then have students assemble their collages. Students need not include all the images/text they collected, but should aim to incorporate all of their favorites. When they are happy with how it is assembled, have them glue the images/text to their paper using a paint brush and tacky glue or a strong glue stick.
- When dry, clean up the edges of the jigsaw puzzle, making sure no materials hang over the edge by cutting them away.
- As a final touch, students may wish to add light washes of paint on top of their puzzle to enhance images inside their puzzle. They can also add more details with buttons, beads, cardboard, and other materials you have on site.



- Have students add a layer of glossy Mod Podge using thick brushes. This will give the project a shiny finish and make the project look closer to an actual jigsaw puzzle!
- Lastly, allow students to cut apart their jigsaw puzzles, being careful to follow the lines drawn on the back of their puzzles.

Instructor Note: Mod podge should be used swiftly in a one time pass. If rubbed in with a brush too abrasively, it may destroy details and wash away color.

- Distribute a container/bag for each student to store their puzzle.
- **Level Up!** If your site ordered the [cardboard boxes](#), students may decorate their box with markers and/or collage materials.
 - Students will artistically emphasize their name on the box. Students will decorate in a way that they think will entice others to want to assemble their puzzle.

Share:

Allow students time to assemble their classmates' puzzles. Encourage students to ask questions during this time to learn more about their classmates' art.

Question prompts:

- What do the images/words in your collage represent to you?

Whole Class Discussion:

- Name one thing you learned about somebody through their collage?
- What is something interesting you noticed in someone else's art?

Link:

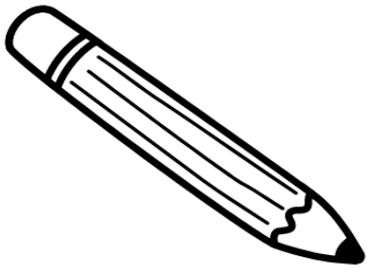
- During this lesson we worked independently to create a collage jigsaw puzzle that represents different parts of our identity.
- In the next lesson, we will work together to create a banner that illustrates our future NYC, taking our identities into consideration.

Exit ticket:

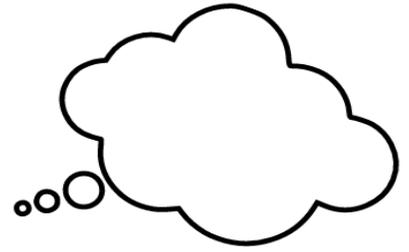
- Below are simple questions and prompts that students will complete at the **end of each day** during their progression of this lesson.
- Ask students one prompt to reflect on what they did today.
 - What is a question you have after today's art class?
 - What is a challenge you faced today?
 - What is a triumph you faced today?
 - Use sketch paper. Draw the second step of your collage process.
 - What is another project you would use collage for? Why?



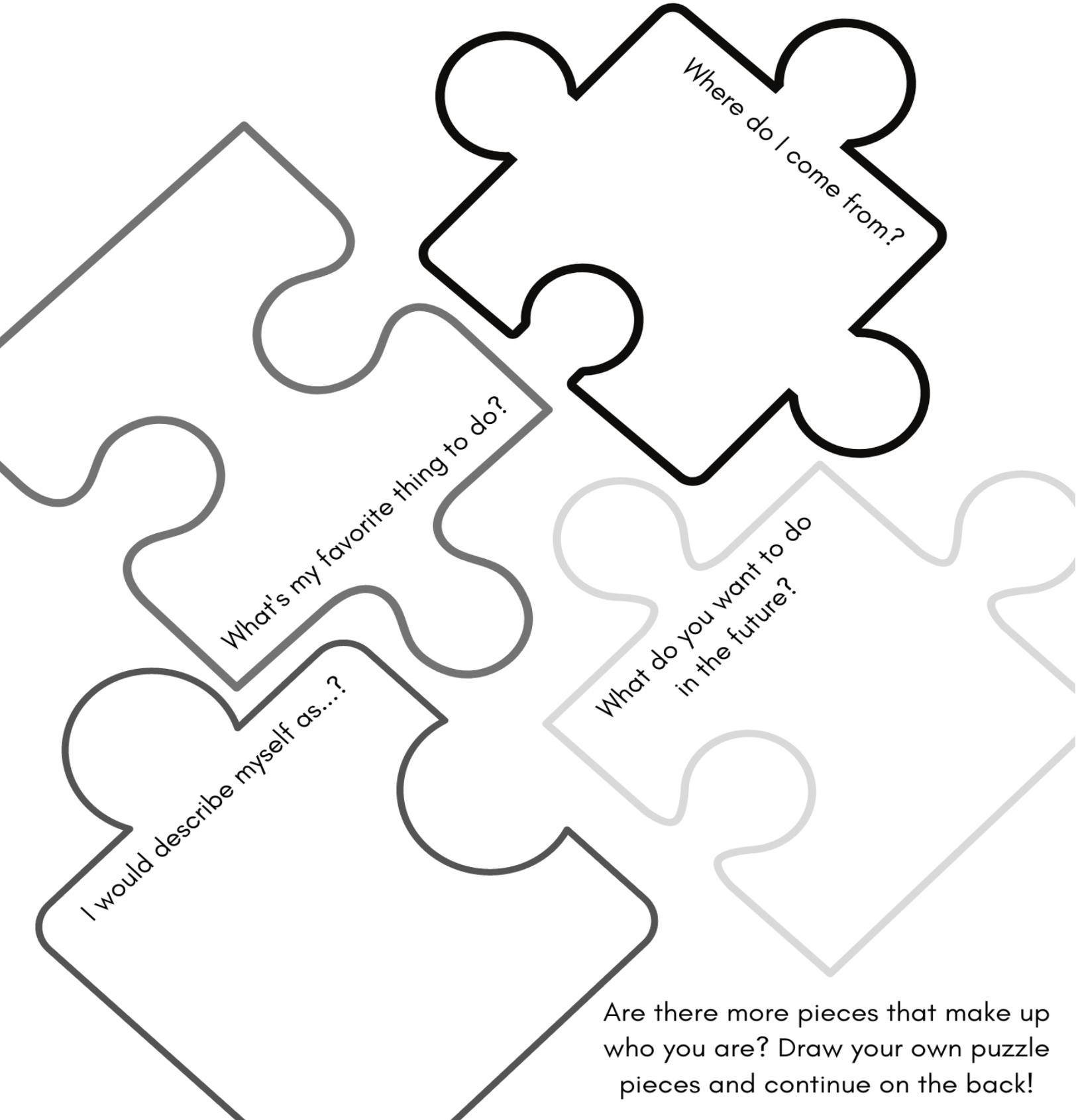
Specialist Notes: *Include post lesson reflection/ideas for future planning.*



I am a Puzzle!



What different pieces make up who you are?



Where do I come from?

What's my favorite thing to do?

I would describe myself as...?

What do you want to do in the future?

Are there more pieces that make up who you are? Draw your own puzzle pieces and continue on the back!

| | |
|--|---|
|  Lesson 2 Title: "Our Future NYC" NYE Banner Lesson Duration: 1-5 sessions |  Grade Level: 3-5 |
|  Essential Question: In what ways does art reflect the diversity of NYC? | |
|  Theme: Week 2 (Teamwork): Research IT - Best City Using <i>painting</i> as our medium, students will actively share ideas and practice collaboration, to create the banner for the NYE Summer Banner Contest! | |
|  Learning Objectives: <ul style="list-style-type: none"> • Students will imagine a future NYC, identifying at least two aspects of NYC culture they would like to celebrate and one positive message they wish to share. • Students will collaboratively create a banner to express their hopes and dreams for our future New York City. | |
|  Learning Standards: <ul style="list-style-type: none"> • VA:Cr1.1.4 a. Brainstorm multiple artmaking approaches to a creative art or design problem. | |
|  Vocabulary: <ul style="list-style-type: none"> • Culture: the art, customs, achievements, and the way people interact with others of a particular community or other social group. • Criteria: standards / requirements meant to be fulfilled in the artwork project | |
|  Social Emotional Components: <ul style="list-style-type: none"> • Self Awareness: Students consider their thoughts and emotions in reaction to the future of NYC and consider messages and images that would be personally meaningful for the banner project. • Self Management: Students work over the course of the summer to add in fine details and ideas to their banner in this long-term project. • Relationship Skills: Students share ideas with one another and work together to craft a unified message. • Decision Making: Students make choices about colors, symbols, imagery and more! | |

- Social Awareness: Students draw connections between NYC culture and art.



Materials:

- Banner canvas
- Paper
- Pencils
- Erasers
- Acrylic and/or tempera paint
- Brushes (varying sizes)
- Water cups
- Tacky glue
- Paper towels
- Palettes/plates
- [3-5 Google slide presentation](#)
- Smartboard or printed images from slideshow
- Rubric (located at end of this lesson on pg. 16)
- Optional: Mod podge gloss for glazing, sculptural/found objects that can be attached to the banner for detail, paper-mache, paint markers, etc.



Prep:

- Gather materials and any bins or baskets for distribution
- Write vocabulary words and objective on chart paper
- Have smartboard or images from the lesson ready to view
- Reserve an area in your space to allow for banner to dry properly
- Create a list of banner ideas that could inspire YOUR class, in case they get stuck



Instruction Description:

Hook:

- Future New York - Beyond the Street by ODA
- Lead a class discussion about what students' noticings and wonderings from the video about the future of New York City.

Question prompts:

- What caught your attention in this video?
- What in this video showed positive changes for NYC?

Teach/Demonstration:

- Introduce students to the new project: Our Future NYC: What are your hopes and dreams for the future of our wonderful city?
 - Explain that our banner will be a collection of all our ideas, and that it will later be displayed for others to see and enjoy!
 - The banner should highlight a positive message students want to share about the future. The banner should also include 2-3 images that represent aspects of NYC culture that students LOVE and want to continue to celebrate in the future.
 - Define culture.
 - Culture is everything that makes up a way of life for a group of people. Culture includes the beliefs, values, traditions, customs, language, cuisine, clothing, architecture, music, and art of a group of people. Culture may also be thought of as the special things that a group of people do and create that make their community unique.
- Once our banner is complete, it will be entered into a competition with other banners from schools across NYC.
 - Based on a set of defined criteria, or requirements, a winning banner will be chosen!
 - Define criteria.
 - Criteria are the rules or standards used to evaluate or judge something.

Instructor Note: The Banner Contest will be held later in the Summer, so schools are open to add to their banner throughout the season! Each week of the Visual Arts Curriculum offers new knowledge and projects about NYC for your students to draw inspiration. The banner can serve as a true culminating project for your site! ***You must submit a photograph of your banner to the Art Department by August 4th. Please email your submission to: artdept@newyorkedge.org***

- Have a class discussion with students about important themes for this project.

Question prompts:

 - Why is collaboration important while creating art?
 - Why should we think about NYC in the future?
- Remind students that when thinking of the future, anything is possible! Even though something may not be here right now in NYC, it doesn't mean it won't be possible later on!



- Share the images above (and more included in the slideshow) and have a class discussion about the future of NYC! ([Slide 9](#) for these images)

NOTE: Each image on the [slideshow](#) will have 1-2 questions listed in the notes section. (Located underneath the slide when in preview mode, these will disappear if you present the slideshow without presenter mode on.) The following prompts can be used to generate more ideas.

Question prompts:

- What is something about your neighborhood that you consider important or special? How would you imagine it in the future? (i.e. Will it stay the same, or will it change? If you predict that it changes, in what ways do you think it may change?)
- Why are different cultures celebrated in NYC?
- Is there something you hope to see change, improve, or emerge in NYC? Why?
- Use chart paper or a whiteboard to write down the answers to the prompts and any strong ideas to use in your banner.
 - Examples of banner messages could be (but are not limited to): inclusivity, eco-awareness, community, diversity, building cultural bridges, preserving the past while shaping the future, etc.
 - Students may draw upon their prior knowledge of NYC festivals, landmarks, transportation, movements, history, etc. to enhance their banner's connection to NYC celebrations of culture.

- Optional Supplemental Video:
 - [Kids of New York City](#) -New York Times
 - Watch up to 1:30.
 - Feel free to preview the video and find a student who reflects your own class.
- Question Prompts:
 - In what ways is their morning routine in preparation for school similar or different from yours?
 - What about NYC holds importance for them? What might it look like in the future?
- Divide students into small groups to work on mini banners. Provide paper, pencils, and coloring supplies for students to create a collaborative design of their future NYC, which includes the ideas generated earlier.
 - Provide the criteria listed further below for students to add into their banners.
- Introduce the banner rubric (found at the end of this lesson) to your students to influence strong banner designs.
 - Read and understand the rubric together as a class. Encourage students to make decisions that will achieve a 4 in all categories.
- After the mini banners are complete, give each small group a copy of the rubric to critique another teams' banners.
 - A reminder that this rubric is not to grade work, it will offer insight on how our banners meet criteria in regards to the banner judging categories.
- Once groups finish, allow students to view everyone's mini banner and collectively decide which visual ideas should be included in the final banner.
 - Allow the opportunity for new visual ideas to emerge.
 - Students may also choose to omit ideas that no longer fit.

Independent / Group Practice:

- Every site is to complete one banner to represent their school at the NYE Summer Banner Contest. Students will collaborate as a group on the theme of teamwork, while adhering to the banner prompt.
 - **Prompt:** Students will collaborate to create a banner to share their hopes and dreams for NYC. Students will envision a future NYC before identifying a positive message they wish to share and different aspects of NYC culture they want to celebrate.
- On large banner paper, groups will use their list of strong visual ideas to draft a unified design that represents their future New York City!
- After the ideas, full school name and site number are sketched/placed onto the banner, use paint and any other suited media to complete.

- It is recommended to paint large areas first with a base coat, apply details and other materials included in your design, and then touch up with more paint and/or add a modge podge gloss for glazing.

Instructor Note: The Banner Contest will be held later in the Summer, so schools are open to add to their banner throughout the season! Each week of the Visual Arts Curriculum offers new knowledge and projects about NYC for your students to draw inspiration. The banner can serve as a true culminating project for your site! ***You must submit a photograph of your banner to the Art Department by August 4th. Please email your submission to: artdept@newyorkedge.org***

Criteria:

1. The suggested size of the banner is 3ft x 6ft. (this is based on the size banner we can order)
2. The banner must include the full name of your school and site number.
3. The banner must include the words "New York Edge".

Judging Categories:

1. Outstanding Imagination
2. Celebration of Culture
3. Best Teamwork
4. Most Meaningful Message

Share:

- Once the banner is complete, hang it up and hold a class discussion using the following question prompts:
 - How does your banner represent NYC?
 - What do you hope people feel or think looking at your banner?
 - What aspects of the banner project presented challenges for you? What elements of it sparked your excitement?

Link:

- During this lesson we were able to work collaboratively and design a banner that shows our NYC of the future!
- In the next lesson, we will also imagine something new about NYC, but this time we will sculpt a monument to help inspire and uplift the people who live here!

Exit Ticket:

- Below are simple questions and prompts that students will complete at the **end**

of each day during their progression of this lesson.

- Ask students one prompt to reflect on what they did today.
 - What is something interesting you learned about NYC?
 - In what ways can our banner show the diversity of NYC?
 - Use sketch paper. Draw a banner idea you are excited about.



Specialist Notes: *Include post lesson reflection and ideas for future planning*

“Our Future NYC”
Visual Arts Rubric: Lesson 2 (Grades 3-5)

| Criteria: | 4 | 3 | 2 | 1 |
|-----------------|--|--|---|---|
| Theme: | <ul style="list-style-type: none"> - Team researches and selects a meaningful message relating to NYC - Strategic and imaginative selection of materials that creatively express the theme - Includes 3 cultures of NYC they love | <ul style="list-style-type: none"> - Team researches and selects a meaningful message relating to NYC - Strategic and imaginative selection of materials that creatively express the theme - Includes 2 cultures of NYC they love | <ul style="list-style-type: none"> - Team selects a message relating to NYC that lacks clarity - Selected materials do not clearly express the theme - Includes 1 culture of NYC they love | <ul style="list-style-type: none"> - Team has no message relating to NYC - Team doesn't follow the theme - Doesn't include cultures found in NYC |
| Art Techniques: | <ul style="list-style-type: none"> - Includes at least 3 different art techniques used in this experience (collage, painting, sculpture, etc.) - Use of vibrant colors reflects the theme of the banner - Banner layout reflects a unified message - Compositional flow* | <ul style="list-style-type: none"> - Includes 2 different art techniques used in this experience - Use of vibrant colors reflects the theme of the banner - Banner layout reflects a unified message | <ul style="list-style-type: none"> - Includes 1 art technique used in this experience - Vibrant colors do not reflect the theme of the banner | <ul style="list-style-type: none"> - Doesn't include art techniques from this experience - No use of vibrant colors |
| Teamwork: | <ul style="list-style-type: none"> - Clear communication among team members - Equal contribution of work among team members - Support among team members | <ul style="list-style-type: none"> - Clear communication among team members - Equal contribution of work among team members - Some support among team members | <ul style="list-style-type: none"> - Lack of communication among team members - Unequal contribution of work among team members - Minimal support among team members | <ul style="list-style-type: none"> - Little to no communication among team members - Unequal contribution of work among team members - No support among team members |

*Compositional flow: The artist's ability to lead the viewer's eye from one part to another in the direction they want.

| | |
|--|---|
|  Lesson 3 Title: My NYC Monument Lesson Duration: 1-5 sessions |  Grade Level: 3-5 |
|  Essential Question: In what ways does art reflect the diversity of NYC? | |
|  Theme: Week 3 (Diversity): Imagine IT - Inspire Others Using clay as our medium, how can we create a monument for NYC that would inspire others while viewing it? What are the connections we have to others who live here? | |
|  Learning Objectives: <ul style="list-style-type: none"> • Students will identify the purpose and symbolism of monuments. • Students will design and build a new monument with the goal of inspiring the people of NYC. | |
|  Learning Standards: <ul style="list-style-type: none"> • VA: Cn1.1.1.4 a. Connect visual characteristics of works of art and design to beliefs and traditions in a culture. | |
|  Vocabulary: <ul style="list-style-type: none"> • Two dimensional (2D): has a width and length but no height, and is flat against a surface • Three dimensional (3D): has a width, length and height, and is raised against a surface • Monument: a structure built to remember and show respect for a person or group of people, an event • Inspire: fill (someone) with the urge or ability to do or feel something, especially to do something creative | |
|  Social Emotional Components: <ul style="list-style-type: none"> • Self Awareness: Students share their personal strengths within their team. • Self Management: Students practice responsible use of art tools such as scissors, and use precision in the construction of their sculptures. • Relationship Skills: Students work together in groups to complete the project. • Decision Making: Students make choices about their work including the symbol to base their project on, the shape of the work, colors, decorations etc. | |



Materials:

- Moldable Wire or [Aluminum foil \(optional\)](#)
- Air-dry clay
- Clay tools
- Paper
- Tagboard
- Markers
- Pencils
- Tape
- Tacky glue
- Hot glue gun (instructor use only)
- Pipe cleaners
- Water cups
- Acrylic paint AND/OR [Metallic Acrylic paint](#) / [Spray paint](#)
- Paintbrushes
- [3-5 Google slide presentation](#)
- Smartboard or printed images from slideshow
- Optional: decorative material such as beads, glitter, etc.

Level Up!:

- 4" cardboard bases
- [Snow Globes](#)
- [Glycerin](#)
- Mod podge gloss AND/OR [matte](#) for glazing



Prep:

- Gather materials and any bins or baskets for distribution
- Write vocabulary words and objective on chart paper
- Have smartboard or images from the lesson ready to view
- Reserve an area in your space to allow for projects to dry properly
- Create your own demo of an inspiring monument



Instruction Description:

Hook:



- Students should be presented with the 2-3 images from the accompanying [slideshow](#) and discuss what they see! ([Slide 20 & 21 for above images](#))
 - Explain that the following images show monuments from around the world.
 - Define monument.

Question prompts:

- Describe what you observe.
- What feelings arise when you look at the monument?
- What do you think this monument represents?
- What materials can you identify?
- Introduce students to the new project: My NYC Monument.
 - Students will create a monument that inspires the people of NYC by connecting to a feeling, event, culture, or its surroundings.
 - Define what it means to inspire.
- Remind students that we will create a monument out of clay that is three dimensional.
 - Point out that so far our work has been two dimensional and completed on paper.
 - Explain the difference between 2D and 3D.

Teach/Demonstrate:

- Hand out pencils, markers, and paper to facilitate students' brainstorming. Have students work in small groups to think of events, feelings, or cultures they are passionate about and that people in NYC would relate to.
 - Ex: "I think there are so many different cultures here in NYC! I would have a giant globe as my monument to show pride in the diversity here."
 - Share your own demo and the reasoning behind its creation.
- Ask students to answer the following on the sketch paper as they brainstorm.

Question prompts:

- If you made a monument who or what would it be for?
- Where would your monument be located?
- Which materials would you use to construct your monument?
- Students should sketch their ideas as they brainstorm, thinking of monuments that are unique in design.

Independent/Group Practice:

- Students will take their strongest idea and create a small replica of their monument.
- Some tips while sculpting:
 - To be stable, a monument should be heavier at the bottom than the top.
 - Smaller details can be added after the major forms/core structure or "skeleton" is formed.
- Demonstrate how to use wire to form the "skeleton" of the sculpture.
 - Wire can be wrapped around itself to create bonds, but it is recommended to use one whole piece for a sturdy "skeleton".



- Once the skeleton is complete, students should be handed a handful of clay to cover the wire.
- The clay should be applied more lightly further up the monument, since its weight could topple the monument over.
- Provide tools and cups of water so students can create details and smooth any cracks that may appear.
- Once the clay has dried, students can add in details with other materials you have on hand at site. They may wish to paint their piece in various colors, add beads or other details with paper/cardboard etc.
- **Level Up!** If your site ordered [aluminum foil](#) and the [snowglobes](#), please refer to the instructions below.

- Unlike wire, Aluminum foil can be crushed to be smaller and more dense, ideal for the base of a monument.
- It is important to try to keep the aluminum foil as one piece, forming pieces while remaining intact as a whole.
- If extra foil needs to be added, make sure it is twisted or wrapped around the major form securely, for stability.
- Hand out a 24" sheet of aluminum foil and a small 4" square cardboard base per student. Students should create their foil skeletons.
 - Sculptures should not exceed 4" in either height, length or width, to fit in the snowglobe. Use the cardboard base to measure.
 - Make sure to have more aluminum foil sheets available.
- After students cover their aluminum skeletons in clay, paint, and add decorations (follow the instructions above), they will add a layer of mod-podge for either a matte or glossy finish. This will also prepare the sculpture for the final step.
 - Students can use the cardboard base to allow their monument to dry on top temporarily.
- Hand out snowglobes. Instructors should use the hot glue gun to glue the monument onto the base of the snowglobe.
 - Test the sculpture a few times by lightly shaking it upside down.
- Once the monument is securely attached, students can fill their globes with water, a few dashes of glycerin, and glitter.
- Use tacky glue around the edges of the lid to permanently screw the lid onto the globe.

Share:

- Display the snowglobes in a way that students can walk around and view everyone's work. Afterwards, hold a group discussion.

Question prompts:

- What's your favorite thing about another person's monument?
- What is a detail in your monument that you are proud of?
- Where do you envision your monument being?

Link:

- During this lesson we were able to work independently and create inspirational monuments made of clay!
- In the next lesson, we will also use our understanding of 3-d art to design and work collaboratively to build a neighborhood that uses renewable energy!

Exit ticket:

- Below are simple questions and prompts that students will complete at the **end of each day** during their progression of this lesson.
- Ask students one prompt to reflect on what they did today.
 - What is a question you have after today's art class?
 - What is a challenge you faced today? What is a triumph you faced today?
 - Write a quiz question on what we did today and provide the answer.
 - What is a monument you remember? Why?



Specialist Notes: *Include post lesson reflection and ideas for future planning.*

| | |
|---|--|
|  <p>Lesson 4 Title: Our Renewable Global NY Neighborhood Lesson Duration: 1-5 sessions</p> |  <p>Grade Level: 3-5</p> |
|  <p>Essential Question: In what ways does art reflect the diversity of NYC?</p> | |
|  <p>Theme: Week 4: Design IT - City We Want To Live In</p> | |
|  <p>Learning Objective:</p> <ul style="list-style-type: none"> Students will draw designs for a renewable energy-powered building that reflects the characteristics of their Global NYC neighborhood. | |
|  <p>Learning Standards:</p> <ul style="list-style-type: none"> VA:Cr1.2.3 - Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the artmaking process. VA:Cn10.1.4 - Develop a work of art based on observations and surroundings. VA:Cn11.1.5 - Explore how works of art and design contribute to the quality of life within a culture. | |
|  <p>Vocabulary:</p> <ul style="list-style-type: none"> Renewable Energy: Renewable energy is also called “clean energy” because it doesn’t pollute the air or water. Resources such as Biomass, Geothermal, Solar, Hydropower, and Wind energy are all natural resources that can be converted into clean, usable energy Biomass Energy: Biomass means “natural material”. When it burns it releases heat. Biomass energy uses natural materials like trees and plants to make electricity. It can also mean waste products like trash Geothermal Energy: “Geo” means “from the earth”, and “thermal” means heat, so this type of energy is found under the earth. The hot lava from a volcano and the hot steam from a geyser both come from underground heat. We can use that same type of heat in our homes Hydro Energy: Hydroelectric energy is a form of renewable energy that uses the power of moving water to generate electricity Solar Energy: Solar energy is any type of energy generated by the sun | |

- **Wind Energy:** Wind Turbines collect and convert the kinetic energy that wind produces into electricity to help power the grid

♥ Social Emotional Components:

- Self Awareness: Students will design a building that uses renewable energy.
- Self Management: Students practice technical skills like cutting and pasting to create a relief.
- Relationship Skills: Students work together to create a variety of buildings that will benefit their neighborhood.
- Decision Making: Students decide on the purpose of their building.

🗨️ Materials & Space:

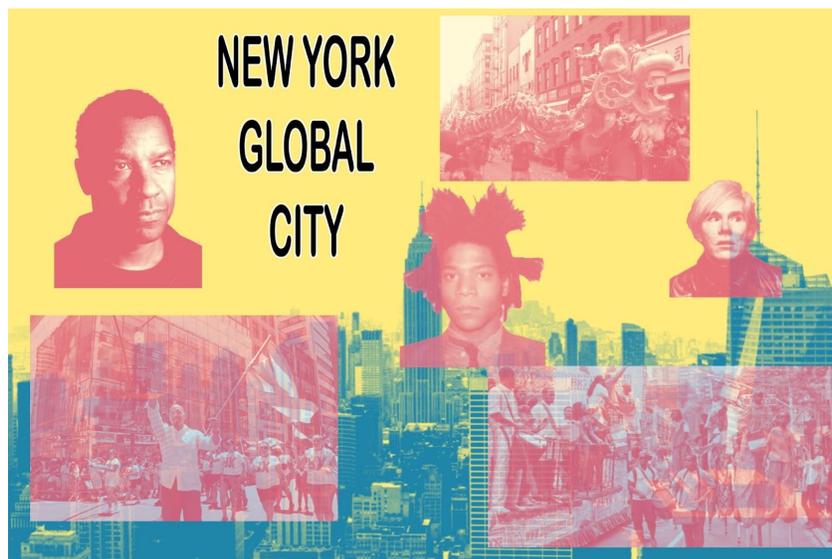
- Paper
- Pencils
- Coloring tools (crayons, markers)
- [3-5 Google slide presentation](#)
- Smartboard or printed images from slideshow

🗨️ Instruction Description:

Hook:

Day 1: Designing their renewable Global New York building

- As members of Global New York City, you will design personalized Global New York Buildings. With the help of technology and your creativity, these high-tech structures will incorporate renewable energy sources, which contribute to the overall sustainability of Global NYC.



- Introduce students to the milk carton cities below. Let them know that they will collaborate to build a milk carton city of their own. Each student will be responsible for designing a building with a renewable energy source. These buildings will be constructed from recycled milk cartons and presented together to make a neighborhood relief that represents the class's renewable "Global New York" Neighborhood.

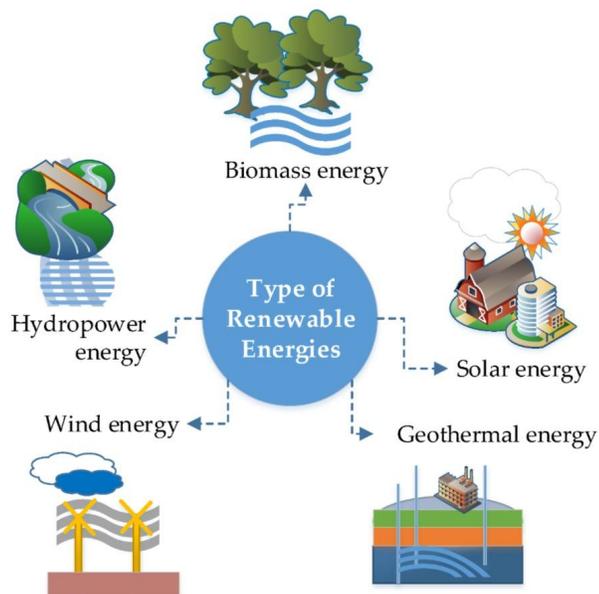


- Before designing their buildings, students need to see examples of renewable energy buildings so they may design their own. Project the slides below onto a screen where everyone can view and discuss.

RENEWABLE ENERGY

Renewable energy is also called "clean energy" because it doesn't pollute the air or water.

Resources such as Biomass, Geothermal, Solar, Hydropower, and Wind energy are all natural resources that can be converted into clean, usable energy.



- Project the slides below. Have a student read the definition of each renewable energy source. Discuss how increasing the use of each renewable energy source might enhance the overall sustainability of NYC. Remind students that they'll need to include one of these high-tech renewable energy resources in their building design.

BIOMASS ENERGY

Have you ever sat by a campfire or fireplace? If so, you've seen biomass energy in action!

Biomass means "natural material". When it burns it releases heat, like the wood logs in your campfire. Biomass energy uses natural materials like trees and plants to make electricity. It can also mean waste products like trash.



GEOHERMAL ENERGY

Have you ever seen pictures of a volcano or a geyser? If so, then you've seen geothermal energy in action!

"Geo" means "from the earth", and "thermal" means heat, so this type of energy is found under the earth.

The hot lava from a volcano and the hot steam from a geyser both come from underground heat and we can use that same type of heat in our homes.



HYDRO ENERGY

It might sound odd that we can use water to make electricity because they're a dangerous combination right? Actually, the water never comes in contact with the electricity. The water flowing down a river is used to spin the turbines inside the generator.



SOLAR ENERGY

If you've ever used a magnifying glass to melt or burn something, you were using solar energy!

Today, we can use solar collectors for heating and air in our homes. If you've seen a house with big shiny panels on the roof, that family is using solar power.



WIND ENERGY

Wind power has been around for a long time. You've probably seen windmills on farms.

When the wind turns the blades of a windmill, it spins a turbine inside a small generator to produce electricity, just like a coal generating station.



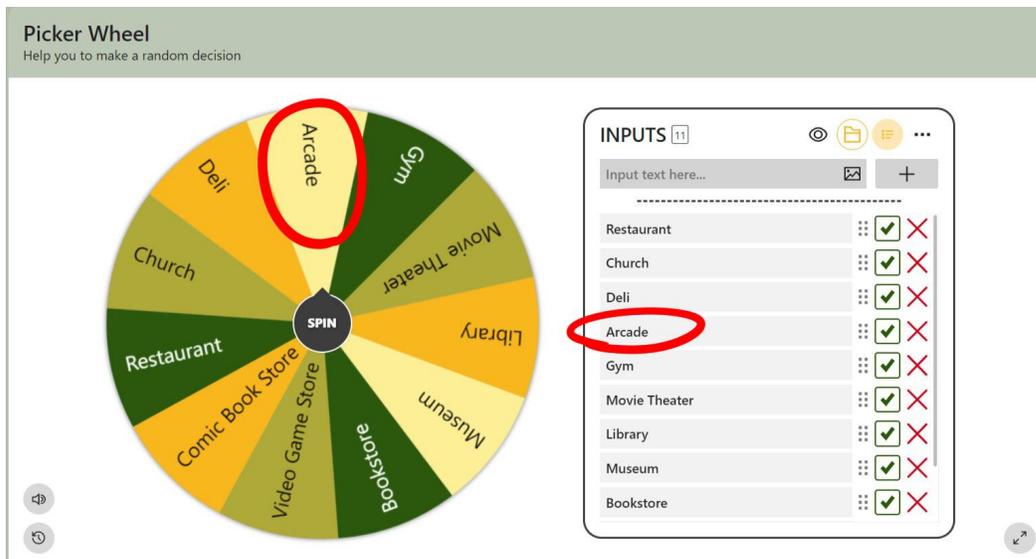
- Below are questions you may choose from to help guide a whole-class discussion around the incorporation of renewable energy sources in their building design:
 - How could you design a building to make the most of natural light and reduce the need for electricity?
 - How can you design a building that captures and stores solar energy?
 - What are some creative ways to make renewable energy sources, such as solar panels or wind turbines, a visually appealing part of your building design?
 - How could you incorporate green spaces, such as gardens or green roofs, into your building design to promote sustainability?
 - How can you design a building that produces less waste and encourages recycling and composting?
 - What challenges might you encounter when designing a building that uses renewable energy sources? How might you work towards overcoming these challenges?
- Before students start to draw their buildings, share the slides of future renewable building concepts (below) for inspiration. Ask students to identify what makes each building renewable.



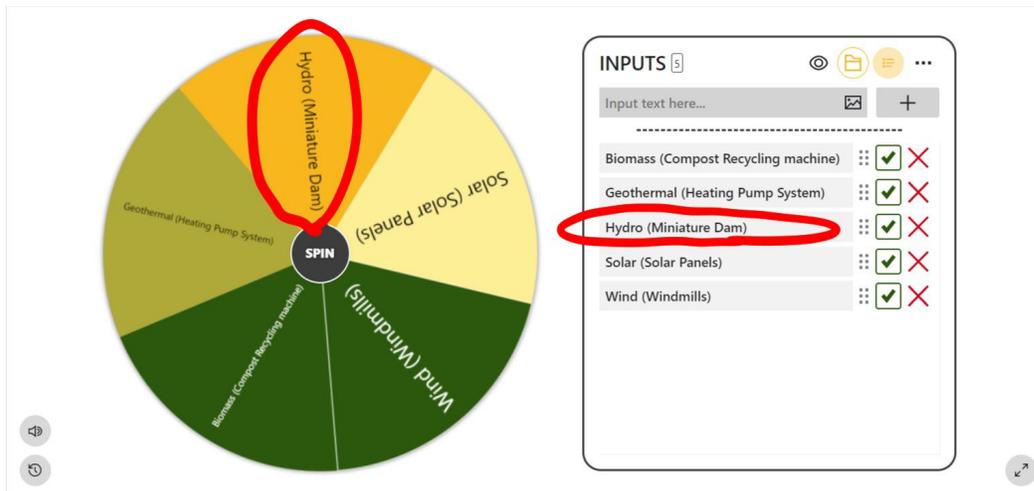
Teach/Demonstrate:

- Building Design Step 1: Thinking about the building
- On a screen where everyone can see, go to (<https://pickerwheel.com/>). Input the list of neighborhood buildings featured in the example below. Have each student spin the wheel once. The building they contribute will be decided on where the wheel lands.
 - Restaurant
 - Supermarket
 - Library
 - Museum
 - School
 - Church/Temple/Mosque
 - Homeless Shelter
 - Post Office
 - Bank
 - Pharmacy

- Office building (skyscraper/high rise)
- Arcade
- Gym
- Movie Theater
- Book Store
- Video Game Store
- Comic Book Store
- Clothing Store
- Hardware Store
- Toy Store
- Pet Store
- Other Types of Specialty Stores (e.g. bakery, art supplies store, Sporting Goods Store, etc.)



- Next, set the pickerwheel to the list of renewable energy sources below. Have each student spin the wheel once. Their building's energy source will be decided on where the wheel lands. (example below: Hydro).
 - Biomass (Compost Recycling machine)
 - Geothermal (Heating Pump System)
 - Hydro (Miniature Dam)
 - Solar (Solar Panels)
 - Wind (Windmills)



Independent/Group Practice:

- Building Design Step 2: Drawing the Building (20-30 minutes)
- hand out some paper, pencils, and coloring tools (crayons, markers). Give the students time to design their building. Remind them that they're turning this design into a milk carton sculpture, so it roughly needs to be the same shape. Make sure they include their high-tech renewable energy source as well.



- After the drawing is done, have the students add some color to their drawing. Tell them to feel free to use colors that are bright and vibrant.



- After the colors are done, tell the students to write down some notes explaining what is on their building and how the renewable energy sources work.



Share:

- How do you think New York would be different if every building had a renewable energy source?

Link:

- During this lesson we made experimental blueprints for buildings that run completely on renewable energy.

Exit Ticket:

- Below are simple questions and prompts that students will complete at the **end of each day** during their progression of this lesson.
- Ask students one prompt to reflect on what they did today.
 - What problems did you solve today?
 - What did you enjoy most today?



Specialist Notes: *Include post lesson reflection and ideas for future planning.*

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|--|--|
|  <p>Lesson 5 Title: Building Our Renewable Global NY Neighborhood Lesson Duration: 1-5 sessions</p> |  <p>Grade Level: 3-5</p> |
|  <p>Essential Question: In what ways does art reflect the diversity of NYC?</p> | |
|  <p>Theme: Design IT - City We Want To Live In</p> | |
|  <p>Learning Objective:</p> <ul style="list-style-type: none"> Students will design and construct a Global New York City that runs on renewable energy out of milk cartons. | |
|  <p>Learning Standards:</p> <ul style="list-style-type: none"> VA:Cr1.2.3 - Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the artmaking process. VA:Cn10.1.4 - Develop a work of art based on observations and surroundings. VA:Cn11.1.5 - Explore how works of art and design contribute to the quality of life within a culture. | |
|  <p>Vocabulary:</p> <ul style="list-style-type: none"> Renewable Energy: Renewable energy is also called “clean energy” because it doesn’t pollute the air or water. Resources such as Biomass, Geothermal, Solar, Hydropower, and Wind energy are all natural resources that can be converted into clean, usable energy. Biomass Energy: Biomass means “natural material”. When it burns it releases heat. Biomass energy uses natural materials like trees and plants to make electricity. It can also mean waste products like trash. Geothermal Energy: “Geo” means “from the earth”, and “thermal” means heat, so this type of energy is found under the earth. The hot lava from a volcano and the hot steam from a geyser both come from underground heat. We can use that same type of heat in our homes. Hydro Energy: Hydroelectric energy is a form of renewable energy that uses the power of moving water to generate electricity. Solar Energy: Solar energy is any type of energy generated by the sun. Wind Energy: Wind Turbines collect and convert the kinetic energy that wind | |

produces into electricity to help power the grid.

♥ Social Emotional Components:

- 1C.2b.- Monitor progress on achieving a short term personal goal.
- 3B.2b.- Generate alternative solutions and evaluate their consequences for a range of academic and social situations.

🗨️ Materials & Space:

- Empty milk carton
- Paint
- Cardboard/construction paper
- Cardstock
- Glue
- Markers
- Pencils
- Paintbrushes
- Scissors
- Tape
- Glue
- Clay
- Decorative material such as beads, acrylic paint, pipe cleaners
- [3-5 Google slide presentation](#)
- Smartboard or printed images from slideshow

🗨️ Instruction Description:

Hook:

- Reintroduce students to the milk carton cities below. Let them know that they'll be collaboratively building their own milk carton city. Each student will be responsible for constructing a building with its own renewable energy source. These buildings will be constructed from recycled milk cartons and presented together as a neighborhood relief that represents the class's renewable "Global New York" Neighborhood.



Teach/Demonstrate:

- Share the video below with your students before they jump into building their renewable milk carton buildings. It's a fantastic resource for ideas, tips, and tricks for the activity ahead.
 - [DIY for kids | TUTORIAL | milk carton house](#)

Independent/group practice:

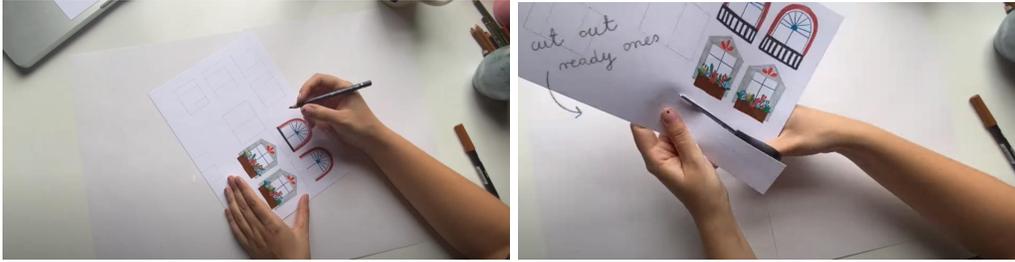
- **Step 1:** It's time for the students to build their renewable milk carton building. Gather the following supplies: acrylic paint, paint brushes, pencils, scissors, markers, colored pencils, colored cardboard, colored cardstock, and a drop cloth for cleanliness.

Their building drawings from the previous lesson will be used as the blueprint for their milk carton building.

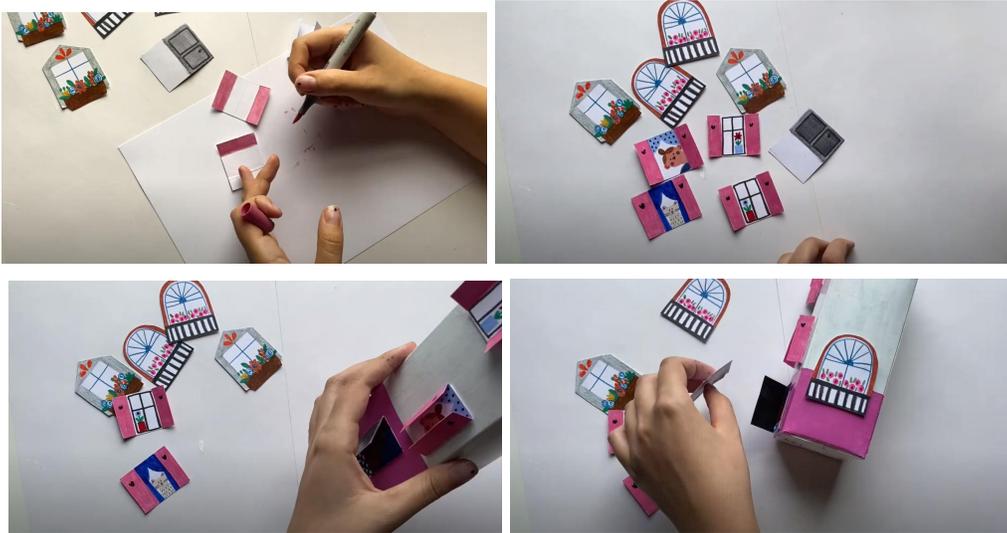
The first step is to paint the milk cartons the same colors as their buildings. They may need to coat the cartons with several layers of paint.



- **Step 2:** Draw and color the doors on a piece of cardstock/construction paper. Once the designs are done, each design must be cut out with a pair of scissors and put aside to be glued onto the building later.



- **Step 3:** Repeat the last steps with the other building details like the renewable energy source, window shutters, or any other details students need to add to replicate their drawings. They should be encouraged to add lots of detail. Once the outer details are drawn, colored, and cut out, the students should glue them onto their milk carton building.



- **Step 4:** Encourage students to add details with paint or markers to add vibrancy to their buildings.



- **Step 5:** Once the class has finished their high-tech renewable buildings, they should be placed together and presented as the class's renewable "Global New York" Neighborhood.



Share:

- How would the lives of people living in your neighborhood be affected by it being completely run on renewable energy?
- How would living in the class' renewable New York City be different than it is now?

Link:

- In this lesson we worked independently to build a building run on renewable energy out of milk cartons.

Exit Ticket:

- Below are simple questions and prompts that students will complete at the **end of each day** during their progression of this lesson.
- Ask students one prompt to reflect on what they did today.
 - I showed a little bit of myself in my art by..
 - One positive choice I made in art class today was..

 Specialist Notes: *Include post lesson reflection and ideas for future planning.*

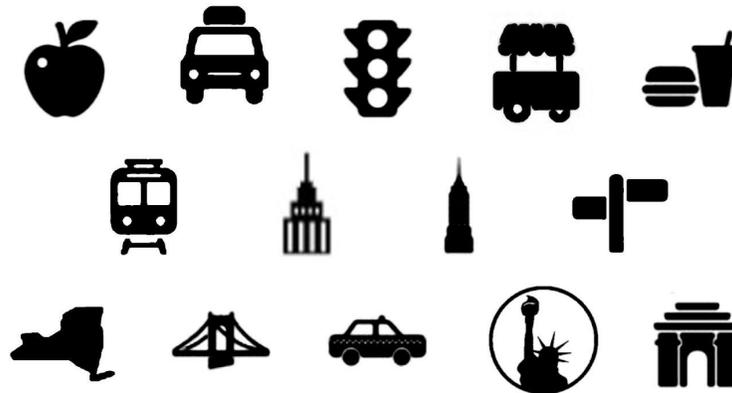
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|--|---|
|  Lesson 6 Title: NY Icon Lesson Duration: 1-5 sessions |  Grade Level: 3-5 |
|  Essential Question: In what ways does art reflect the diversity of NYC? | |
|  Theme: Market IT - Our Future Life | |
|  Learning Objective: <ul style="list-style-type: none"> • Students will design a global New York icon emoji of themselves using relief printmaking. | |
|  Learning Standards: <ul style="list-style-type: none"> • VA:Cr1.2.3 - Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the artmaking process. • VA:Cn10.1.4 - Develop a work of art based on observations and surroundings. • VA:Re8.1.5 - Interpret art by referring to contextual information and analyzing subject matter, characteristics of form, and use of media. | |
|  Vocabulary: <ul style="list-style-type: none"> • Icon: Icons are a visual representation of common objects that can easily be recognized, like an outline of a phone or a house. • Relief Printmaking: relief printing, in art printmaking, a process consisting of cutting or etching a printing surface in such a way that all that remains of the original surface is the design to be printed. • Printing Plate: They can be carved or etched, or simply apply paint and draw your design through the paint. Printing blocks are typically made | |
|  Social Emotional Components: <ul style="list-style-type: none"> • 2B.1a.- Describe the ways that people are similar and different. • 2B.2a.- Identify differences among, and contributions of, various social and cultural groups. | |
|  Materials & Space: <ul style="list-style-type: none"> • Linocut plates/glossy cardboard (the type found in cereal/shoe boxes) • Black ball point pen | |

ICON

Icons are a visual representation of common objects that can easily be recognized, like an outline of a phone or a house.

Icons hold the meaning of the object they represent.

- Present the collection of New York Icons below to the students. Ask the class, "Which icon 'screams' New York to them?" Have students justify their response. Ask students if they can think of another example of a NY-themed icon that is not included in the image below. (e.g. NY sports team logo, Washington Square Park arch, subway, etc.)



Teach/Demonstrate:

- Now it's time for students to design their New York neighborhood icon. Post the three questions below where everyone can see. (an optional worksheet with these questions can be found at the end of this lesson)

1. Name someone from New York you admire. What do you have in common with this person?

2. What is your favorite thing to do in New York? How do you feel when you do this activity?

3. If you could change anything about New York, what would you change and why?

1. Name someone from New York you admire. What do you have in common with this person?

2. What is your favorite thing to do in New York? How do you feel when you do this activity?

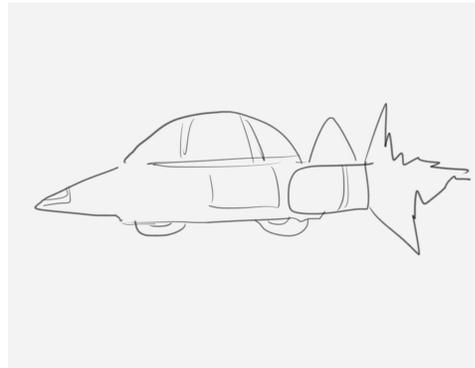
3. If you could change anything about New York, what would you change and why?

I would make it so that cars could fly. That way there would be less traffic.

- Play the New York themed song below for mood and give them five minutes to think about an image that represents their answer and draw it.

 [Billie Holiday - Autumn in New York](#)

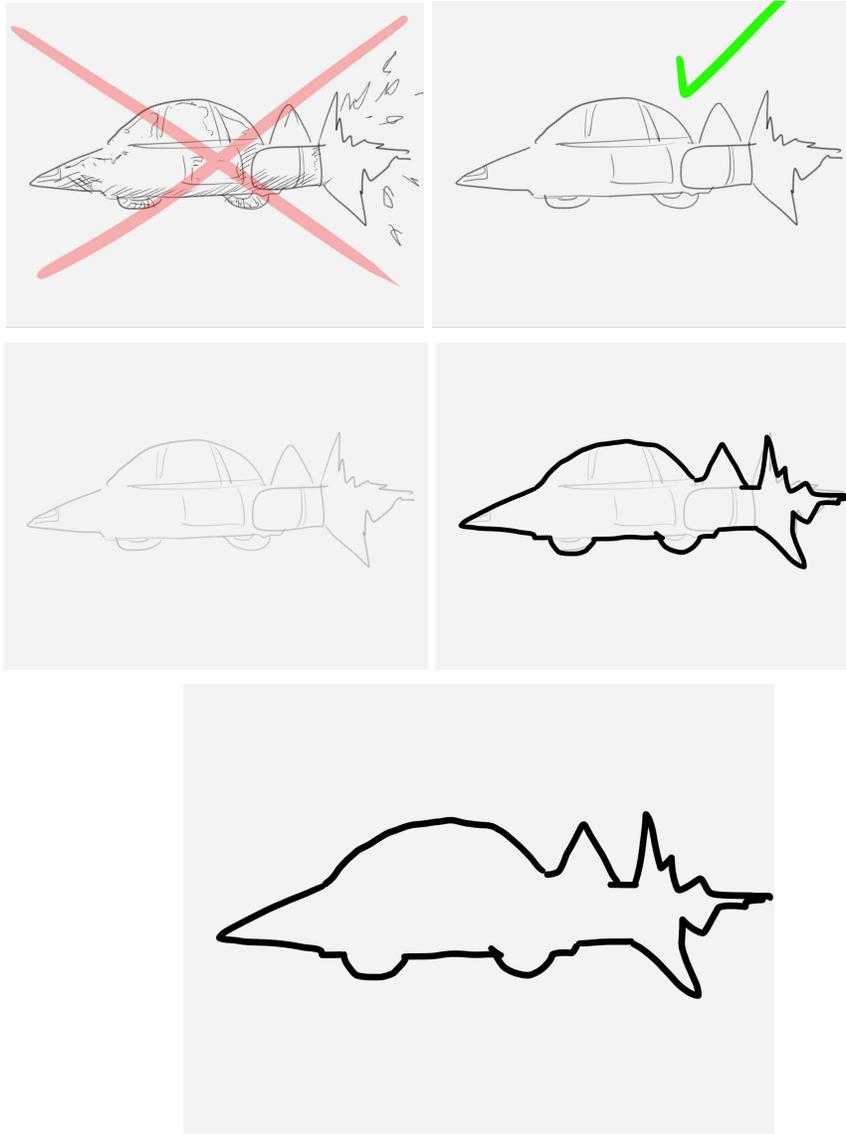
- Remind them that they'll be turning this image into an icon so the image needs to be recognizable by outline only. Tell them to make sure the image covers most of the paper. After it's outlined, it needs to be big enough to add stuff on the inside.



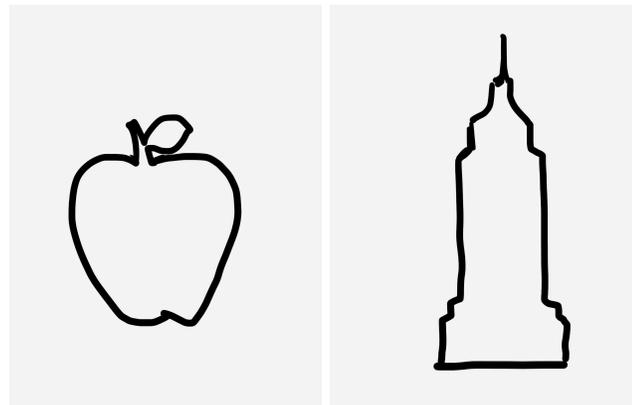
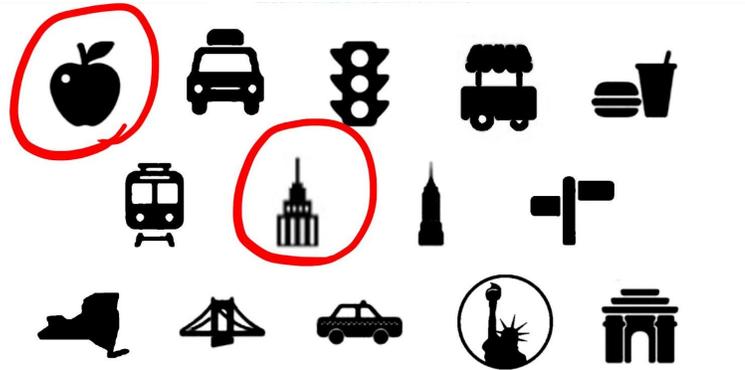
- After their drawing is done, tell the class to get their black magic markers ready. Have students tape a piece of see-through vellum over the drawing and trace the outline with the black magic marker. Once the outline is traced, have students remove the drawing underneath. They'll be left with the outline of their icon on vellum. Point out the elements below of good icon design for the students to use as a guide.
 - Most icons utilize one single line weight (all lines are the same width like in the emoji example's below). This makes the image immediately memorable to the mind and eye.



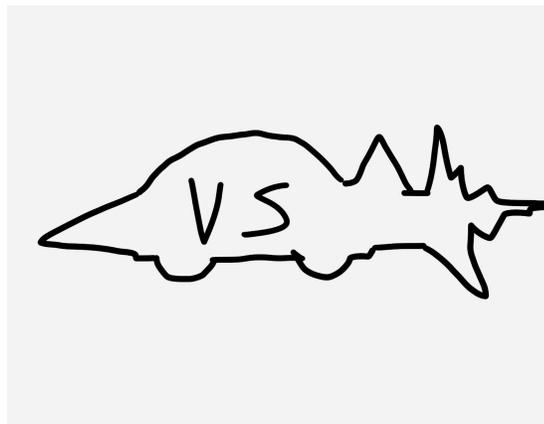
- Keep the design simple. People should be able to absorb the entirety of your design in under one second.
- Keep enough space between the lines. This ensures legibility.
- Use geometric shapes. This helps keep the designs simple and readable. Hatchmarks and other design elements will only muddy the image.

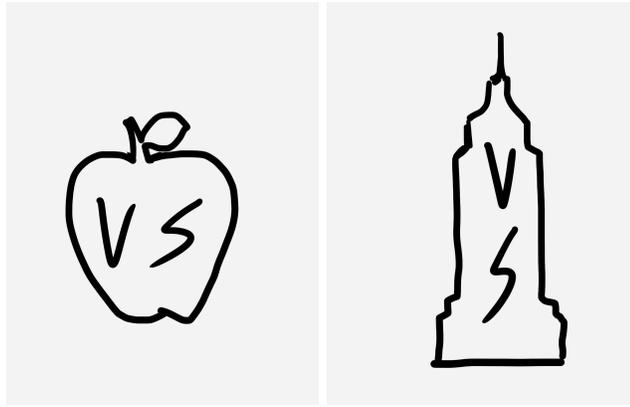


- If the above steps are too complex, or if students are unable to come up with an iconic shape of their own, have them select one of the New York icons below to use as their outline. Again, make sure they use most of the paper, as they will be adding stuff inside the outline.



- After their iconic outline is done, tell the class to personalize them by adding their initials (e.g. the initials VS are for Vincent Spencer). The students now have their personalized Global New York Icon and are ready to turn the images into stamps.





Independent/group practice:

The Printmaking Process

Instructor Note: Styrofoam is currently banned in New York. In the next steps, replace the styrofoam plate with either glossy cardboard (shoe/cereal boxes) or linocut blocks and a black ball point pen instead of pencil. Both functionally the same as the foam plate/pencil.

Step 1:

- Place your finished vellum drawing over a linocut plate.
- Trace the icon you designed onto the linocut using a black ball point pen. Press hard enough to make a groove into the linocut plate, but not hard enough for the pen to pierce the vellum.

Instructor Note: If students are drawing by hand, have them flip their reference image so they can draw the inverted image!

Step 2:

- Now it's time to print!
- Squeeze a dab of printing ink about the size of a dollar coin onto a blank plate.
- Take the brayer (printroller) and roll it over the ink until the brayer is evenly coated with ink. (See image of a brayer below.)



Step 3:

- Place a piece of scrap paper under their linocut plate. Rub your inked brayers over it until it's thoroughly coated.



Step 4:

- To make a print, place a blank piece of paper over the ink coated linocut, and rub the entire surface area with your hands.



Step 5:

- Flip the paper over and remove the linocut. You'll be left with your Iconic Print.



Share:

- What is a similarity you notice between you and your icon? What is a difference that you notice?
- Which part of creating your icon did you most enjoy? Why?

Link:

- Today, you studied iconography and designed an icon that represents yourself as a New Yorker.

Exit Ticket:

- Below are simple questions and prompts that students will complete at the **end of each day** during their progression of this lesson.
- Ask students one prompt to reflect on what they did today.
 - What advice would you give a friend trying this technique?
 - I showed a little bit of myself in my art by..



Specialist Notes: *Include post lesson reflection and ideas for future planning.*

NAME: _____

DATE: _____



MY NY NEIGHBORHOOD ICON



NAME SOMEONE FROM NEW YORK YOU ADMIRE.
WHAT DO YOU HAVE IN COMMON WITH THIS
PERSON?

WHAT IS YOUR FAVORITE THING TO DO IN
NEW YORK? HOW DO YOU FEEL WHEN YOU DO
THIS ACTIVITY?

IF YOU COULD CHANGE ANYTHING ABOUT NEW
YORK, WHAT WOULD YOU CHANGE AND WHY?

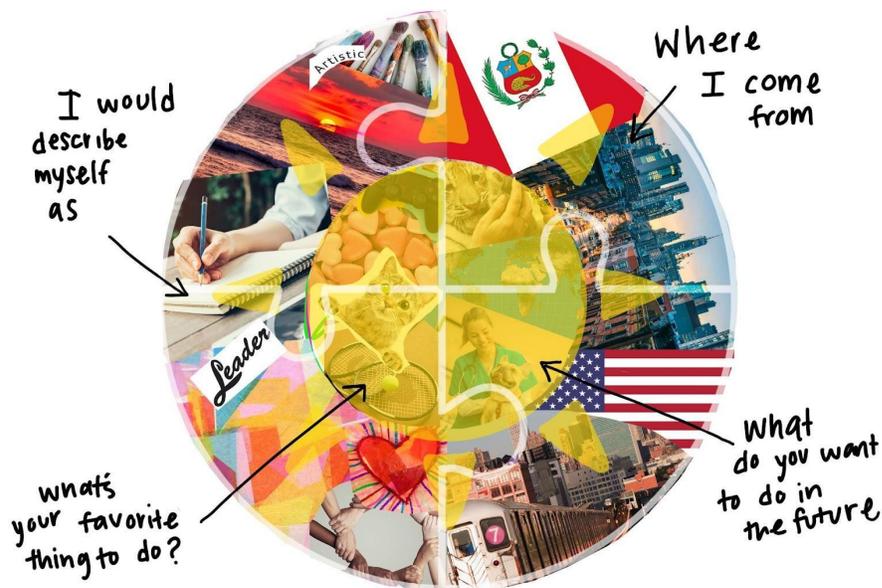
| | |
|---|---|
|  Lesson 7 Title: Face-In-Hole Reflection Lesson Duration: 1-5 sessions |  Grade Level: 3-5 |
|  Essential Question: In what ways does art reflect the diversity of NYC? | |
|  Theme: Week 7 (Leadership): Reflect IT - “Big Picture” | |
|  Learning Objective: <ul style="list-style-type: none"> • Students will design an icon (to wear as a face-in-a-hole cutout) as a visual representation of their most memorable experiences from this summer program. | |
|  Learning Standards: <ul style="list-style-type: none"> • VA:Cr1.2.3 - Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the artmaking process. • VA:Cn10.1.4 - Develop a work of art based on observations and surroundings. • VA:Re8.1.5 - Interpret art by referring to contextual information and analyzing subject matter, characteristics of form, and use of media. | |
|  Vocabulary: <ul style="list-style-type: none"> • Mixed Media: Using more than one art medium • Symbol: A simple drawing that means an idea, another object, a person, or a place • Portrait: Artwork that is of a person | |
|  Social Emotional Components: <ul style="list-style-type: none"> • 2B.1a.- Describe the ways that people are similar and different. • 2B.2a.- Identify differences among, and contributions of, various social and cultural groups. | |
|  Materials & Space: <ul style="list-style-type: none"> • 12x18 Bristol Tagboard (or cardboard if available) • Knife blade for the teaching artist to cut out the head hole (Teacher use only!) • Scissors • Pencils | |

- Erasers
- Acrylic
- Paint
- Paint brushes
- Cups for paint
- Water cups
- Primer to coat the cut out before painting
- [3-5 Google slide presentation](#)
- Smartboard or printed images from slideshow

Q Instruction Description:

Hook:

- What have we learned the past three weeks and how can we represent those techniques visually and use them to illustrate a personalized certificate?
- **Week One: My Personal Puzzle**
- In week one, students build identity puzzles as a fun way to learn about one another.



- **Week Two: Our Global New York Banner**
- In week two, students represented a Global New York by each contributing to the class banner, an art piece that visually represents the class as a whole.

- **Week Three: My NYC Monument**
- In the third week, we built monuments to represent our Global New York as we see it.

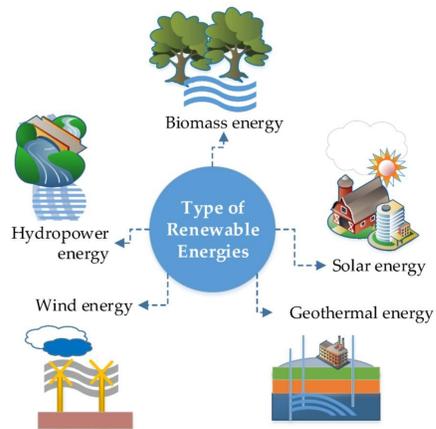


- **Weeks Four and Five: Our Renewable New York.**
- In week Four we learned about renewable energy and designed a New York neighborhood completely run on renewable energy sources.

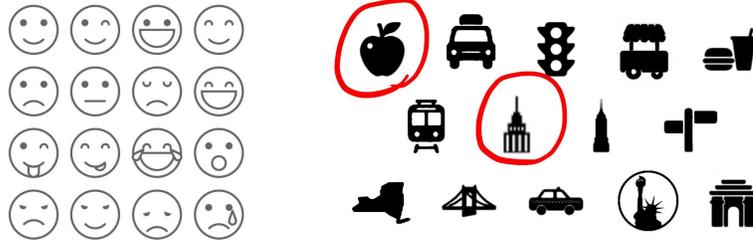
RENEWABLE ENERGY

Renewable energy is also called “clean energy” because it doesn’t pollute the air or water.

Resources such as Biomass, Geothermal, Solar, Hydropower, and Wind energy are all natural resources that can be converted into clean, usable energy.



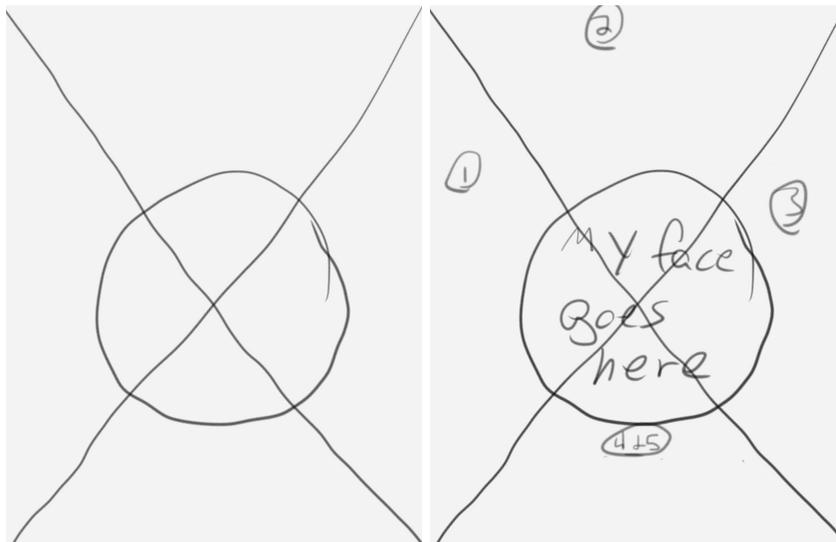
- **Week Six: My Global New York Icon.**
- In week six, we studied a bit of iconography and made our own individualized Global New York Icon stamps that represent us.



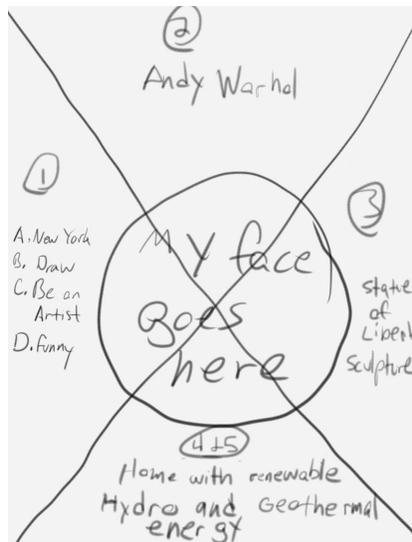
Teach/Demonstrate:

- **Face in the hole layout design.**
- Now we're going to figure out what artwork to put on our personal "Face-in-the-hole" cutouts. Post the questions below where the students can see:
- **Week 1:** Personal Puzzle questions/prompts:
 - A. Where do you come from?
 - B. What's your favorite thing to do?
 - C. What do you want to do in the future?
 - D. I would describe myself as:
- **Week 2:** Global NY Banner:
 - What was your favorite creative contribution to the banner?
- **Week 3:** My personal Global NY Sculpture
 - What did I sculpt?
- **Weeks 4 and 5:**
 - What kind of renewable energy did my building run on?

- Next, have them take out a piece of paper and a pencil. They should draw an X across the paper and a circle in the middle. This is going to represent the hole where their face is going to go and the four pieces of art they're going to map out. Next, have them number/label the page like the lower right .



- After the page is labeled, call the students attention to the posted questions and have them write their answers in the corresponding spaces like in the example below.

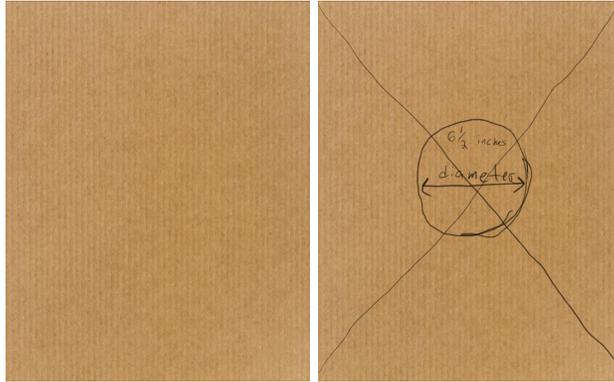


Independent/Group Practice:

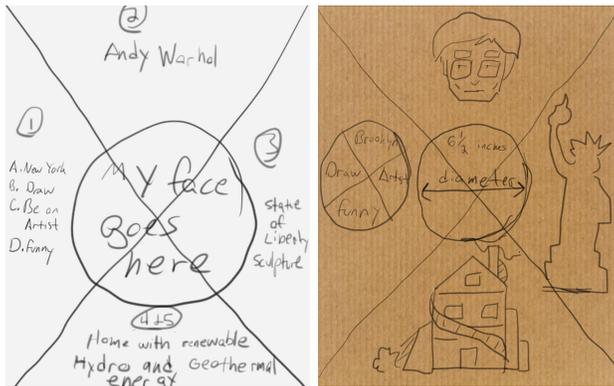
Now it's time to design our Face-In-Hole cutouts!

- Have everyone take out a piece of bristol tagboard (12X18) or a piece of cardboard (20X25 below) and draw an X with a circle in the middle, matching

their layouts (circles must be 6 and ½ inches in diameter for enough head room).



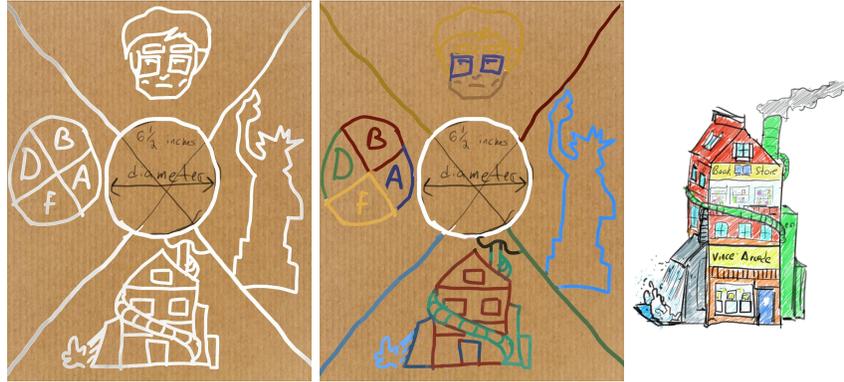
- Next, give the students time to draw the corresponding images from their layout map (for section 1, a word wheel with the first initial of each answer will suffice).



- Now, have the students trace over their drawings with a black magic marker and erase all of the pencil beneath. Once this phase is done, the instructor should add a layer of primer over the boards in preparation for the paint phase.



- Before the next steps, make sure each student has a dropcloth to keep their area clean as well as acrylic paint and brushes. After placing their cut outs on the drop cloth, have the students paint the outlines of their drawings in white. This will ensure the outlines pop no matter what. After the white paint dries, have students color the outlines. A good tip is to ensure the outline colors are a darker variation of what's going to go inside. The dark greens and reds of the renewable house design below are a good example.



- Finally, it's time to paint the insides of the drawings and the areas around them. Encourage students to use the most vibrant colors they imagine to make their head cut outs pop as much as possible. Once the paint dries, have a teaching instructor cut out the hole in the middle for the student's face. Their personalized face in hole cutout is now done!



Share:

- Ask the students which head-in-a-hole presentations stand out to them and why?
- Ask each student what piece/image from their cut out was their favorite and why?

Link:

- Today we reviewed this Summer Program's art projects and constructed a Head-in-hole cut out as a visual representation of our most memorable experiences.

Exit Ticket:

- Below are simple questions and prompts that students will complete at the **end of each day** during their progression of this lesson.
- Ask students one prompt to reflect on what they did today.
 - What was the most important thing you learned in this Summer's Art Program and why is it important?
 - What is one thing you would add to the Summer Art Program to make it more interesting?



Specialist Notes: *Include post lesson reflection and ideas for future planning.*