

**WEEK 4 Day 4**

**Art Studio: Design Studio 1**

The Art Studio is transformed into the *Our Town* Design Studio for the rest of the Unit. Children consider and create a space where they will continually work on the *Our Town* project. Children share initial ideas for the project.

<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 processes help people construct structures, ideas, and works of art? Where do people find inspiration for building, creating, and composing? How do people use different tools and materials for different purposes?
<b>Vocabulary</b>	<b>design:</b> to decide how something will look and be, to make a plan or drawing <b>fair:</b> when everyone gets what they need <b>interesting:</b> worthy of attention
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Entry Point Tool (optional) Consider entry points for children using this tool.</li> <li>● Letter from an important figure, in a sealed envelope, addressed to the class After the Intro to Centers, hang the letter up in the Design Studio.</li> <li>● Architects Design Studio slides</li> <li>● Engineering Design Process Visuals, printed out</li> <li>● Our Town Initial Ideas sheet, ½ sheet per child</li> <li>● large piece of cardboard, 5-6 pieces. The cardboard will used for             <ul style="list-style-type: none"> <li>○ a “Design Studio” sign</li> <li>○ vision boards to hold inspirational pieces</li> <li>○ a base for the <i>Our Town</i> model (ply-wood or the particle board created in the Science and Engineering Center can also be used for a strong base)</li> </ul> </li> <li>● clipboards, 5</li> <li>● a few pieces of documentation, children’s work over the past several weeks (e.g., actual work, photographs, picture slideshow, etc.). Ideas include block images, drawings, dications, etc.</li> </ul>

	<p>In addition to the materials that typically live in the Art Studio, make sure the following are available and/or replenished:</p> <ul style="list-style-type: none"> <li>● clear workspace (via the floor, tables, on top of shelves, etc.)</li> <li>● a clear tabletop or a shelf top where a large model can be housed</li> <li>● blank paper</li> <li>● writing tools</li> <li>● paint and paintbrushes</li> <li>● a large collection of beautiful stuff, with a variety of materials (e.g., tissue/cereal boxes, large cardboard boxes, canisters, natural materials)</li> </ul> <p>Prepare the Design Studio:</p> <ul style="list-style-type: none"> <li>● On 1 piece of cardboard, write “Design Studio” in large letters using a pencil. Children will paint over the letters to create a sign.</li> <li>● Create 2-3 vision boards by adhering some documentation to the cardboard. This is only the beginning of the vision boards, therefore, leave open spaces for children to add more over time. Adhere the vision boards to the walls or shelves.</li> <li>● On the clipboards, include the Our Town Initial Ideas sheet.</li> <li>● Display the Engineering Design Process visuals. They might be adhered to the wall/shelf.</li> </ul> <p>Bring the Letter from an important figure, a clipboard, the draft sign, and one vision board to the Intro to Centers meeting.</p>
<p><b>Intro to Centers</b></p>	<p><i>I have a surprise for you, we received a letter! Let’s see whom it is from and what it is about.</i></p> <p>Show the envelope and read the letter inviting the children to construct a model.</p> <p><i>This letter asks an important and hard question. What do you think about this invitation?</i></p> <p>Allow for expressions of excitement and questions.</p> <p><i>We have been talking about construction in our Town. You are all experts. As citizens of this town/neighborhood, we can share our ideas about what will make our city better and more fair. We will take our time to think about and respond to this question over the next several weeks. We will create a model that shows our ideas.</i></p> <p><i>Let’s create a space in our room to work on this project. Our Art Studio has become a Design Studio. When you <b>design</b> something, you think carefully about how to make it. You make plans and consider the best way to approach the task. Our Design Studio will</i></p>

	<p><i>be a place where we can share ideas and inspirations, have discussions, learn more from one another, create plans, and make a model.</i></p> <p><i>Do you remember when we looked at one architects' studio? Let's look at their space again.</i></p> <p>Show slides. Point out the places to talk, the vision board, the designs, the different books, tools, etc.</p> <p><i>What are a few things we may need to include in our Design Studio? Well, to start with, I have clipboards and paper for us to write down our initial thoughts. I've also collected some pictures that describe what we've been working on the last several weeks.</i></p> <p>Show a vision board.</p> <p><i>What else may we need to help us work on the question from (the important figure)?</i></p> <p>Allow for 2-3 responses.</p> <p><i>When you visit the new Design Studio today, take a look around and see if we need any more materials. We are also changing this Center so perhaps a few of you can paint a sign to let everyone know where the Design Studio is.</i></p> <p>Show the draft sign.</p> <p><i>We do some initial thinking about the question from the mayor. You can begin writing or drawing your initial ideas here and I will come help you.</i></p> <p>Show the clipboard.</p>
<p><b>During Centers</b></p>	<p>Children look around the space and consider what additional materials should be added to the area.</p> <p>Children create and paint the Design Studio Sign.</p> <p>When visiting the space, take the time to ask individuals, pairs, or small groups of children about their first ideas in response to the mayor's letter and their reasoning. Prompt them to look around at the vision boards. If children are having trouble, help them to make connections to other ideas they've expressed in the past couple of weeks. Refer to the Entry Point tool. Listen to their ideas rather than over-prompting them. Support children to either draw or write (or take their dictations) on the Our Town Initial Ideas sheet. Note that it is not important for every child to complete the sheet. Rather, every child is given an opportunity to talk with an adult about their ideas and their reasons for them.</p>

<p><b>Facilitation</b></p>	<ul style="list-style-type: none"> <li>● How do your friends’ ideas inspire you?</li> <li>● What does fairness mean to you?</li> <li>● What do you think would help make things in Boston fairer for children?</li> <li>● You often tell stories about your family. How can we make Boston fairer for your family?</li> <li>● You like to go to the playground. Is there something that would make playgrounds in Boston more interesting for children?”</li> <li>● What is your inspiration?</li> <li>● What additional materials might we need in this space?</li> </ul>
<p><b>Standards</b></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>SL.4.K</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><b>SEL Competencies and Skills.</b> Social Awareness. Showing Empathy (Boston)</p> <p><b>SEL Competencies and Skills.</b> Social Awareness. Recognizing issues of inequity (Boston)</p> <p><b>SEL Competencies and Skills.</b> Social Awareness.Collaborative problem-solving (Boston)</p>