

**WEEK 5 Day 2**

**Art Studio: Design Studio 2**

Children narrow the initial ideas and select a class response. Children make individual plans.

\*this lesson takes place during the Intro to Centers, during Centers, and during Thinking and Feedback

<b>Big Ideas</b>	The process of design and construction includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. This process includes time to work alone and with others.
<b>Guiding Questions</b>	What suggestions do you have about constructions in our city to make Oru Town a fairer and more interesting place for children? What about you, and members of your community, gives you this perspective?
<b>Vocabulary</b>	<b>plan:</b> to think about what you are going to do (verb); a guide of what to do (noun)
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Our Town Initial Ideas sheets, from Week 4 Before the Intro to Centers, take a look at these sheets. Note emerging trends in children’s ideas. Group similar sheets together.</li> <li>● chart paper and marker</li> <li>● Our Town Individual Plan sheet, 1 per child</li> <li>● clipboards, 5 Place the Our Town Individual Plan sheets on the clipboards.</li> </ul> <p>Narrow down children’s ideas. Spread out the Initial Ideas sheets and identify several main themes to focus the <i>Our Town</i> work. Some themes may be very concrete: a new playground or more houses for people to live in. Other themes may be more conceptual: making our town/neighborhood more beautiful or safer for children. Pre-select three or four overarching ideas that represent the range of children. If possible, consult colleagues to help identify themes. Perhaps bring the initial ideas to a planning time and discuss which overarching ideas seem to capture a vast majority of the children’s voices. Write these three or 4 ideas on the chart paper.</p>

	<p>Bring the following to the Intro to Centers meeting: a few Our Town Initial Ideas sheets, chart paper, marker, Our Town Individual Plan sheet on a clipboard</p>
<p><b>Intro to Centers</b></p>	<p><i>Last week, we received an invitation from the _____ (important figure). In our Design Studio, we individually envisioned how to make our town/neighborhood a more fair and interesting place for children. Let's take a look at some of your initial ideas.</i></p> <p>Share a few of the Our Town Initial Ideas sheets. Read some ideas aloud. Allow time for reactions.</p> <p><i>I looked over all your thoughts. I even met with _____ and _____ [insert colleagues' names] to discuss your different ideas. We noticed that you are really interested in _____.</i></p> <p>Refer to the chart and read the narrowed list of class ideas.</p> <p><i>In response to _____ (important figure)'s letter, we will create 1 class model. It's important that we agree on just 1 big idea or maybe 2 ideas that go well together.</i></p> <p>Facilitate a discussion to narrow down the ideas to just 1 or 2:</p> <ul style="list-style-type: none"> <li>● Invite a few children to share reasons for why they think their idea is important.</li> <li>● While validating all ideas, encourage children to listen to one another's different perspectives.</li> <li>● Share how one child's idea might actually include other ideas.</li> <li>● Encourage Sentence Frames for Discussion language such as "I agree with you about _____ and I also think _____" and "I have a different idea."</li> <li>● Depending on the group and range of ideas, voting might be an option.</li> <li>● If the ideas just cannot be narrowed, combining the ideas will work, as well.</li> </ul> <p><i>We have a response to _____ (important figure)'s question! We think that _____ can make our town/city a more fair and interesting place for children.</i></p> <p><i>This week, we are going to do two things for the Our Town project. You will do some initial research in the Library and Listening Center about how to go about creating a model of _____. In the Design Studio, we will draw individual plans. What do you think a model of _____ can look like?</i></p> <p>Model drawing and labeling a plan.</p>
<p><b>During Centers</b></p>	<p>Children individually draw plans of the _____ on the Our Boston</p>

	Individual Plan sheet. Talk with children about what their ideas mean and prompt them to talk with one another. Remind children to look around at the vision boards for ideas.
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● How can you make a model of _____?</li> <li>● How does our idea help make our town/neighborhood more fair and interesting?</li> <li>● Tell me more about this part.</li> <li>● What is your inspiration?</li> </ul>
<b>Thinking and Feedback</b>	During this meeting, revisit the class Our Town model idea. Show the chart from the Intro to Centers and few of the children’s plans. Does this idea still represent the children’s vision? Do the individual plans stir more ideas? Is more refinement of the model idea needed?
<b>Standards</b>	<p><b>SL.1.K.b</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p><b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>SEL Competencies and Skills.</b> Social Awareness. Showing Empathy</p> <p><b>SEL Competencies and Skills.</b> Relationships Skills. Effectively communicating</p> <p><b>SEL Competencies and Skills.</b> Decision Making. Identifying values, choices and decisions</p>