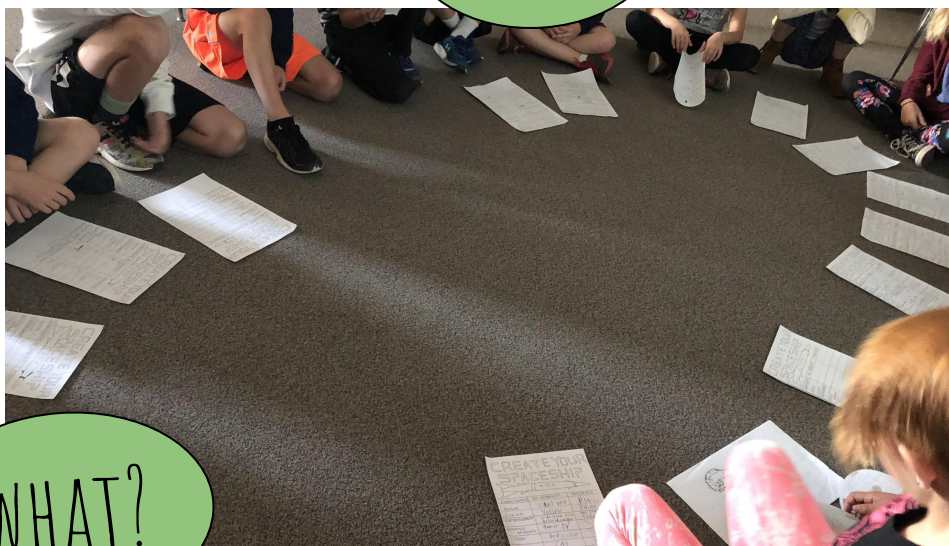


# ART AT POLARIS

*with Katie and Julia*

WHO?

Tom's 4th & 5th graders



WHAT?

This semester Tom's Fourth and Fifth grade students explored their place in the universe and the storytelling power of art. Artists created works of art that related to the sun, moon, and the stars. They reflected on their personal experiences in the universe and explored 2D and 3D techniques to transform multimedia materials into works of art. Artists developed plans for their ideas and then carried them out using the materials available at each art station. Students used three dimensional materials such as clay, recycled and found objects, cardboard, pipe cleaners, popsicle sticks, fabric and foam as well as two dimensional materials such as pencils, paint, markers and colored pencils to create their works of art.

## LESSON 1: STORY OF A STAR

Students imagined themselves as one of the first humans on the earth. Looking up at an expanse of stars with no previous knowledge of their meaning, students developed narratives to describe the story of the stars. They incorporated their personal stories into their star sculptures to demonstrate their relation to the cosmos. Students planned their ideas and their materials to carry out their plans and reflected on their finished products using the language of visual art. We explored concepts of interdisciplinary learning, self-reflection, personal narratives, expression, transformation, the universe, and culture.



## LESSON 2: SPACESHIP RESCUE MISSION

Captain Julia is lost in space and the students are responsible for designing a spaceship that will enable them to rescue her. The journey will take thousands of light years, so they will need to include anything they will need for that expanse of time in their design. Students planned their designs using two dimensional drawings then used three-dimensional sculpture to communicate their interests and tell a story. Students explored concepts of transformation, self-expression, the universe, and developing design plans.

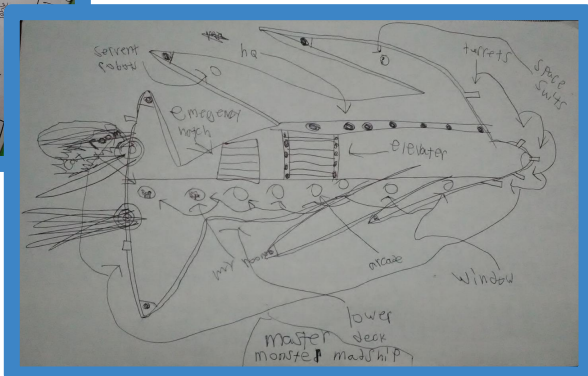
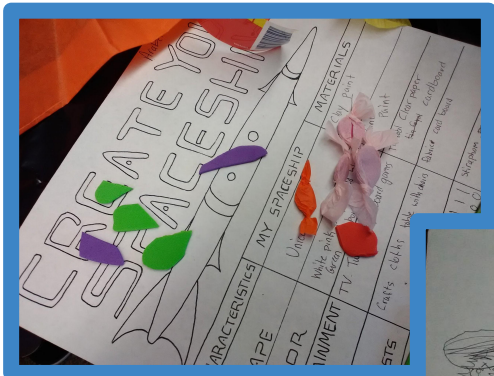


WHY?

ART STANDARDS

### OBSERVE AND LEARN TO COMPREHEND:

Understanding the power and importance of art comes from not only observing it but learning how to break it down. Students were introduced to many works by contemporary artists and were asked to evaluate and interpret the works of art to understand the ideas artists were trying to communicate. This enabled them to see the communicative power of art and transfer this into their own work.

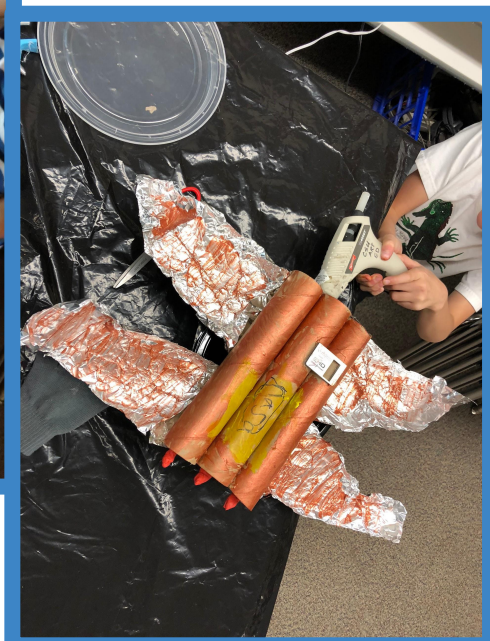


### RELATE AND CONNECT TO TRANSFER:

The skills art teaches us can be applied to other disciplines and other areas of life. Students learned how to transfer ideas into tangible objects, solve creative problems, persist through struggles, and communicate complex ideas through visual language. They saw the importance of their art to world culture and studied how other cultures use art to communicate. Students were able to make personal connections between their art and the world.

### ENVISION AND CRITIQUE TO REFLECT:

After inspiration strikes, artists plan works of art by brainstorming ideas, focusing their intents by choosing a medium that accurately expresses those ideas, then creating a plan that enables them to envision their final artwork. Students developed plans and reflected on them throughout the art making process as they revised and thought of new ideas. As students finished artworks, they reflected on the choices they made throughout the process, as well as the effectiveness of their visual communication using artistic language. The opinions of their peers help to develop current artwork or influence future works of art.



### INVENT AND DISCOVER TO CREATE:

Artists utilize different media, processes and studio skills to investigate personal ideas and create works of art that communicate meaning to their viewers. Students explored different materials at art stations and chose what would best express their ideas and allow them to discover new ways to communicate.