



## Community-Word Project – TATIP Lesson Plan Template 2016-17

**School/Grade/CT(s):** 5th Grade, Visual Arts

**Date:** December 10, 2016

**Teaching Artists:** Tanya Gupta & Kate Ferguson

**Lesson #:** 2 of a 4 week residency

**Theme of Lesson:** Tactile Representations of Family, 60 minutes

**Inquiry Question:**

How can we use various tactile mediums as a means to reflect on our individual relationships to family, and appreciate that diversity in a larger community context?

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**Opening Ritual (5 min)**

**Objective:** To first focus the students with physical engagement.

**Activity Name and Brief Description** Energy Pass

We will demonstrate using a pointed clap gesture that is passed and directed between students and teachers in a circle.

After the ritual, we will give a brief overview of the theme we will be exploring today: thinking about ourselves within our own diverse families, and the idea of family in a larger community context.

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**Intro Activity (10 min)**

**Objective:**

To stimulate interaction between students by cultivating a cooperative group dynamic.

**Activity Name and Brief Description:** Thread Web

We will count everyone into four groups of four. One group at a time, students will take a piece or precut thread from the table and tie it to two nails on the frame, in any direction they'd like.

We will explain the upcoming main activity, discuss the artist Kidlat Tahimik, show his work, and explain his techniques. We will then show examples of the final piece we will create inspired by him, and explain how they will hang their weaving on the thread when they are done.

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**Main Exercise (25 min)**

**Objective:** To explore ourselves and our families (Who are we closest too? What does our family look like? What is our place within it?) by visually weaving these ideas together. By doing so, we can consider and understand how our families and personal identities are intertwined.



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### **Activity Name and Brief Description:** Individual Woven Portraits

Everyone receives two 8"x8" white fabric squares and an 8"x8" cardstock square each. On one fabric square they will draw a self portrait, and on the other fabric square, an image of their family using fabric markers. They will have 5 minutes to draw each image. We will then give a demonstration of how to cut each piece and weave them together with glue on their cardstock squares. They will end up with one image, with their self portrait and family portrait woven together.

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### **Reflection (woven throughout but important to share and notice creative choices) (10 min)**

**Objective:** To view our individual pieces within a collective group exercise, while reflecting on what makes each unique. We will initiate a discussion as to how they can give a broader explanation of family.

### **Brief Description:**

In groups of four, students will come up and hang their weaving onto the thread web using clips. We will ask for three volunteers to share what they made and learned. We will discuss the similarities and differences in their individual pieces, and what it looks like as a collective. We will talk about what stands out in the final piece, and how this is relevant to the idea of family on a larger scale.

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### **Closing Ritual (10 min)**

**Objective:** To view another perspective on the diversity of family through another medium.

**Activity Name and Brief Description:** Human Family by Maya Angelou; we go around the classroom with each student reading two lines. We then mention that at the beginning of next class we will discuss the context of this poem and Maya Angelou in more detail. This will lead into the main activity the following week where we will explore symbolism and family through clay.

<http://www.ctadams.com/mayaangelou12.html>

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### **Multiple Intelligences:**

Visual/Spatial; Interpersonal; Intrapersonal; Existential

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### **Classroom Teacher Role:** We will contribute support to the students as well as the teachers by enhancing

Provide support and help us uphold the usual classroom culture.

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### **Creative Elements:**

**Skill(s):** Sculpting, drawing, weaving, critical thinking, & self-reflection

**Theme(s):** Family, diversity, community, togetherness

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### **Artists/ Authors/ Works of Art:**

*Introduction Activity:* Louise Bourgeois (soft sculpture, weaving, plaster, castings)

*Main Activity:* Kidlat Tahimik (woven photographs)

<http://www.choosephilippines.com/do/events/2883/kidlat-tahimik-de-guia-woven-into-being/>

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### **Reflective Anecdotes/Student Development:**

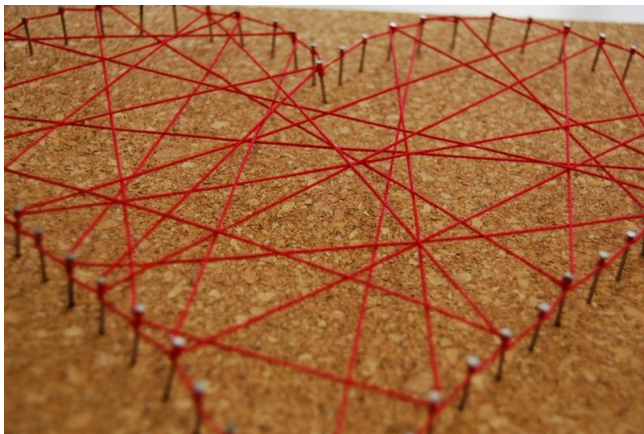
Students will gain insight into the various descriptions of family by reflecting on their personal relationships and understandings while learning and observing others' relationships to the same idea.

Students will gain an increased understanding of themselves and individuals, and by doing so their place within a diverse community.

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***Please be mindful of allowing time before class begins to set up the classroom.***

### **Reference Images:**





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