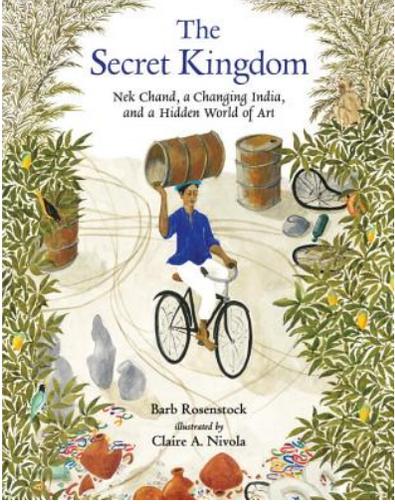


*Story Bowl of Belonging: An Art Lesson for the Picture Book, **The Secret Kingdom***

Project Name: Story bowl of belonging	Project Description:
<p><b>Time Span:</b> Two 45 Minute Classes  <b>Grade:</b> 1<sup>st</sup>, Applicable for 1st-5th  <b>Educators:</b> Coreysha Stone &amp; Lauren Berg,            Maine College of Art Masters in Arts in Teaching</p> <p><b>Inspired by the Book:</b></p>  <p><b>Inspired by the Artist:</b>            Nek Chand: <a href="http://nekchand.com/">http://nekchand.com/</a></p>	<p>With inspiration from the picture book <b>The Secret Kingdom</b> (Candlewick Press), students create and decorate papier mache bowls with meaningful content expressing ideas of community and individualism using their developing understanding of pronouns as spring boards.</p>
Essential Question:	Provoking Questions:
Where do I belong?	Where do I find refuge? Who is in my story? Who makes up my community?
<p><b>Visual Provocation:</b></p> <ol style="list-style-type: none"> <li><a href="http://www.storyofaseed.com/bowls/">http://www.storyofaseed.com/bowls/</a></li> <li><a href="https://en.wikipedia.org/wiki/Quilt_art#/media/File:%22Child%27s_Quilt%22_-_a_Jean_Ray_Laury_design.jpg">https://en.wikipedia.org/wiki/Quilt_art#/media/File:%22Child%27s_Quilt%22_-_a_Jean_Ray_Laury_design.jpg</a></li> <li><a href="https://www.penn.museum/blog/fun/fun-friday-image-of-the-week/how-to-protect-your-home-and-family-the-sasanian-way/">https://www.penn.museum/blog/fun/fun-friday-image-of-the-week/how-to-protect-your-home-and-family-the-sasanian-way/</a></li> <li><a href="https://www.cutoutandkeep.net/projects/vintage-paper-bowl-2">https://www.cutoutandkeep.net/projects/vintage-paper-bowl-2</a></li> <li><a href="https://i.pining.com/736x/64/e3/6d/64e36dc990eb36329f535c086226ab24--ceramic-bowls-serving-bowls.jpg">https://i.pining.com/736x/64/e3/6d/64e36dc990eb36329f535c086226ab24--ceramic-bowls-serving-bowls.jpg</a></li> </ol>	

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).

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1.



2.

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3.



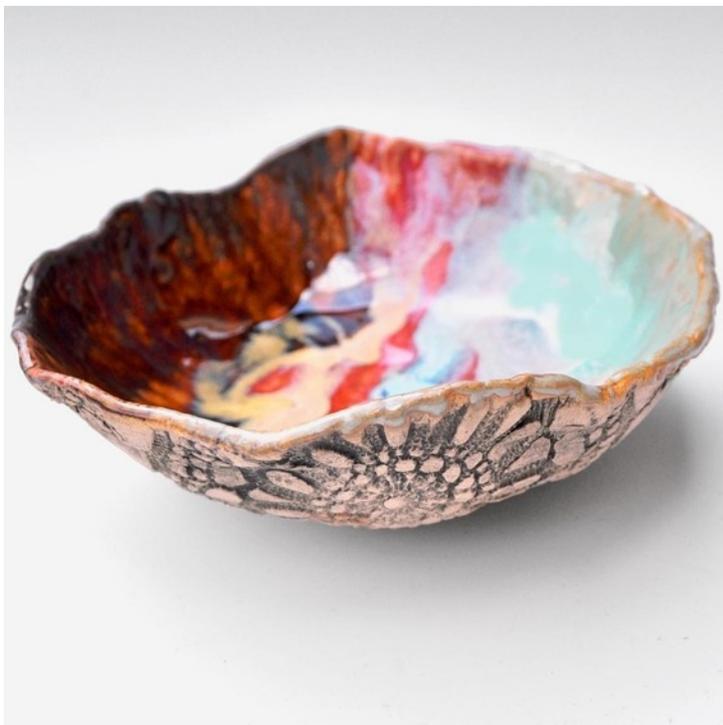
Penn Museum object B2945, image #152805. From Nippur (present-day Iraq).

4.



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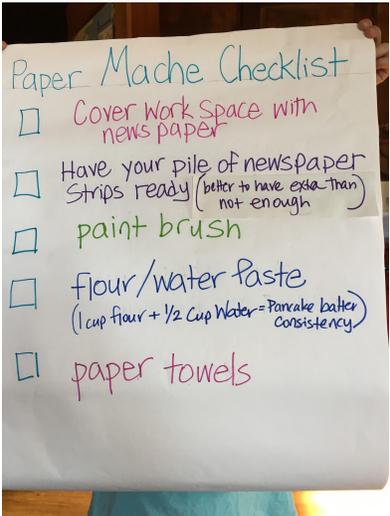
5.

Maine Learning Results:	Lesson Objectives:	Assessment Criteria:
<p><b>1. B1 Media Skills</b> Students use basic media, tools and techniques to create original artwork</p>	<p><b>1.</b> Students create a paper mache bowl using layering technique</p>	<p><b>1. Media</b> (technique)</p>
<p><b>2. C1 Application of Creative Process</b> Students identify and demonstrate creative problem-solving skills</p> <ul style="list-style-type: none"> <li>a. Improve to solve problems in the performing arts</li> <li>b. Imagine and share possible solutions to apply to challenges in creating art</li> </ul>	<p><b>2.</b> Students use the creative process in applying paper mache media onto bowl form and adjust application as needed to create desired form.</p>	<p><b>2. Creative process</b> (Imagine and share possible solutions to apply to challenges in creating art)</p>
<p><b>2. A1 Artist's Purpose</b> Students recognize a variety of purposes for making art, including telling a story, communicating emotion, or beautifying functional objects</p>	<p><b>2.</b> Students create bowls to tell a story</p>	<p><b>2. Artist's Purpose</b> Telling a story</p>
<p><b>3. CCSS.ELA-LITERACY.L.1.1 Conventions of Standard English:</b></p>	<p><b>3.</b> Students will design a "Community Bowl of Belonging" using personal possessive,</p>	<p><b>3. Conventions of Standard English-use of pronouns I, me, my,</b></p>

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<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p>	<p>indefinite pronouns to identify themselves as individuals and as family/community members</p>	<p>they, them, their, anyone, everything, us</p>
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Vocabulary:	Materials:	Instructional Resources:																								
<p>Belong Community Refuge Paper mache</p> <p>Review: Pronouns- (me, you, him, her, it, us, you, them)</p>	<p><b>DAY 1:</b></p> <ul style="list-style-type: none"> <li>-Pre made forms wrapped in saran wrap with one layer of newspaper applied with paper mache technique</li> <li>-Strips of newsprint</li> <li>-Paper Mache flour paste (pre-mixed 1 hour before)</li> <li>-pre-cut paper for drawing (for future decoupage/collage use)</li> </ul> <p><b>DAY 2:</b></p> <ul style="list-style-type: none"> <li>-precut color photocopies of book illustrations</li> <li>-Pronoun sheets</li> <li>-acrylic paint</li> <li>-40 brushes</li> <li>-table covers</li> <li>-smocks</li> <li>-sharpie &amp; masking tape (for writing names)</li> <li>-8 oil pastel sets</li> <li>-4 large metal trays</li> <li>-scissors</li> </ul>	<p>Objective pronoun chart and writing template (students can cut out their words and decoupage onto their bowls)</p> <table border="1" data-bbox="1031 819 1258 1123"> <tr><td>me</td><td>me</td><td>_____</td></tr> <tr><td>you</td><td>you</td><td>_____</td></tr> <tr><td>him</td><td>him</td><td>_____</td></tr> <tr><td>her</td><td>her</td><td>_____</td></tr> <tr><td>it</td><td>it</td><td>_____</td></tr> <tr><td>us</td><td>us</td><td>_____</td></tr> <tr><td>you</td><td>you</td><td>_____</td></tr> <tr><td>them</td><td>them</td><td>_____</td></tr> </table> 	me	me	_____	you	you	_____	him	him	_____	her	her	_____	it	it	_____	us	us	_____	you	you	_____	them	them	_____
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		 <p>Decoupage nametags</p>
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Direct Instruction:	Evidence of Making:
<p><b>Day 1</b></p> <ol style="list-style-type: none"> <li>1. <b>12:50pm</b> Check in- teacher introductions - hand out name tags (2 min)</li> <li>2. Icebreaker: using various items/ found objects (sea glass, coins, acorns, leaves, buttons) children are directed to choose an object that is spread out on a table, that they are interested in and bring it to the circle. In the middle of the circle is a bowl (paper mache sample bowl). Each circle member says their name as they place the object into the bowl (teachers model the first time) if a student wants to explain why they chose that item they are welcome to do that.</li> </ol> <ul style="list-style-type: none"> <li>- The concept of “<b>belonging</b>” and <b>pronouns</b> are introduced because we all belong in the classroom, just as all the items representing “us” belong within the bowl. One object is “me”, and several objects represent “us”. The bowl is our classroom. (10 min)</li> </ul>	 



*Story Bowl of Belonging: An Art Lesson for the Picture Book, **The Secret Kingdom***

**Day 2**

**PREP\*\***

-teachers organize each table's supplies- Each table has 5 paint colors with 3 brushes each, oil pastels for pronoun sheets, collage cut-outs from the book

- Cover tables with newsprint taped down.

-Play music

-place exit tickets and pronoun sheets at each seat

1. **12:50pm** Students enter and pick up name-tags with bowls. They sit in assigned seats. Check in/ warm up review of overlapping hands and waterfall waterfall (2 min)
2. **12:52pm** Students choose pronouns to use on their bowls with help from the pronoun worksheet. Students can practice writing pronouns directly on the worksheets with pastels or trace the dotted word or copy. They can also practice on the newsprint. **EXIT TICKET.**
3. Students paint and collage the interior surfaces of their bowls. (28min)
4. During making, Teachers demonstrate painting the inside of the bowl to include paper cutouts using pre-cut images from the story of Nek Chand, and the pronouns.
5. **1:20pm** Edges of the bowl are trimmed if necessary- names with class codes written on bottoms of bowls if dry enough, otherwise, bowls are placed back on drying trays on top of masking tape with student's name. (5 min)
6. **1:25pm** Exit Ticket collected, Clean Up & Reflection (10 min)



**Clean up:**

Place wet bowls on drying trays  
 WRITE NAME ON PIECE OF TAPE UNDER BOWL  
 Wash hands  
 Throw out scraps  
 Put decoupage pieces back in bowls  
 Place all dirty brushes, cups, palettes in large bucket of soapy water  
 Discard table covering (Newsprint)  
 Collect early finisher drawings and place in envelope with name

**Technology:**

copy

**Accommodations/Modifications:**

Nonlatex gloves for children who have an aversion to the paste texture

Paint brushes for students who do not want to use their fingers for paper mache

The pronoun chart is a universal design with 3 columns to practice writing in different ways. The kids can cut out or tear the pronouns they have written and decoupage onto their bowl.

*Story Bowl of Belonging: An Art Lesson for the Picture Book, **The Secret Kingdom***

**Assessment:**

Formative embedded assessment: **Technique**

Did the student:

Use layering technique with papier mache? Y\_\_\_/N\_\_\_

Demonstrate creative problem-solving skills to adjust paper mache application as needed to create desired form? Y\_\_\_\_/ N\_\_\_\_

Summative Assessment: **Artist's Purpose & Use of Pronouns**

Day 2 Exit ticket:( LAST PAGE)

Documentation of the artwork displayed at Saccarappa Elementary school, including student quotes, project description and **The Secret Kingdom** picture book.



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We learned about the artist named **Nek Chand**.  
Nek Chand made art to **tell a story** about his **home** and **family**.

**My bowl tells a story.**

Circle **who** is in my story bowl:

**Me   You   Him   Her   It   Us   You   Them**

NAME: \_\_\_\_\_