

Bone Bridge

Standards:

Creating

VA:Cr1.1.4 Generate and Conceptualize artistic ideas and work.

- a. Brainstorm multiple approaches to create art or design problem.

VA:Cr1.2.4

- a. Collaboratively set goals and create artwork that is meaningful and has purpose to the maker.

VA:Cr.2.2.4 Organize and develop artistic ideas

- a. When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others

VA:Cr3.1.4

- a. Revise artwork in progress on the basis of insights gained through peer discussion.

Process:

Students were presented with a challenge to create a "bone bridge" using only provided materials with a goal of trying to construct the bridge to hold the most candy pumpkins. Students were able to sketch a design of their bridge and list materials they wanted to use to construct their bridges. Students were able to use tape, Qtips, pipe cleaners, Popsicle sticks, rubber bands, clothes pins, and string to construct their bridges. Students were then able to start constructing their bridges using the materials they picked. After completing their design and building, students reflected on the process by answering a few questions. Students were asked what was successful in their building, what they would change if done again, and what information would help improve their design.

Teacher Reflection:

This activity was very successful. The students were very engaged and focused on how to successfully build their bridges. They loved getting to see their sketch come to life in their building. Students collaborated to help their classmates come up with solutions and make their bridges better.

Student Quotes:

"Next time I am going to think even more outside the box to do even better!"-LaJaylyn

"This was so much fun!" -Kinsey

Array City

4th Grade Math

Students learned what an array is and how it demonstrates multiplication. We looked at various skyscrapers and discussed how the windows are arranged in an array. Each student was given a building to cut windows to show their multiplication fact in an array. Students used construction paper to cut the windows in any shape they chose. They then decorated their building and windows using oil pastels. Each student was to write a paragraph about the artist we studied, what they did to create their building, and what they learned during the lesson.

Teacher reflection: I learned a there are many artists that include arrays in their artforms. Next time I complete the activity, I will allow the students to design and cut out their own building.

Standards:

Math: 4. NBT.5

Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area model.

Art:

VA:Pr6.1.4 Convey meaning through the presentation of artistic work.