

TEACHER INFORMATION

The Science of Sculpture

My Museum Classroom Kit



Teachers: you are probably asking yourselves, “What do I need to know to use this kit in my classroom?” Excellent question! The following will help answer that question in a user-friendly way for yourself and your students.

Each kit contains two close-looking videos, two art-making activities, and science extension activities. Please take the kit and use it in any way that fits your unique classroom and needs. Some teachers will work through the kit in the sequence as we present it; others will use the kit in pieces as bell-ringers or end of day activities; and still other teachers will use bits and pieces of the kit as they fit into their already planned curriculum. It’s your choice, so have some fun with it!

Cross-curricular activities are also a possibility for you in using any of the kits. For example, once the students create an artwork, you can have them write about their creative process or ask them to work together to create a script in which the artworks they make interact through dialogue (especially if they make creatures based on *Bad Lawn*). Either of these ideas will fit your ELA standards and encourage further creativity. Cross-curricular activities can also sneak some fun into another context, and we all need some fun right now.

The first artwork, Roxy Paine’s *Bad Lawn* is all about ecosystems and environment. In a lesson about those topics using this art kit, you can meet the following **Science standards**:

3-LS2-1 Construct an argument that some animals form groups that help members survive.

3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.

5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

LS2.A Interdependent Relationships in Ecosystems.

Alexander Calder’s sculpture is all about movement (potential and kinetic energy) and balance. In a lesson about these topics, you can meet the following **Science standards**:


3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.


3-PS2-2 Make observations and/or measurements of an object’s motion to provide evidence that a pattern can be used to predict future motion.

4-PS3-3 Ask questions and predict outcomes about the changes in energy that occur when objects collide.

5-PS2-1 Support an argument that the gravitational force exerted by Earth on objects is directed down.

SL.5.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.





Mathematics standards you can meet with Calder's *Three Blacks Over Red*:

4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

In addition, this both artworks in the kit will help you meet the following **English Language Arts standards**:

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (3-PS2-3)

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (3-PS2-3)

W.3.8 Recall information from experiences or gather information from print and digital sources.

SL.3.3 Ask and answer questions about information from a speaker to clarify comprehension, offering appropriate elaboration and detail. (3-PS2-3)

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources. Summarize or paraphrase information in notes and finished work. Provide a list of sources. (5-ESS2-2, 5-ESS3-1)

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (5-ESS3-1)

SL.5.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (5-ESS2-1, 5-ESS2-2)



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