### Project Name: Safe Spaces/Safe Sounds

<table>
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<tr>
<th>Time Span:</th>
<th>Three One Hour Classes</th>
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<tr>
<td>Target Grade:</td>
<td>5th, Applicable for 4th-6th</td>
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<tr>
<td>Educators:</td>
<td>Samara Yandell and Hannah Bevens, Maine College of Art Masters in Arts in Teaching</td>
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#### Inspired by the Book:

- **Inspired by the Book:**
  - [The Secret Kingdom](http://nekchand.com/) by Barb Rosenstock and illustrated by Claire A. Nivola (Candlewick Press).

- **Inspired by the Artist:**

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<thead>
<tr>
<th>Essential Question</th>
<th>Provoking Questions</th>
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<td>How do we make our safe spaces?</td>
<td>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.)?</td>
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#### Visual Provocation:

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

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

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


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

For The Secret Kingdom: Nek Chand, a Changing India, and a Hidden World of Art, a picture book by Barb Rosenstock and illustrated by Claire A. Nivola (Candlewick Press).
Safe Spaces, Safe Sounds: An Art Lesson for the Picture Book, The Secret Kingdom


Auditory Provocation:
https://www.youtube.com/watch?v=H4jzDkRYVJY

<table>
<thead>
<tr>
<th>Maine Learning Results</th>
<th>Lesson Objectives:</th>
<th>Assessment Criteria:</th>
</tr>
</thead>
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| **1. (C1) Creative Problem Solving:** Students describe and apply steps of creative problem-solving.  
  a. Identify problem.  
  b. Define problem.  
  c. Generate a variety of solutions.  
  d. Implement solution(s).  
  e. Evaluate solution(s). | 1. Students create wind chimes that satisfy the criteria of: must make sound and must repurpose found objects. | 1. Sound and repurposing. |
| **2. B3 Making Meaning** Students create artworks that communicate ideas, feelings, and meanings and demonstrate skill in the use of media, tools, techniques, and processes. | 2. Students make meaning of wind chime sounds. | 2. Making meaning |

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

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<th>3. CCSS.ELA-LITERACY.CCRA.SL.2</th>
<th>3. Students integrate Barb Rosenstock's <em>The Secret Kingdom</em> as well as research in the decorative arts into the creation of wind chime installation.</th>
<th>3. Integration.</th>
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3. Students integrate Barb Rosenstock's *The Secret Kingdom* as well as research in the decorative arts into the creation of wind chime installation.

### Vocabulary
- Safe Space, Wind Chime, Clapper, Repurpose,

### Materials
- Found objects, nylon string and rope, rulers, scissors, acrylic paint, chip brushes, hook and eye for hanging wind chimes

### Instructional Resources
- Book Slideshow: [https://docs.google.com/presentation/u/1/d/1FXj2eZtpp4FJwbiDdb5JBqCdM4IBK5USdeRkxoCewL8/edit?usp=drive_web](https://docs.google.com/presentation/u/1/d/1FXj2eZtpp4FJwbiDdb5JBqCdM4IBK5USdeRkxoCewL8/edit?usp=drive_web)
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<tr>
<th>Direct Instruction</th>
<th>Evidence of Making</th>
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| **Day 1:**  
  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:  
     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. Demonstration on selecting chime materials.  
  7. Work time.  
  8. Clean up.  

**Day 2:**  
1. Students gather their materials and paint chimes and barrels.  
   a. Chimes: neat and tidy:  
      i. Only paint one side.  
      ii. Keep edges clean.  
      iii. Uniform color.  
   b. Barrels:  
      i. Use this to be expressive: mixing, blending, patterns, etc.  
  2. Clean up/store materials for drying overnight.  

**Day 3:**  
1. Students gather for a demonstration on assembling:  
   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.
**Safe Spaces, Safe Sounds: An Art Lesson for the Picture Book, The Secret Kingdom**

**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_4cjBmWiiULFpMjA/edit?authuser=1](https://sites.google.com/s/oB9bX3l7XAE_4cjBmWiiULFpMjA/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.

For *The Secret Kingdom: Nek Chand, a Changing India, and a Hidden World of Art*, a picture book by Barb Rosenstock and illustrated by Claire A. Nivola (Candlewick Press).
Assessment

Summative:

Think back and Reflect

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

How did you get there? Please explain: