

TK to 2ND Grade

Next Steps: Ideas for Implementing the Workshop Activities in Your Classroom

WORKSHOP TITLE: *Show Your Work: Art & Math*

-Drawing a Giant using measurements of shapes (proportion) to create perspective-

1. **Math:** With a triangle. A teacher could have different shapes to have an art piece. Using math to build into shapes with fractions. Having squares, shapes then breaking them up. They might color boxes with primary colors.

Using polygons and pentagons, start with self-portrait or characters that interest the students. Have an actual model, students looking up at another student to see the difference in perspective. Use more examples chunk it down because they don't have the experience or vocabulary. Teach difference between shape and form.

2. **Language Arts:** You can talk about lines and what lines they see. For 2nd grades perspective can be shown. Self-identity is also important as they could show how they viewed themselves. Emphasizing shapes, line and scale of what they drew. Use of color can be incorporated and color wheel can be incorporated to teach them about the different colors.

Eye-opener, thinking about being a giant- What feelings can you portray in the art? What the perspective is literally and through feelings + art. Using the shape to change the narrative and explore the idea of perspective. Teacher talking through the project will help to stimulate ideas.

WORKSHOP TITLE: *Curate Your Own Classical Music Concert*

-Encouraging students' involvement with music-

1. **Language Arts:** Clap the alphabet. Use of tempo for different words and symbols. Use music to get what they think about different cultures and the

periods. Clapping at different tempos and maintain own beat to talk about individuality and doing your own part.

Use a massive role of paper to paint. Then play music during the painting. The students would paint their feelings.

2. **Math:** Use beats to do math – people and students would clap a long to do math problems.

Measurement of scales. Overall discussion on the shapes of instruments.

Clapping circle to teach about timing and sequences. Integrate math by integrating patterns to the musical aspect.

3. A low risk way to engage students and get them participating in activities.

WORKSHOP TITLE: <i>Nature Journals & A Bridge to Nature</i>
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-Observing, analyzing specific aspects of nature, making a field journal-

1. **Science:** Looking at the plants, drawing, focusing on function and structure, describing and giving a new name. Observation, digging deeper into science and art. Focus on the details, not the larger scene.
2. **Science and Language Arts:** Open an outdoor area and could plant native plants. Use journaling to take notes about the progress.

Mark out the area with hula hoops or sticks and observe the area. Create a want to learn chart to get them thinking about learning. Also name plants they saw so they can learn about the real thing. Use rocks and small items for math, like amount and weight. Textures of the outdoors is important too. Could observe things to identify objects and the parts that make up the objects.

Use relief technique to translate leaves, then point out aspects of the leaf, transcribing vocabulary. Vocabulary in all subjects – line, curves, etc.

Use open ended questions. “I see, I wonder, etc.

Language Arts: Great vocabulary for ESL learners. Building vocabulary in context creates a personal connection that improves recall and makes it more meaningful.

In writing the journal, describe characteristics, teach measurement through observation, incorporate color.

Graphic novel style with montages and speech bubbles that show the subject matter. Stories/Concepts

Journals are a great transition material, let kids do personal reflection. Important for inquiry, questions bring more questions.

Source material to get ideas of what a nature journal is and how it is used.

3. Focus on how artists and scientists are the same.

WORKSHOP TITLE: <i>String It Up! Recyclables Become Wearable Art</i>

Wearable Art- Creating with plastic bits and pieces-

1. **Math:** Quilting links to patterning, wall paper squares can create a big quilt. Use materials to make anything and have them learn about said shapes.
2. **Social Sciences:** Draw things about their own cultures on squares, all the squares put together form a quilt. Learn about each other’s cultures. Use
3. **Engineering:** Comin up and creating ideas for the art. Design art on paper then make the art for a recycled project creating art of shapes.

Use materials in different ways, students are problem solving and experimenting.

Use materials to make functional objects like calendars or countdowns.

4. **Science:** TK-Create flowers with recycled water bottles or egg cartons to create caterpillars.

Draw tree with branches in the fall. Gadget printing – printing with different recyclables with different shapes. Use shapes to put paint on and tamp on tree to teach shapes and colors.

Tie activity into Earth Day Learn about reduce, reuse and recycle- sort colors and plastics.

WORKSHOP TITLE: *Learning by Heart: Creative Movement for a Joyful Classroom*

-Using our bodies to communicate many different ideas in the classroom-

1. **Movement standards:** teaching about space, taking up space, negative space.
2. quick draw: students pose, and teacher says “quick draw: and students freeze.
3. **Math:** Modeling problems with students i.e. 3 students hold up 2 pencils each then take away some pencils.
4. **Language Arts:** Students pose in letters to learn the letters and learning to read. Students come together to form a word.
5. Using body to build empathy and movement to build a community, physical ways to explore curriculum, allow younger learners to be aware of their body.
6. Using movement for breaks during the class, also a good way to start class and procedures, before and after class. No one is doing something wrong and everyone is being goofy.