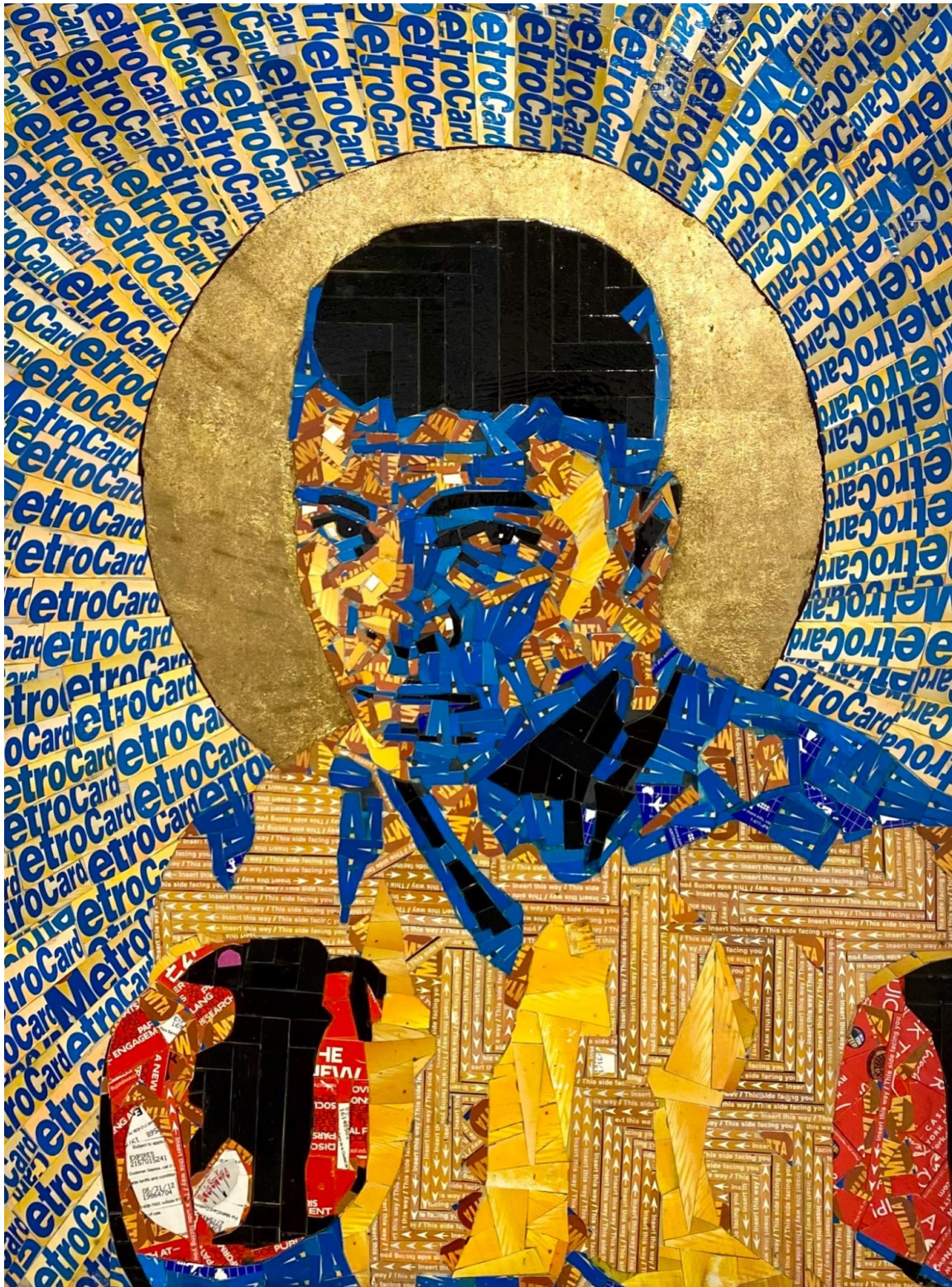


Visual Arts Curricula K-2

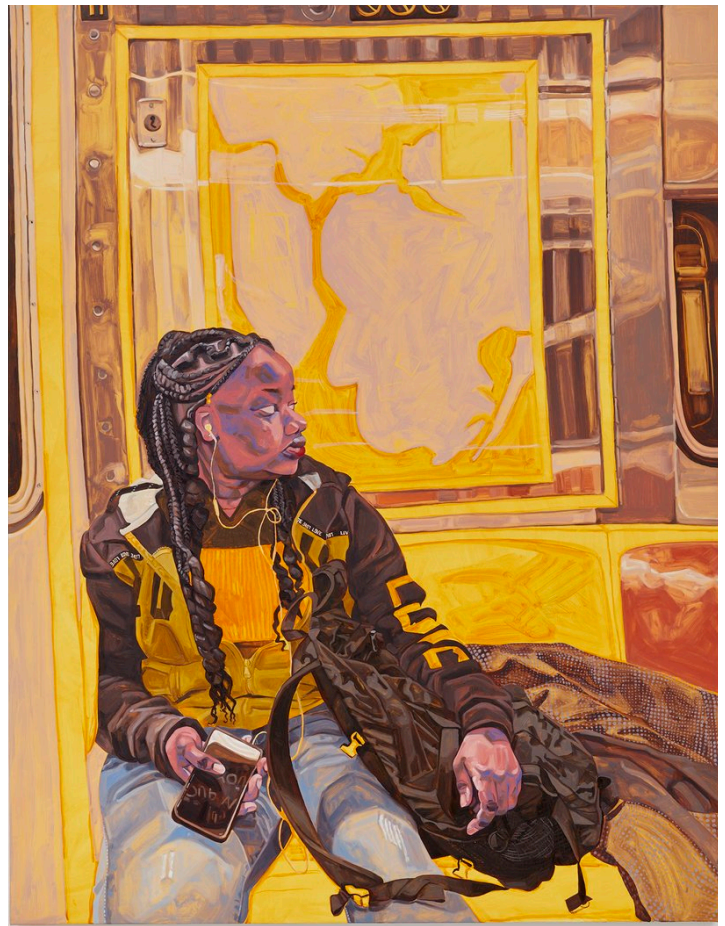


ALI - JUAN CARLOS PINTO

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 instructions 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 K-2

Lesson 1/Week 1: Identity Puzzle Collage (Studio Art, K-2nd grade)

Lesson 2/Week 2: "Our Future NYC" NYE Banner (Studio Art, K-2nd grade)

Lesson 3/Week 3: My NYC Monument (Studio Art, K-2nd grade)









Lesson 4/Week 4: Our Global NY Neighborhood (Studio Art, K-2nd grade)

Lesson 5/Week 5: Cultural Mosaic (Studio Art, K-2nd grade)

Lesson 6/Week 6: Cultural Mosaic (Studio Art, K-2nd grade)

Culminating Event/Project K-2

Lesson 7/Week 7: Face-In-Hole Reflection (Studio Art, K-2nd grade)

 Lesson 1 Title: Identity Puzzle Collage Lesson Duration: 1-5 sessions	 Grade Level: K-2
 Essential Question: In what ways does art reflect the diversity of NYC?	
 Theme: Week 1 (Leadership): Explore IT - Self In Community Using collage making as our medium, how can we explore our identity and different parts of ourselves? How can we celebrate our differences and similarities?	
 Learning Objectives: Students will... <ul style="list-style-type: none"> • Construct a mixed media identity collage puzzle that represents more than one dimension of themselves, which includes words, images, and a variety of materials. • Examine the identity collage puzzles of peers to gain a deeper understanding of the distinct components that form their individuality. 	
 Learning Standards: <ul style="list-style-type: none"> • VA:Cn10.1.1 a. Create works of art about events in home, school, or community life. • VA: Cr1.2.2 a. Create art or design with various materials and tools to explore personal interests, questions, and curiosity. 	
 Vocabulary: <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. 	
 Social Emotional Components: <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
- 12 x 18 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 \(optional\)](#)
- [K-2 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/Demonstrate:

- 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 the entire class fill out the worksheet together (attached at the end of this lesson), reading each question aloud and waiting for them to finish drawing/writing their answers before moving onto the next question.
 - Use chart paper or the smartboard to write down popular ideas.
- 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 can also incorporate some of their own drawings into their collage!

Independent / Group Practice:

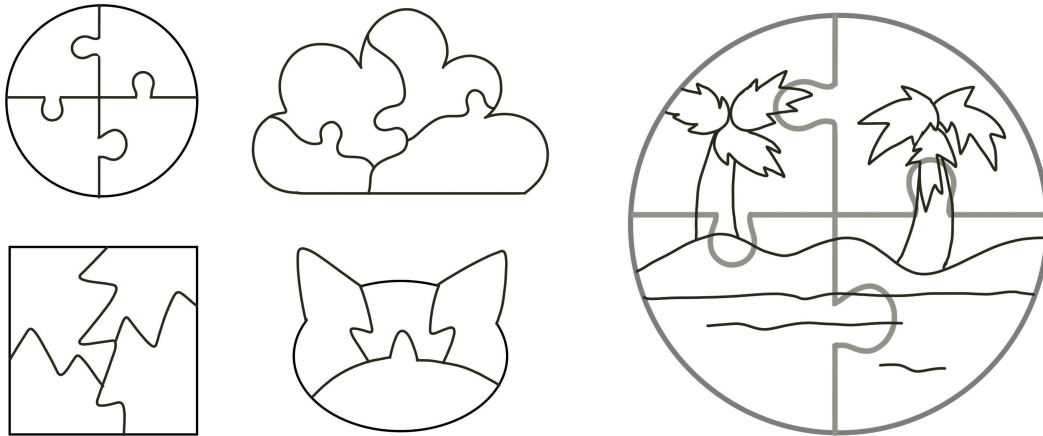
- Provide each student with a 12 x 18 tagboard.
 - If this feels too large for your students, feel free to cut it in half.
- Demonstrate how to brainstorm and design a jigsaw puzzle board, which is the outline of an image that represents you. This outline can be used as your puzzle's border, or as an image inside the puzzle. Provide sketch paper for brainstorming.
 - Alternatively, you can make stencils of simple shapes for younger students to trace as their jigsaw puzzle border (i.e. star, circle, diamond, etc.)
 - Ex: "I chose a cloud because it reminds me of a nice day!"

- 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.

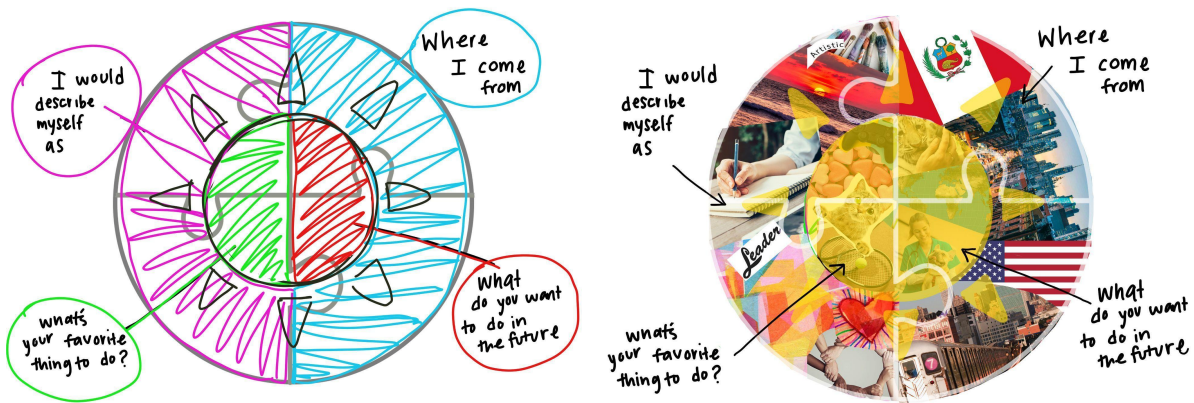
Instructor Note: Ensure that jigsaw pieces are small enough to fit into your puzzle containers, which will contain the entire puzzle by the end of the project.

- Students should divide their puzzle board into at least 4 pieces, or sections, to cover the questions 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. Have students exchange puzzles with a random classmate, or the person sitting across from them, etc.
- 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.

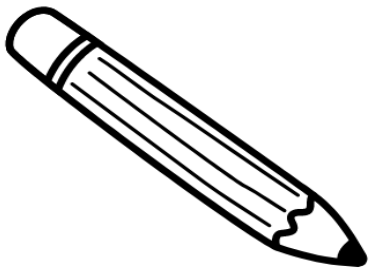
- In the next lesson, we will work together to create a banner that illustrates our future NYC, taking our identities into consideration.

Exit ticket:

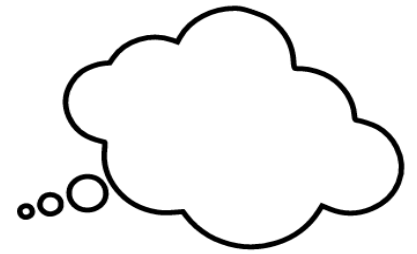
- Below are simple questions and prompts that students will complete at the **end of each day**.
- Ask students one prompt to reflect on what they did today.
 - What is a collage?
 - What is a question you have after today's art class?
 - What is a challenge you faced today?
 - What is a triumph you faced today?
 - Draw and label the materials you used to work on your project today.



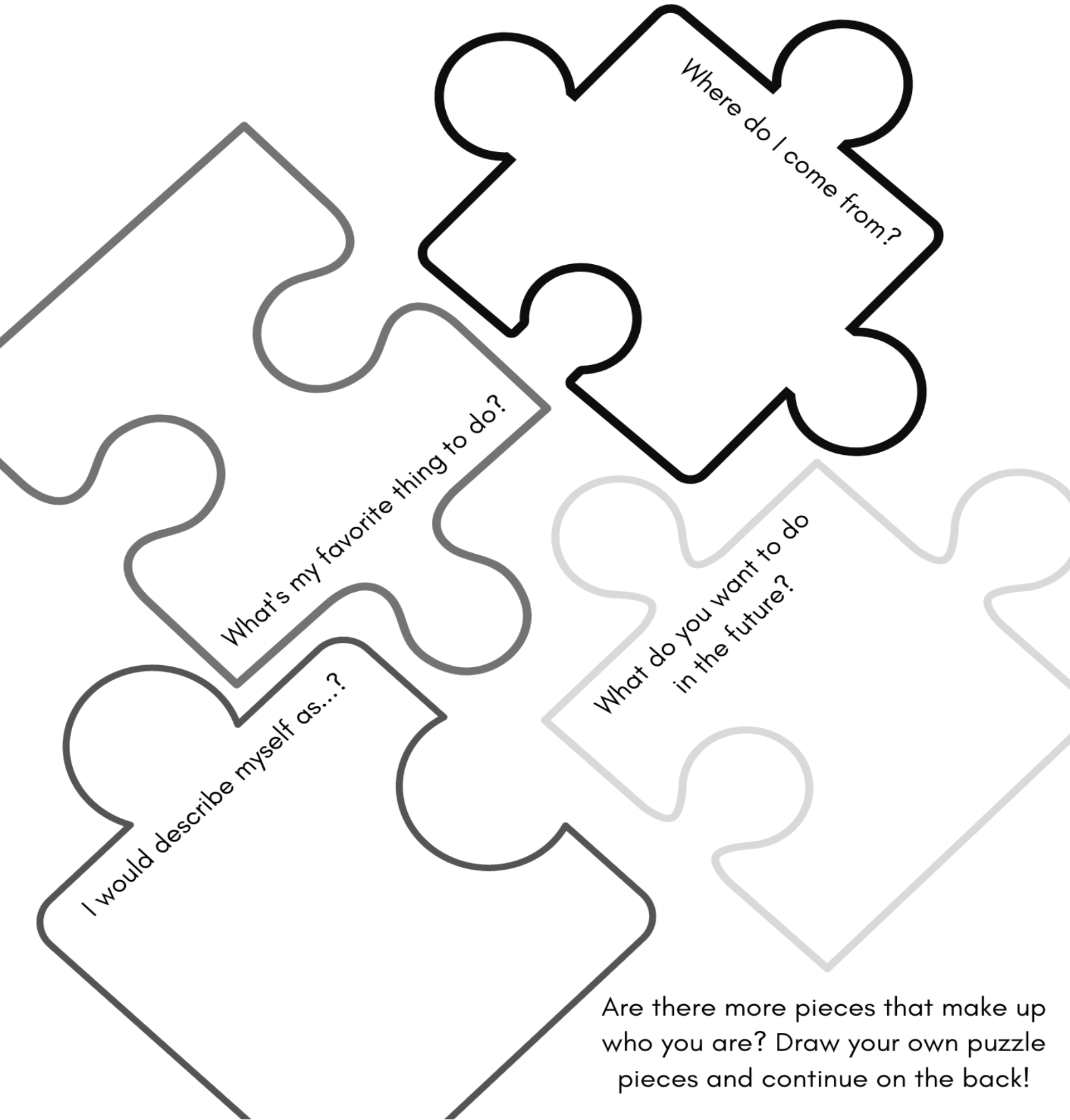
Specialist Notes: *Include post lesson reflection/ideas for future planning.*



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: K-2
 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 continue to celebrate and one positive message they wish to share to the public. • 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:Cr1.1.1 a. Engage collaboratively in exploration and imaginative play with materials. 	
 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
- [K-2 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:

- Show students the video: [United States: City of the Future](#)
- Lead a class discussion about students' noticings and wonderings from the video about the future of New York City.

Question prompts:

- Why do you think the artist made this?
- What do you think our future city will look like?

Teach/Demonstrate:

- 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 working together 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 8](#) 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 appear 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-friendliness, community, diversity, building cultural bridges, 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.
- 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.
 - Alternatively, you can also assign each group to work on a mini banner that relates to one topic generated from your brainstorming discussion.
- 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 and mini-banners to draft a unified design that represents their future New York City!
 - Introduce the banner rubric (located on page 16) to your students to review your banner design. Read and understand the rubric together. Encourage students to make decisions that will achieve a 4 in all categories.
- 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.
- After the banner is completed, use the rubric (found at the end of this lesson) and complete with your class. Read the criteria aloud and vote alongside students to see what goals the banner has met or could improve on.

- A reminder that this rubric is not to grade our work, but to offer a closer look on our strengths while completing this project.

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 paper you will have.)
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 .
Question Prompts:
 - How does your banner represent NYC?
 - What do you hope people feel or think looking at your banner?
 - What parts of the banner project presented challenges for you? What parts 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.









- Ask students one prompt to reflect on what they did today.
 - What is something interesting you learned about NYC?
 - Draw a building from the future.
 - Whose ideas did you enjoy learning about today? Why?



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

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

Criteria:	🥰:	😊:	😞:	😐:
Theme:	<ul style="list-style-type: none"> - Team chooses a clear and meaningful message about NYC - Team creatively includes at least 3 things from a future NYC - Shows 3 cultures of NYC they love 	<ul style="list-style-type: none"> - Team chooses a clear and meaningful message about NYC - Team includes 2 things from a future NYC - Shows 2 cultures of NYC they love 	<ul style="list-style-type: none"> - Team chooses a message about NYC that lacks clarity - Team includes one thing from a future NYC - Shows 1 culture of NYC they love 	<ul style="list-style-type: none"> - Team has no message about NYC - Team doesn't include something from a future NYC - Includes no 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 - Images are clearly understood 	<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 - Images are clearly understood 	<ul style="list-style-type: none"> - Includes 1 different art techniques used in this experience - Vibrant colors do not reflect the theme of the banner - Not all images are clearly understood 	<ul style="list-style-type: none"> - Does not include art techniques from this experience - No use of vibrant colors - Images are not clearly understood
Teamwork:	<ul style="list-style-type: none"> - Clear communication among team members - Equal work among team members - Support among team members 	<ul style="list-style-type: none"> - Clear communication among team members - Equal work among team members - Some support among team members 	<ul style="list-style-type: none"> - Unclear communication among team members - Unequal work among team members - Little support among team members 	<ul style="list-style-type: none"> - Little to no communication among team members - Unequal work among team members - No support among team members

 Lesson 3 Title: My NYC Monument Lesson Duration: 1-5 sessions	 Grade Level: K-2
 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:Cr1.2.1 a. Use observation and exploration in preparation for making a work of art. 	
 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 Management: Students practice responsible use of art tools such as scissors, and use precision in the construction of their monuments. • Relationship Skills: Students reflect on what inspires others as they sculpt. • 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
- [K-2 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 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 do you experience when you look at the monument?
- What do you think this monument represents?
- What materials can you name?
- 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.

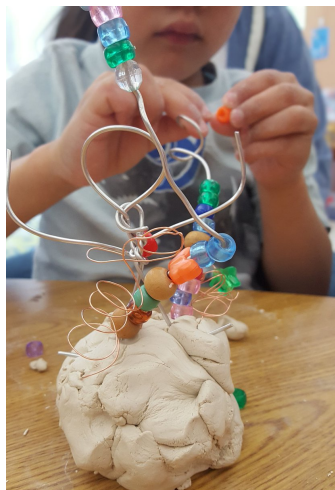
Teach/Demonstrate:

- 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 the diversity here."
 - Students can also think on a smaller scale, trying to inspire people in their neighborhood or borough.

- 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 stand?
 - 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 monuments 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 detail of your monument are you particularly proud of?
 - Do you think there should be more monuments in your neighborhood? Why or why not?

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**.
- 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 (or victory) you faced today?
 - Draw a picture of the different materials we used today.
 - Draw a picture of a monument we learned about.



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

 Lesson 4 Title: Our Global NY Neighborhood Lesson Duration: 1-5 sessions	 Grade Level: K-2
 Essential Question: In what ways does art reflect the diversity of NYC?	
 Theme: Week 4: Design IT - The City We Live In	
 Learning Objective: <ul style="list-style-type: none"> Students will draw building designs for the Global NYC neighborhood relief project. 	
 Learning Standards: <ul style="list-style-type: none"> VA:Cn11.2.K - Describe what it means to invent, and imagine an invention. VA:Cn10.1.1 - Create works of art about events at home, school, or community life. VA:Re7.1.2 - Recognize and describe visual characteristics of one's natural and constructed environments. 	
 Vocabulary: <ul style="list-style-type: none"> Blueprint: a guide for making something — it's a design or pattern that can be followed Sculpture: art where you create three dimensional objects Relief Sculpture: A relief is a wall-mounted sculpture in which the three-dimensional elements are raised from a flat base. 	
 Social Emotional Components: <ul style="list-style-type: none"> Self Awareness: Students will design a building that represents themselves. 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: <ul style="list-style-type: none"> Paper 	

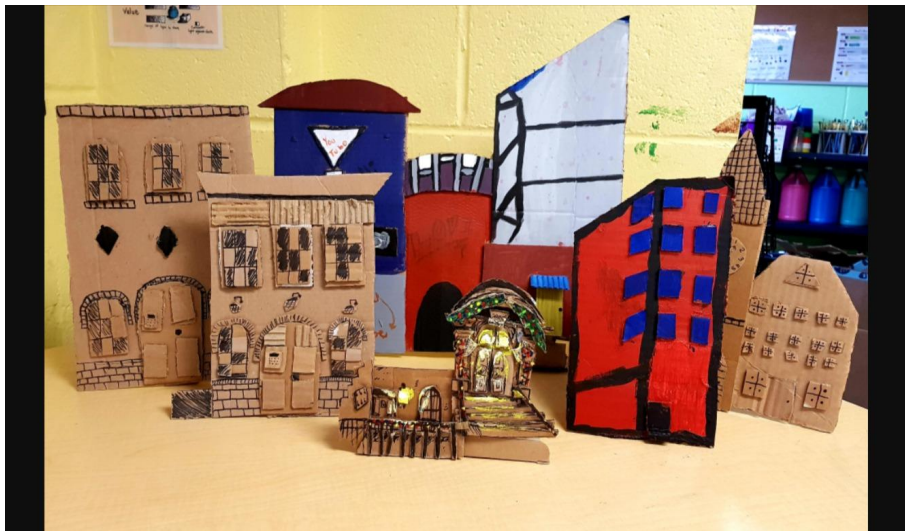
- Pencils
- Coloring tools (crayons, markers)
- [K-2 Google slide presentation](#)
- Smartboard or printed images from slideshow

Instruction Description:

Hook:

- Share the photo (below) with students. Our next project will be a collaborative relief sculpture representing the theme, *Global NYC Neighborhood*.

Each student will be responsible for designing and building the ultimate building - a building that represents them. These buildings will be assembled to make a neighborhood relief that represents the class, a Global New York City Neighborhood.



Teach/Demonstration:

- Show students the video below to introduce them to the art of creating Cardboard Relief.

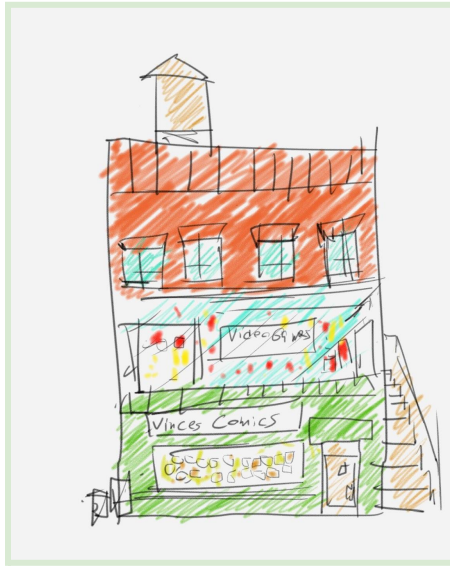
 **Elementary Art Lesson: Cardboard Relief Sculptures**

- Step 1: Selecting the purpose of their building
- From the choices listed below, have students select which neighborhood service(s) their building will provide. Students may combine different services within a building. Ask each student to share what combination of buildings they will contribute to the class neighborhood.

- 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.)

Independent/Group Practice:

- Step 2: Designing the building(20-30 minutes)
- Distribute paper, pencils, and coloring tools (crayons, markers). Give the students time to design their building. Remind students that they may combine different stores/services within a building, like the example of the Comic Book/Video Game illustrated below. Encourage students to experiment with bright colors and unique building combinations. The most important element is that their building must be a visual representation of their ultimate building/building they'd love to live in.



Share:

- What can you learn about your classmates by examining their blueprint?
- What does your blueprint say about you?

Link:









- During this lesson students worked independently to design their ultimate building blueprint. These designs will be turned into a relief sculpture next lesson.

Exit Ticket:

- Below are simple questions and prompts that students will complete at the **end of each day**.
- Ask students one prompt to reflect on what they did today.
 - How could the knowledge you learned today be used in the real world?
 - What is your favorite thing about the art you created?



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

 Lesson 5 Title: Cultural Mosaic Lesson Duration: 1-5 sessions	 Grade Level: K-2
 Essential Question: In what ways does art reflect the diversity of NYC?	
 Theme: Design IT - City We Want To Live In	
 Learning Objective: <ul style="list-style-type: none"> Students will represent the Cultural Mosaic of New York City by constructing a group Cardboard Relief Sculpture. 	
 Learning Standards: <ul style="list-style-type: none"> VA:Cn11.2.K - Describe what it means to invent, and imagine an invention. VA:Cn10.1.1 - Create works of art about events at home, school, or community life. VA:Re7.1.2 - Recognize and describe visual characteristics of one's natural and constructed environments. 	
 Vocabulary: <ul style="list-style-type: none"> Cultural Mosaic: the mix of ethnicities, languages, and cultures that coexist within a society Infer: to make a well-informed guess based on evidence and reasoning Two dimensional (2D): has a width and length but no height- flat against a surface Three dimensional (3D): has a width, length and height- raised against a surface Sculpture: art where you create three dimensional objects! Relief Sculpture: A relief is a wall-mounted sculpture in which the three-dimensional elements are raised from a flat base. 	
 Social Emotional Components: <ul style="list-style-type: none"> 1C.1.b - Identify goals for personal behavior, progress, achievement, or success. 2B.1a - Describe the ways that people are similar and different 2B.1b - Describe positive qualities in others. 	



Materials & Space:

- Wire
- Wire cutter (teacher use only)
- Paint
- Cardboard/construction paper
- Glue
- Markers
- Pencils
- Paintbrushes
- Scissors
- Tape
- Clay
- Decorative material such as beads, pipe cleaners, etc.
- [K-2 Google slide presentation](#)
- Smartboard or printed images from slideshow



Instruction Description:

Hook:

Reintroduce/refresh students to the current project: Our "Global New York" Neighborhood.

- Today, the class will build awesome cardboard relief buildings based off of the blueprints from the previous lesson. This cardboard neighborhood will be a visual representation of the class' diversity and Global New York heritage.



Teach/Demonstrate:

- Rewatch the video below to refresh and inspire the class to make interesting reliefs.

https://www.youtube.com/watch?v=mp90u_gufsM

Independent/Group Practice:

Building the relief

- Now that the blueprint is complete, it's time for the construction to begin!
- Distribute cardboard boxes. Have students trace the shape of their building onto one side and cut it out. The rest of the box will be used to draw and cut out the layers of the relief like the image below. Each element of the building includes doors, windows, and lights. Etch can serve as a layer on their cardboard relief.
- Encourage students to pull any item they need from the materials list to capture details they wish to transfer from their blueprint to the cardboard relief.



- As they build their relief, play the video below to give them interesting ideas on how they can build bases and support for their Cardboard Relief Buildings:

https://www.youtube.com/watch?v=mlOabQ1_98I

- Once each student's Cardboard Relief building is constructed and painted, arrange the buildings together to form the Class Neighborhood for display.



Share:

- Look at the cardboard relief town. What can you tell me about the people who live here?

Link:










- During this lesson we built a cardboard relief neighborhood together that represents the class.

Exit Ticket:

- Below are simple questions and prompts that students will complete at the **end of each day**.
- Ask students one prompt to reflect on what they did today.
 - The most important thing I learned in art today was...
 - What was your favorite thing about this art project?



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

 Lesson 6 Title: NY Icon Lesson Duration: 1-5 sessions	 Grade Level: K-2
 Essential Question: In what ways does art reflect the diversity of NYC?	
 Theme: Market IT - Our Future Life	
 Learning Objectives: <ul style="list-style-type: none"> • Students will design a NY icon to represent themselves. • Students will use relief printmaking techniques to design a Global New York Icon stamp. 	
 Learning Standards: <ul style="list-style-type: none"> • VA:Cr2.3.K - Note similarities and differences of objects through drawings, diagrams, sculptures, or other visual means. • VA:Re7.2.1 - Compare images that represent the same subject. • VA:Re7.2.2 - Categorize images, based on expressive properties. 	
 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"> • 1C.1.b - Identify goals for personal behavior, progress, achievement, or success. • 2B.1a - Describe the ways that people are similar and different • 2B.1b - Describe positive qualities in others. 	
 Materials & Space: <ul style="list-style-type: none"> • Linoblocks/glossy cardboard (the type found in cereal/shoe boxes) 	

- Black ball point pen
- Black magic marker
- Pencil
- See-through vellum
- Tape
- Water-based printing ink
- Brayer(printroller)
- Paper (8.5" X 11")
- Scissors
- Newspapers or drop cloth (for mess management)
- [K-2 Google slide presentation](#)
- Smartboard or printed images from slideshow

Instruction Description:

Hook:

Day 1: Designing your Global New York Icon

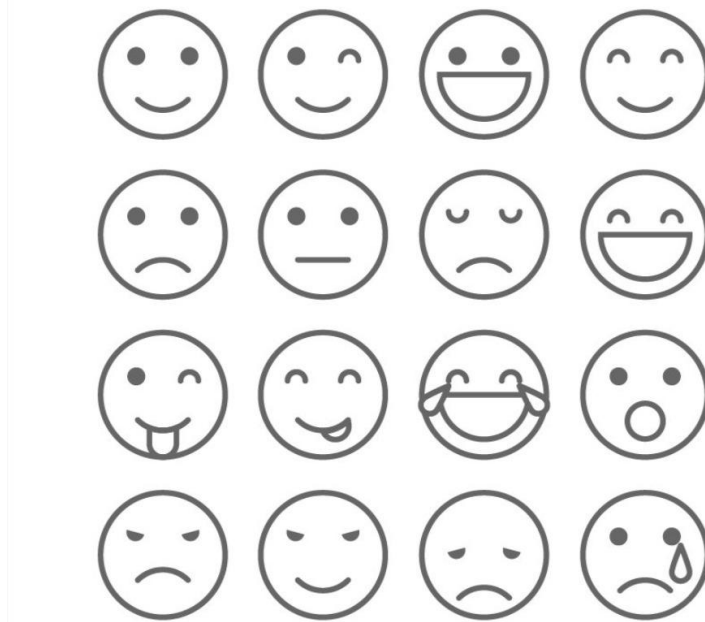
- As members of Global New York City, you will be designing a personalized Global New York Icon stamp.

Native New Yorkers have origins from all over the world. This global influence makes NYC unique. Icons are born in New York every day and use their reach to inspire people all over the world. Today, you will create a custom stamp representing Global NY, allowing you to leave your distinct mark!



Teach/Demonstrate:

- Post the slide below so everyone can see it. Discuss the following fundamentals of Icon design with the class:
 - 1 single line weight (all lines used to draw are the same width).
 - Simplicity
 - Keep enough space between the lines
 - Use simple shapes
 - The only features used are the most expressive, i.e., eyes and mouth.

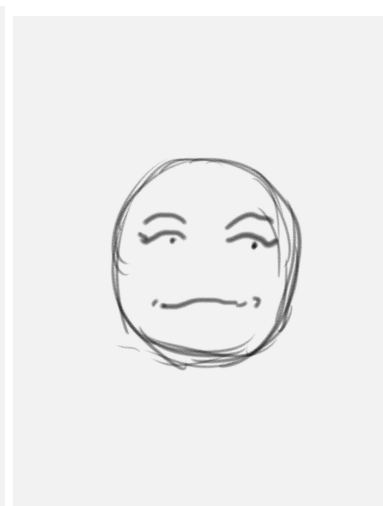
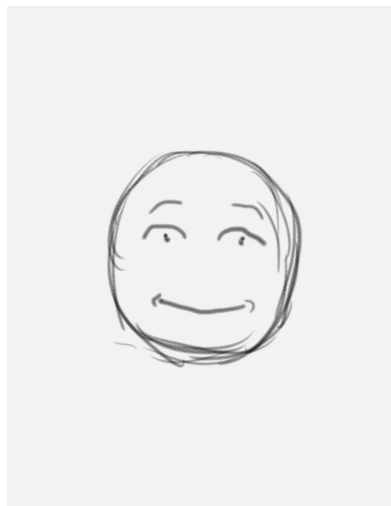


- Now it's time to design your Global New York Icon stamp.
- Distribute: 8.5" X 11" paper, pencil, black magic marker, tape, eraser, and see-through vellum.
- Step 1: Draw a circle in the middle of their paper.





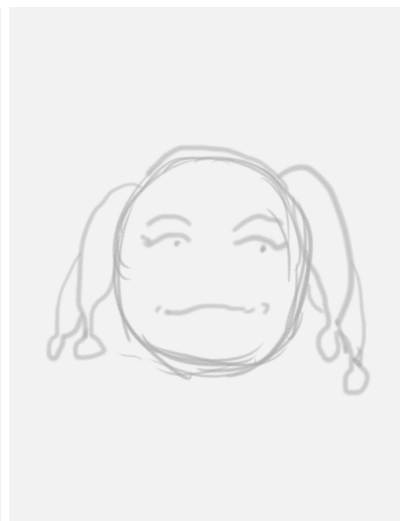
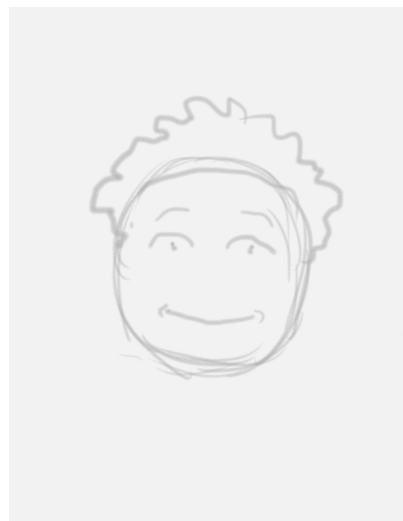
- Step 2: Represent your eyes and mouth with simple curved lines. Account for longer lashes on the outside ends of the eyes, as illustrated in the lower right sketch.



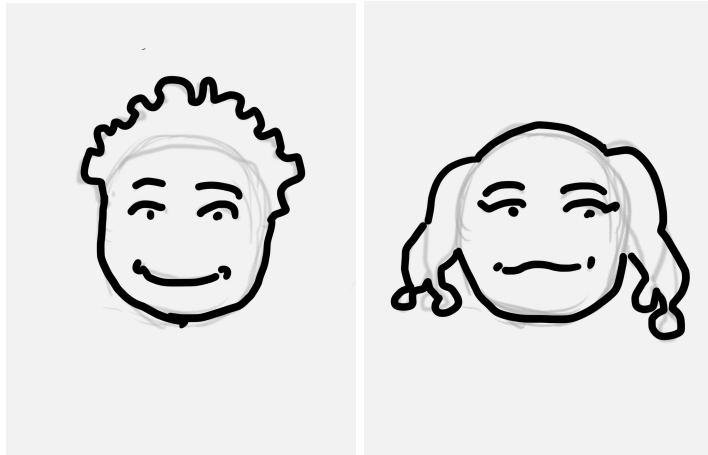
- Step 3: Represent your hair using one simple line. There should be no details on the inside of the hair. Only the outline should be represented.



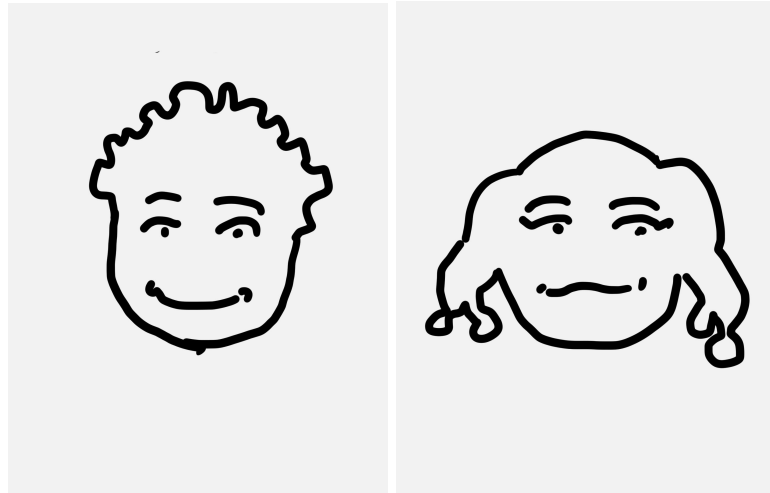
- Step 4: Tape a piece of see-through vellum on top of the image.



- Step 5: Using a black magic marker to trace the "outlines" of the face and icon with only one simple line weight.



- Step 6: Remove the sketch beneath the see-through vellum. You'll be left with the image/design of your partner that you'll use for the next step - printmaking!



Independent/Group Practice:

The Printmaking Process

Instructor Note: Styrofoam is currently banned in New York. In the next steps, replace the styrofoam plate with linocut blocks (or glossy cardboard shoe or cereal boxes) or 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 (prinroller) 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.



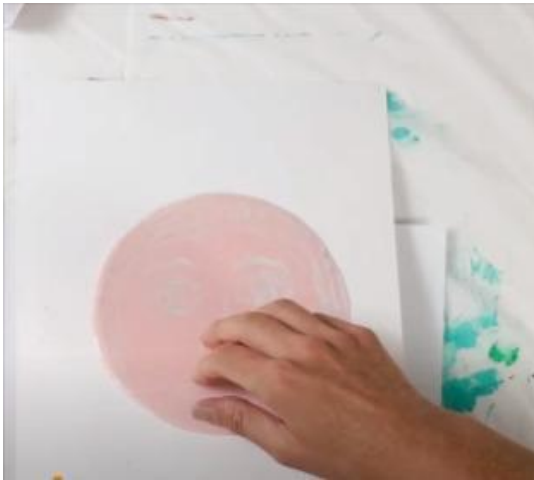
Step 4:

- 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 we designed personalized Icons of ourselves that can be printed over and over.

Exit Ticket:

- Below are simple questions and prompts that students will complete at the **end of each day**.
- Ask students one prompt to reflect on what they did today.
 - What did you most enjoy about today?
 - I showed a little bit of myself in my art by..



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

 Lesson 7 Title: Face-In-Hole Reflection Lesson Duration: 1-5 sessions	 Grade Level: K-2
 Essential Question: In what ways does art reflect the diversity of NYC?	
 Theme: Week 7 (Leadership): Reflect IT - “Big Picture” <ul style="list-style-type: none"> Using mixed media to combine all of our knowledge, how can we tie in the idea of reflection? This collaborative project will be focused around creating “face-in-hole” photo frames. What did we learn about NYC and ourselves? How do our experiences reflect the diversity of NYC? 	
 Student Objective: <ul style="list-style-type: none"> Students will review the art techniques learned throughout the summer and design a Face-in-a-Hole cutout, decorated with symbols, words and experiences, to wear. 	
 Learning Standards: <ul style="list-style-type: none"> VA: Re7.1.k a. Identify uses of art within one’s personal environment. VA: Re9.1.1 a. Categorize artwork, based on different reasons for preferences. 	
 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"> Self Awareness: Students will reflect on words and images that they associate with themselves Self Management: Students practice technical skills like design and drawing to represent their artistic knowledge Relationship Skills: Students listen to their classmates to learn new things about each other. Decision Making: Students decide on which moments through this experience they wish to reflect on and include in the project 	



Materials:

- 12 x 18 Bristol Tagboard (or cardboard if available)
- Scissors
- Pencils
- Erasers
- Acrylic paint
- Paint brushes
- Cups for paint
- Water cups
- Primer to coat the cut out before painting
- Mod Podge gloss for glazing
- Knife blade for the teaching artist to cut out head hole
- [K-2 Google slide presentation](#)
- Smartboard or printed images from slideshow



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 the face-in-hole



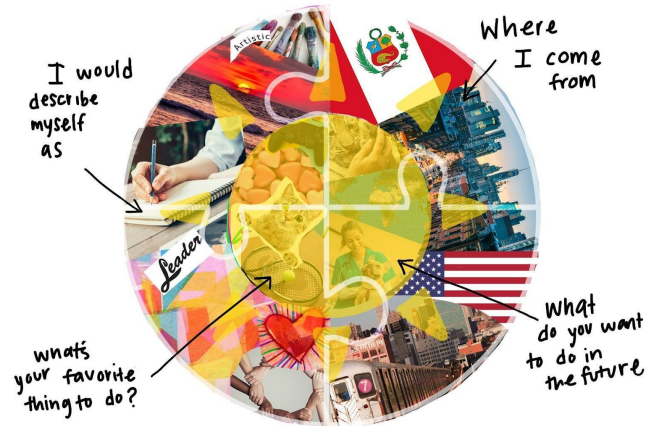
Lesson Instruction:

Hook:

- Ask students what they have learned the past 6 weeks and what was their favorite moment?
- We will use different art techniques to create a unique certificate of our favorite art moments!
- Let's take a look back at what we have all worked on together!

Teach/Demonstrate:

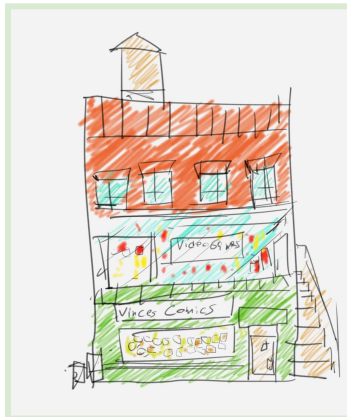
- **Week One: My Personal Puzzle**
 - In week one, students built identity puzzles as a fun way to learn about one another.



- **Week Two: Our Future NYC Banner**
 - In week two, students painted their future NYC by each contributing to the class banner, an art piece that visually represents the class as a whole.
- **Week Three: My New York City Monument**
 - In the third week, we built monuments to inspire the people of NYC.

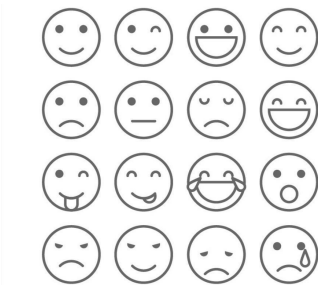


- **Weeks Four and Five: Our Global NY Neighborhood**
 - In week four and five we designed a New York neighborhood that reflects global diversity.



- **Week Six: My Global New York Icon**

- In week six, we studied iconography and made our own individualized Global New York Icon stamp that represents us.

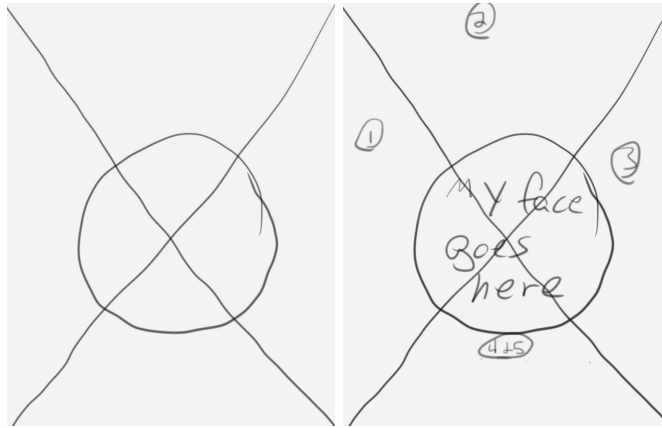


Independent / Group Practice:

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, and it is strongly recommended to read-aloud the questions:

Question prompts:

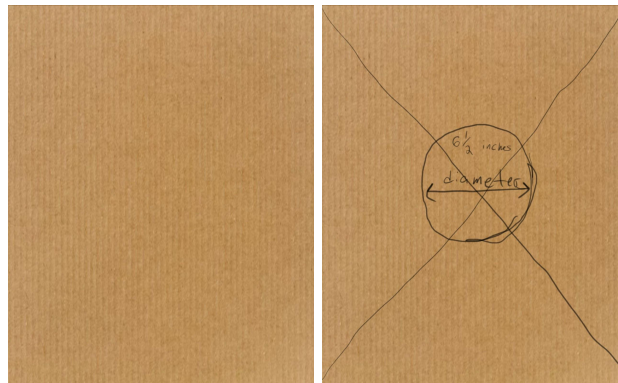
- **Week 1:** Personal Puzzle questions/prompts:
 - A. Where do you come from?
 - B. What's your favorite thing to do?
 - C. What do you want to do in the future?
 - D. I would describe myself as:
- **Week 2:** Our Future NYC Banner
 - What was your favorite creative contribution to the banner?
- **Week 3:** My inspiring Global NY Monument
 - What did I sculpt?
- **Weeks 4 and 5:**
 - What kind of renewable energy did my building run on?
- Have students take out a piece of paper and a pencil. They should draw an X across the paper and a circle in the middle.
 - The X 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 below .



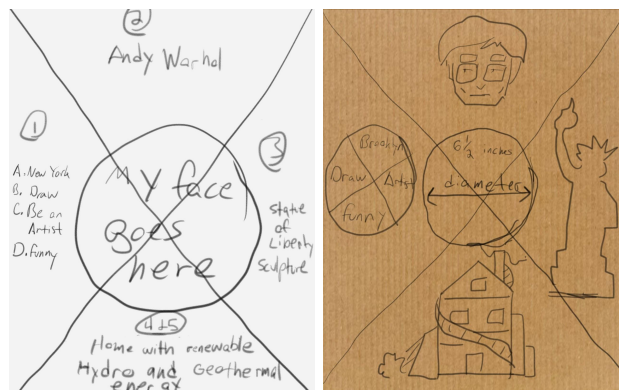
- After the page is labeled, call the students' attention to the posted questions and have them write and or draw their answers in the corresponding spaces like in the example below.
 - Younger students will need to have the questions read-aloud one by one, move onto the next question only when most have finished.



- Now have the students 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).



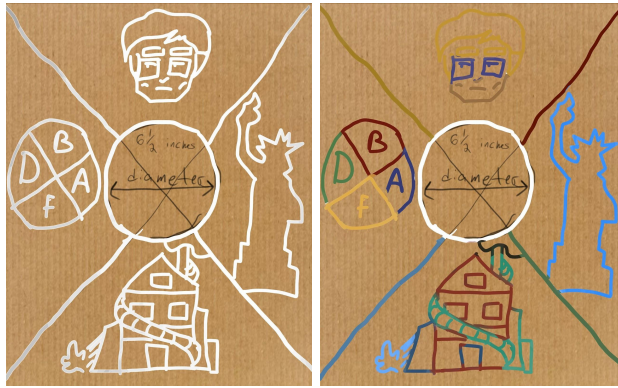
- Give the students time to draw the corresponding symbols or words from their layout map.



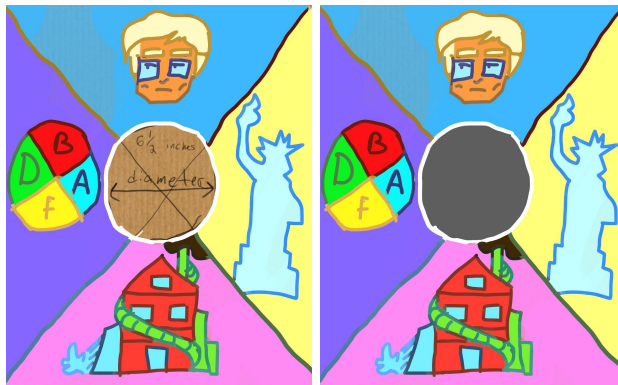
- Now, have the students trace over their drawings with a black magic marker and erase all of the pencil beneath. Once this phase is done, the instructor should add a layer of primer over the boards in preparation for the paint phase.



- Before the next steps, make sure each student has a dropcloth/desk covering to keep their area clean. Hand out acrylic paint and brushes. After placing their cut outs on the drop cloth, encourage students to paint the background using the most vibrant colors to match the theme of a lesson or the feeling they had completing a project. Once the background colors are complete, students can use additional colors to paint symbols or words.



- Finally, it's time to paint the insides of the drawings and the areas around them. Students can also use sharpie again to outline their symbols and make them pop. 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:

- Display the face-in-hole cutouts, allowing students to wear each others and examine them. Hold a group discussion.

Question prompts:

- What is something interesting you see in someone else's art?
- What feeling do you get seeing everyone's project together?

Link:

- Using different art techniques we have been able to explore our city of New York and discover more about ourselves, who live here, and what it could look like in the future!

Exit ticket:

- Below are simple questions and prompts that students will complete at the **end of each day**.
- 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?
 - What does multimedia mean?
 - Why is it important to reflect on our art?



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