



*Safe Spaces, Safe Sounds: An Art Lesson for the Picture Book, **The Secret Kingdom***

Project Name: Safe Spaces/Safe Sounds	Project Description
<p>Time Span: Three One Hour Classes Target Grade: 5th, Applicable for 4th-6th Educators: Samara Yandell and Hannah Bevens, Maine College of Art Masters in Arts in Teaching</p> <p>Inspired by the Book:</p>  <p>Inspired by the Artist: Nek Chand: http://nekchand.com/</p>	<p>With inspiration from the picture book The Secret Kingdom (Candlewick Press) and using recycled materials, students create wind chimes that consider their interpretations of how safe spaces sound. Wind chimes will adorna school entrance in a permanent installation.</p>
Essential Question	Provoking Questions
<p>How do we make our safe spaces?</p>	<p>What is a “safe space”? How does a safe space feel, sound, taste, smell, and look? Why do we decorate places that are dear to us (homes, churches, desks, etc.)?</p>
<p>Visual Provocation:</p>  <p>http://www.woohome.com/wp-content/uploads/2014/02/DIY-wind-chime-15.jpg</p>	

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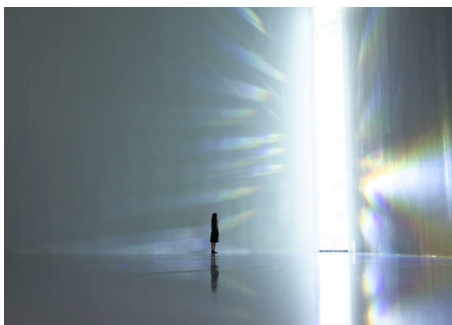
<https://www.pgeveryday.com/home/gardening/article/repurposed-silverware-wind-chime>



<http://hative.com/diy-wind-chime-ideas-tutorials/>



<http://www.windchimesaustralia.com.au/bamboo-wind-chimes.php>



<https://divisare.com/projects/288031-tokujin-yoshioka-rainbow-church>



<http://travel.davidmbyrne.com/abu-dhabi-rambles/>



<http://french.culturextourism.com/tourist-attraction-notre-dame-cathedral-in-paris-france/>

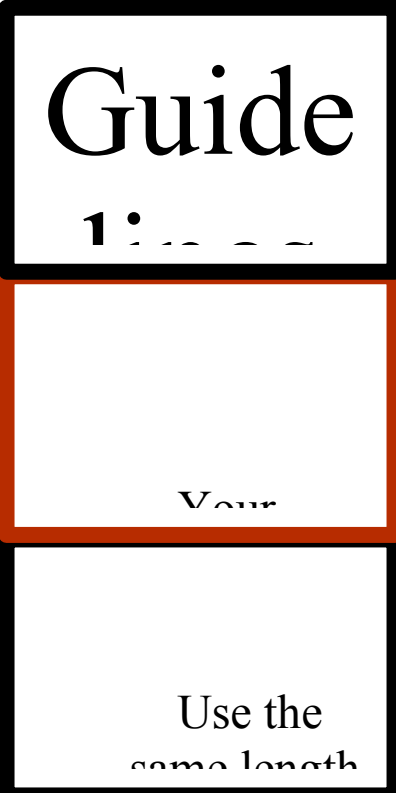
Auditory Provocation:

<https://www.youtube.com/watch?v=H4jzDkRYVJY>

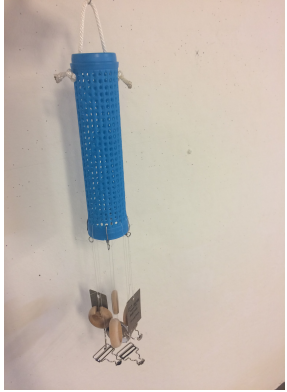
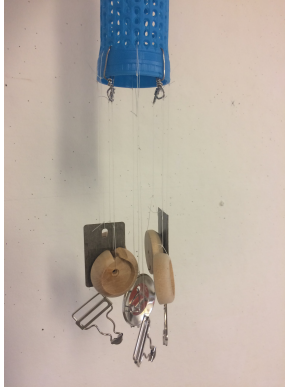

Main Learning Results	Lesson Objectives:	Assessment Criteria:
<p>1. (C1) Creative Problem Solving: Students describe and apply steps of creative problem-solving.</p> <ol style="list-style-type: none"> Identify problem. Define problem. Generate a variety of solutions. Implement solution(s). Evaluate solution(s). 	<p>1. Students create wind chimes that satisfy the criteria of: must make sound and must repurpose found objects.</p>	<p>1. Sound and repurposing.</p>
<p>2. B3 Making Meaning Students create artworks that communicate ideas, feelings, and meanings and demonstrate skill in the use of <i>media, tools, techniques,</i> and <i>processes.</i></p>	<p>2. Students make meaning of wind chime sounds.</p>	<p>2. Making meaning</p>

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<p>3. CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>3. Students integrate Barb Rosenstock’s <i>The Secret Kingdom</i> as well as research in the decorative arts into the creation of wind chime installation.</p>	<p>3. Integration.</p>
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Vocabulary	Materials	Instructional Resources
<p>Safe Space, Wind Chime, Clapper, Repurpose,</p>	<p>Found objects, nylon string and rope, rulers, scissors, acrylic paint, chip brushes, hook and eye for hanging wind chimes</p>	<p>Book Slideshow: https://docs.google.com/presentation/u/1/d/1FXj2eZtpp4FJwbjDdb5JBqCdM4IBK5USdcRkxoCeWl8/edit?usp=drive_web</p>  <p>The instructional resources section contains three overlapping boxes. The top box is white with a black border and contains the word "Guide" in a large serif font, with "1:" below it. The middle box is white with a red border and contains the word "Your" in a serif font. The bottom box is white with a black border and contains the text "Use the" in a serif font, with "same length" below it.</p>

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Direct Instruction	Evidence of Making
<p>Day 1:</p> <ol style="list-style-type: none">1. Introductions and ice breaker.2. Read Barb Rosenstock's The Secret Kingdom with accompanying projection of pages.3. Discuss book's themes.4. Projection of Visual Provocation of decorated safe spaces (churches, homes, libraries, schools, etc.)5. 5 minute visualization of "How does your safe space feel, look, sound, smell, and taste?"6. Wind Chime Project:<ol style="list-style-type: none">a. Must make sound.b. Must repurpose materials.c. Part of a permanent installation: decorating the school as part of making it a safe space. Take class to visit installation space.d. <u>Demonstration</u> on selecting chime materials.7. Work time.8. Clean up. <p>Day 2:</p> <ol style="list-style-type: none">1. Students gather their materials and paint chimes and barrels.<ol style="list-style-type: none">a. Chimes: neat and tidy:<ol style="list-style-type: none">i. Only paint one side.ii. Keep edges clean.iii. Uniform color.b. Barrels:<ol style="list-style-type: none">i. Use this to be expressive: mixing, blending, patterns, etc.2. Clean up/store materials for drying overnight. <p>Day 3:</p> <ol style="list-style-type: none">1. Students gather for a <u>demonstration</u> on assembling:<ol style="list-style-type: none">a. Using the same length string.b. Spacing out evenly.c. Tying knots.2. Students begin assembling, teachers assist as required.3. Teachers create a hanging line in classroom for the students to hang their wind chimes temporarily when they are finished.4. Clean up: work put away, string scraps recycled or thrown away.5. Exit Ticket.	  

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Day 4:

1. Exhibition: Hang wind chimes in overhang at Performing Arts entrance.
2. Photograph.
3. Website for documentation and implementation of lesson:
https://sites.google.com/s/oB9bX3l7XAE_4cjBmWiiUIFpMjA/edit?authuser=1

Installation:



Clean up

Students assist in organizing materials, washing tools, wiping down tables, sweeping.

“Leave the space cleaner than you found it.”

Technology


Projector and laptop for slideshow.

Accommodations/Modifications

Hand over hand with pliers and wire work.
 Repurposed materials of varying size for students with different motor skill levels.

Assessment

Summative:

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Think back and Reflect

Does your wind chime make noise? Please
circle:
[yes] [no]

How did you get there? Please explain: