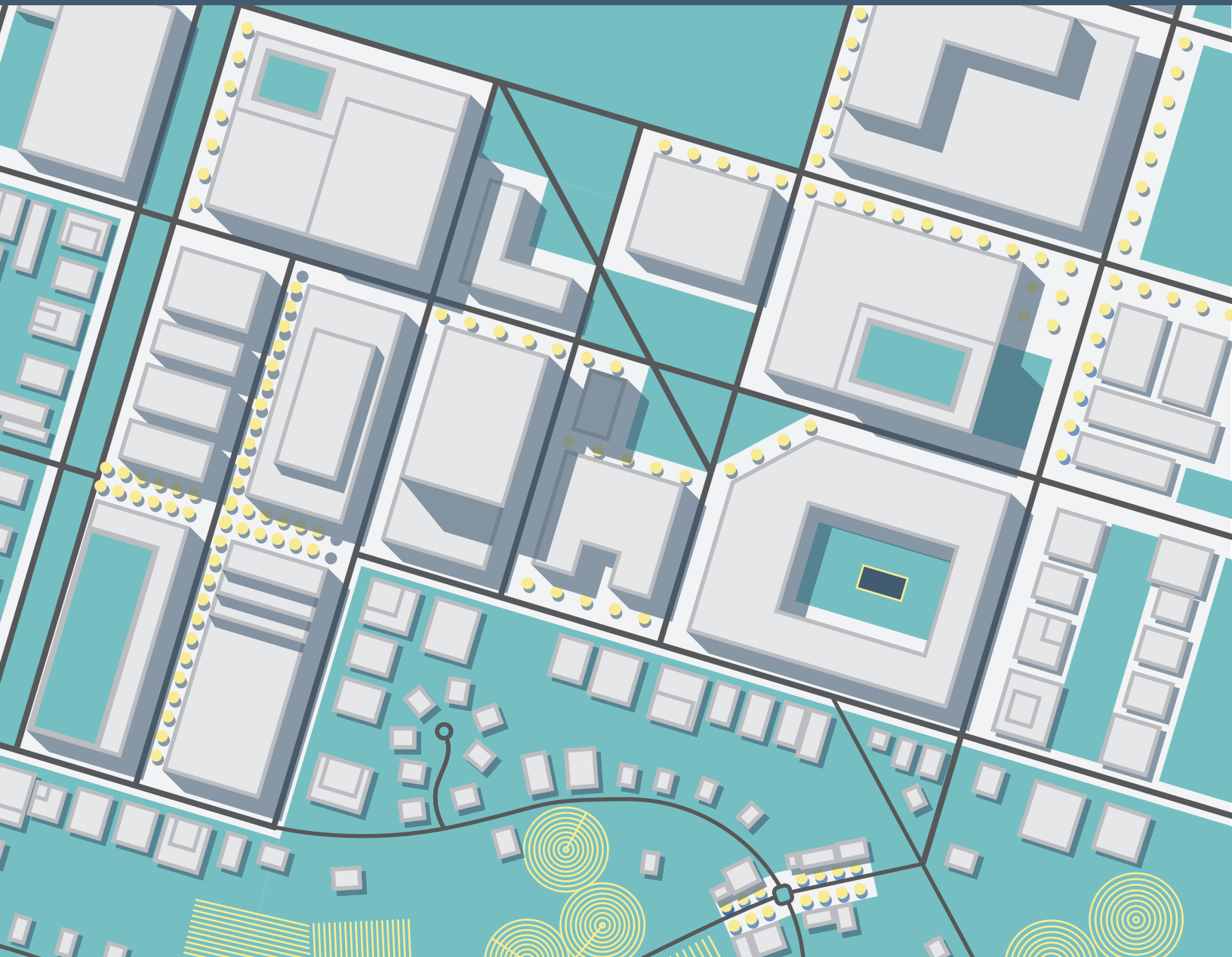




DESIGN *your*
NEIGHBORHOOD[®]
Nashville

SAMPLE: ART FOR PUBLIC TRANSIT



Acknowledgments

Design Your Neighborhood is an initiative of the Nashville Civic Design Center, whose mission is to elevate the quality of Nashville's built environment and to promote public participation in the creation of a more beautiful and functional city for all. To learn more about the Nashville Civic Design Center, explore our website: civicdesigncenter.org.

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Unit Plan

Timeframe/Duration:	The unit includes 15 hours of lesson plans and recommended field trips or guest speakers.
Unit Title:	Art for Public Transit
Unit Summary:	Students will create artwork for a bus stop bench that represents something about their neighborhood that makes them proud. The artwork will bring student voice to an important resource in their community.
Resources:	Resources for each lesson can be found in the corresponding daily lesson plan.
Unit Preparation:	<p>Neighborhood Tour Lesson</p> <ul style="list-style-type: none">• For “Day 3: Neighborhood Field Trip,” which is an enrichment lesson, plan either a walking, bus, or virtual tour through your school’s neighborhood.• Homework Option - Instead of doing a tour during class, you may ask your students to complete the “Neighborhood Tour Note Cather” from the lesson on their way to or from school. <p>Materials</p> <ul style="list-style-type: none">• Lesson 8 asks students to do a draft of their artwork on 4.25h” x 14w” paper, which can be made by cutting 8.5” x 14” paper in half lengthwise.• Students will need to do their final artwork on paper that is a similar proportion as a bus stop bench. The following size options are recommended:<ul style="list-style-type: none">• 8.5”h x 28”w• 12.75”h x 42”w• 17”h x 56”w• 29.5”h x 83.5”w• In addition to paper, students will need colored pencils, markers, or paint to create their artwork. <p>Guests</p> <ul style="list-style-type: none">• For “Day 4: Guest Panelist from Neighborhood,” which is an enrichment lesson, schedule a guest that has a lot of knowledge of the neighborhood to speak to your students. Council Members, long-time business owners, residents, or community leaders are good options.• For “Day 7: Career Exploration,” which is an enrichment lesson, schedule someone from an arts related career to talk to your students.

Universal Concept/Big Idea

Connectivity

Enduring Understanding(s)

Well planned physical connections allow us to access ideas, people, places, and resources.



Essential Question(s)

How can I use art to create a thriving community in my neighborhood?

Content

TN State Standards

6th Grade

- 6.VA.Cr1.A Combine concepts collaboratively to generate innovative ideas for creating art.
- 6.VA.Cr1.B Investigate personally relevant content for creating art.
- 6.VA.Cr2.A Experiment with new ideas, materials, methods, and approaches in making works of art and design, using course specific craftsmanship.
- 6.VA.Cr2.B Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.
- 6.VA.Cr2.C Design or redesign objects, places, or systems that meet the identified needs of diverse users
- 6.VA.Cr3.A Reflect on and revise personal artwork to convey intended meaning.
- 6.VA.P2.A Individually or collaboratively, develop a plan to display works of art that includes analyzing the exhibit space, while considering the audience.
- 6.VA.P3 Explain how an exhibition in a traditional or emerging presentation space reflects the history and values of a community.
- 6.VA.R1.A Analyze how images and cultural associations influence ideas, emotions, and actions.
- 6.VA.R1.B Identify and interpret works of art that reveal a variety of world cultures and values.
- 6.VA.R2.A Interpret art to identify ideas and mood conveyed by determining relevant context and analyzing use of media and subject matter while using appropriate art vocabulary.
- 6.VA.R3.A Develop and apply relevant criteria to evaluate a work of art.
- 6.VA.Cn1.A Generate and investigate a collection of ideas that reflect awareness of current interests and concerns through art-making.
- 6.VA.Cn2.A Analyze how art reflects changing times, traditions, resources, and cultural uses

7th Grade

- 7.VA.Cr1.A Apply formal and informal methods to overcome creative blocks.
- 7.VA.Cr1.B Develop criteria to guide art-making or design to meet an identified goal.
- 7.VA.Cr2.A Persist in developing skills with various materials, methods, and approaches in creating works of art or design using course specific craftsmanship.
- 7.VA.Cr2.C Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.
- 7.VA.Cr3.A Reflect on and explain important information about personal artwork in an artist statement or another format.
- 7.VA.P2.A Based on criteria, analyze and evaluate methods for preparing and presenting art.
- 7.VA.R1.A Analyze multiple ways that images influence specific audiences.

TN State Standards

7.VA.R1.B Explain how presentation methods and environments influence how art is perceived and valued.

7.VA.R2.A Interpret art to identify ideas and mood conveyed by analyzing art-making approaches, relevant context, subject matter, and use of media while using appropriate art vocabulary.

7.VA.Cn1.A Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design.

7.VA.Cn2.A Analyze how responses to art are influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

8th Grade

8.VA.Cr1.A Document early stages of the creative process using traditional or emerging media.

8.VA.Cr1.B Collaboratively investigate an aspect of contemporary life utilizing art and design.

8.VA.Cr2.A Experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge when making art, using course specific craftsmanship.

8.VA.Cr2.C Select, organize, and design images and words to make visually clear and compelling presentations.

8.VA.Cr3.A Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

8.VA.P2.A Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.

8.VA.P3.A Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.

8.VA.R1.A Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions

8.VA.R1.B Explain how aesthetic choices are influenced by visual and material cultures and can impact perceived meaning of artworks.

8.VA.R2.A Interpret art by analyzing how mood and meaning are impacted by the relationship of subject matter, use of media, art-making approaches, and relevant context while using appropriate art vocabulary.

8.VA.Cn1.A Make art collaboratively to reflect on and reinforce positive aspects of group identity.

8.VA.Cn2.A Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

Math - Math standards are used to scale a drawing from a small sketch to a larger size.

7.G.A.1 – Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

Interdisciplinary Connections

ELA - ELA standards are used to research the neighborhood's identity and write an artist statement

6.W.TP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

6.W.RBPK.7 Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.

7.W.TP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

7.W.RBPK.7 Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.

8.W.TP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

8.W.RBPK.7 Conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Social Studies - Social Studies standards are used to research the neighborhood's identity, including the history.

SSP.01 Collect data and information from a variety of primary and secondary sources, including: Printed materials; Graphic representations; Artifacts; Media and technology sources

SSP.05 Develop historical awareness by: Recognizing how and why historical accounts change over time; Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than presentmindedness; Evaluating how unique circumstances of time and place create context and contribute to action and reaction; Identifying patterns of continuity and change over time, making connections to the present

Connections to the Real World

The artwork that the students design is for a real world bus stop bench. Students have to draw upon characteristics of their neighborhood to create the artwork. Through the project, students learn how their public art is contributing to their community.

Connections to Career

Students will learn about the following careers and identify how their project relates: graphic designer, artist, and project manager.

Skills

Learning and Innovation Skills (4Cs)

Communication

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

Collaboration

- Demonstrate ability to work effectively and respectfully with diverse teams.
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.

Creativity

- Create new and worthwhile ideas.
- Develop, implement, and communicate new ideas to others effectively.
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas.

Critical Thinking

- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.
- Reflect critically on learning experiences and processes.
- Solve different kinds of non-familiar problems in both conventional and innovative ways.

SEL Core Competencies/ "I Can" Statements

Self-Awareness

1B. Demonstrate an awareness of my personal qualities and interests.

1C. Demonstrate an awareness of my strengths and limitations.

1D. Demonstrate a sense of personal responsibility and advocacy.

Self-Management

2A. Understand and use strategies for managing my emotions and behaviors constructively.

2B. Set, monitor, adapt, and evaluate my goals to achieve success in school and life.

Social Awareness

3A. Demonstrate awareness and consideration of others' emotions, perspectives, and social cues.

3B. Exhibit civic responsibility in multiple settings.

3C. Demonstrate an awareness and respect for human dignity, including culture and differences.

Relationship Skills

4A. Use positive communication and social skills to interact effectively with others.

Responsible Decision Making

5A. Consider and use multiple factors in decision-making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.

5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.

Language Acquisition

Academic Vocabulary & Language

Public art, public transportation, identity, sketch, grid method, scale

Language supports/ scaffolds for comprehension of content standards

Visual representations of vocabulary words will be provided.

Final Product(s)/ Individual and Group Summative Assessment

Individual

Written reflections, sketch assignments, and individual group role responsibilities occur throughout the unit.

Group

A full scale drawing for a bus stop bench and an artist statement.

Instructional Mapping

Formative Assessment of concepts, content, skills, and language	Instructional Activities to make accessible for ALL learners (e.g., EL, EE, advanced)	Learning Progression of Content, Concepts, Language and Skills (Learning Targets)
<p>Written Reflection How can public transportation benefit my neighborhood? How can public art benefit my neighborhood? What was your favorite piece of public art from today and why?</p>	<p>Public Art and Public Transportation Students will be introduced to public art and public transportation and how their project will bring the two together. They will explore the benefits of public transportation for their neighborhood and analyze examples of public art.</p>	<p>Day 1 Objectives I can explain how public art and public transportation impact a community. I can explain how artwork can represent different meanings.</p>
<p>Written Reflection What is something you learned about riding the bus?</p>	<p>WeGo Field Trip (Enrichment) WeGo Public Transit offers field trips for students to learn about riding the bus.</p>	<p>Day 2 Objectives I can understand how to ride a bus in Nashville.</p>
<p>Neighborhood Observation Handout</p> <p>Pictures of the Neighborhood</p>	<p>Neighborhood Field Trip (Enrichment) Students will tour their neighborhood and identify its unique characteristics.</p>	<p>Day 3 Objectives I can identify unique characteristics of my school's neighborhood.</p>
<p>Guest Panelist Reflection</p>	<p>Guest Panelist from Neighborhood (Enrichment) Students will generate questions for a visitor and then interview them as a class. It is recommended to invite a neighborhood expert such as a Council Member, business owner, or someone else who is involved in the neighborhood.</p>	<p>Day 4 Objectives I can learn more about something I am curious about from an expert.</p>



Formative Assessment of concepts, content, skills, and language	Instructional Activities to make accessible for ALL learners (e.g., EL, EE, advanced)	Learning Progression of Content, Concepts, Language and Skills (Learning Targets)
<p>Neighborhood Identity Collage</p>	<p>Neighborhood Identity Collage Students will be introduced to the theme for the bus bench artwork, which is Neighborhood Identity. In a jigsaw format, they will research different categories of their neighborhood’s identity and create a digital collage with images that represent their findings.</p>	<p>Day 5 Objectives I can represent unique characteristics of my school’s neighborhood through collage.</p>
<p>Artwork Ideas Sketches Written Reflection Did everyone in your group get to share their ideas? Did anyone in your group disagree when deciding on an idea? If so, how did you work out your disagreement? How can your group improve its group work tomorrow?</p>	<p>Artwork Ideas Students will present their collages from the day before to the other students who are representing the same neighborhood. This will ensure that each student has seen the collage for each neighborhood identity category. After the presentations, students will get into their small groups and decide on one idea for their artwork. They will begin sketches that represent their idea.</p>	<p>Day 6 Objectives I can work with my group members to create an idea for our bus bench artwork. I can create sketches to visualize my group’s idea.</p>
<p>Group Roles Reflection</p>	<p>Career Exploration (Enrichment) Students will explore the careers of an Artist and a Project Manager, which are the two careers closest to the skill sets needed for this project. Videos about each career are provided, and it is recommended to invite an Artist or Project Manager to talk to your students. At the end of the lesson, students will reflect on how their own interests and skills align with the different career roles that are needed for this project.</p>	<p>Day 7 Objectives I can learn about the careers of an Artist and Project Manager. I can reflect on how my own strengths and interests relate to the careers.</p>



Formative Assessment of concepts, content, skills, and language	Instructional Activities to make accessible for ALL learners (e.g., EL, EE, advanced)	Learning Progression of Content, Concepts, Language and Skills (Learning Targets)
<p>Artwork Draft Artist Statement Draft Written Reflection Compared to yesterday, how well did your group work together? How did the guests influence your design?</p>	<p>Artwork Draft In their groups, students will create a draft of their artwork and artist statement that incorporates feedback from visitors from the community.</p>	<p>Day 8 Objectives I can work with my group to create a draft of our design and artist statement. I can take feedback and use it to make my design better.</p>
<p>Critique Form Written Reflection What was your reaction to your peer's comments? What was one constructive criticism comment your group received that was helpful? Did your group make any changes to your proposal based on the feedback you received? Explain why or why not.</p>	<p>Critique In groups, students critique each other's projects using provided constructive criticism sentence stems. They will reflect on their feedback and determine what revisions need to be made before starting on their final products. This is a great day to bring in a guest to give student's feedback.</p>	<p>Day 9 Objectives I can give my peers constructive criticism about their project. I can collaborate with my group to make changes to our project based on the feedback from my peers.</p>
<p>Grid for Original Sketch and Full Scale Drawing Written Reflection How are you using math to create your artwork?</p>	<p>Large Scale Layout (STEAM Lesson) Students will learn how artists use the grid method to enlarge drawings. Then they will use a scale factor to create a grid for their own artwork.</p>	<p>Day 10 Objectives I can use a scale factor to create a grid for my artwork.</p>



Formative Assessment of concepts, content, skills, and language	Instructional Activities to make accessible for ALL learners (e.g., EL, EE, advanced)	Learning Progression of Content, Concepts, Language and Skills (Learning Targets)
<p>Final Artwork</p> <p>Final Artist Statement</p> <p>Written Reflection Are you happy with your contribution to your group? Why or why not? What challenges did you face today? Are you happy with how you responded to these challenges? Why or why not?</p>	<p>Final Artwork Students will work in their groups to use the grid method to create their final artwork and artist statement. Each day, they will create a work plan with tasks for each group member to complete.</p>	<p>Days 11-13 Objectives I can scale my draft drawing to a full size design. I can work with my group to complete our full size design.</p>
<p>Presentation Script</p> <p>Competition Submission</p> <p>Project Reflection</p>	<p>Practice Presentation and Competition Submission Students will work in their groups to submit their artwork to the bus stop bench artwork competition and practice their presentation. They will individually complete a project reflection.</p>	<p>Day 14 Objectives I can collaborate with my group to prepare for my presentation. I can reflect on my work from this project.</p>
<p>Presentations</p> <p>Peer Evaluations</p>	<p>Final Presentations Each group will present their artwork and evaluate their peers on their presentations. Then they will end the unit by taking the Design Your Neighborhood post-survey.</p>	<p>Day 15 Objectives I can collaborate with my group to present our artwork. I can evaluate my peer's presentations and provide feedback.</p>

Reflection

Daily/Regular Reflection

Academic Concepts and Skills:

Project and presentation rubrics are aligned to assess acquisition of specific skills necessary to master the TN Academic Standards. Additionally, components of each rubric offer space for students to reflect on SEL competencies developed through the completion of the project.

SEL Skills:

Daily Reflections are aligned with core SEL skills, as are group and whole class verbal and written closure activities.

Summative Reflection

Academic Concepts and Skills:

The written Artist Statement as well as project and presentation rubrics are aligned to assess acquisition of specific skills necessary to master the TN Academic Standards. Additionally, components of each rubric offer space for students to reflect on SEL competencies developed through the completion of the project.

SEL Skills

Collaboration rubrics to be completed by the student and teacher are aligned with core SEL skills.

Day 1 Lesson Plan

Public Art and Public Transportation

Overview

Students will be introduced to public art and public transportation and how their project will bring the two together. They will explore the benefits of public transportation for their neighborhood and analyze examples of public art.

TN State Standards

6th

- 6.VA.P3.A Explain how an exhibition in a traditional or emerging presentation space reflects the history and values of a community.
- 6.VA.R1.A Analyze how images and cultural associations influence ideas, emotions, and actions.
- 6.VA.R1.B Identify and interpret works of art that reveal a variety of world cultures and values.
- 6.VA.R2.A Interpret art to identify ideas and mood conveyed by determining relevant context and analyzing use of media and subject matter while using appropriate art vocabulary.
- 6.VA.Cn2.A Analyze how art reflects changing times, traditions, resources, and cultural uses

7th

- 7.VA.R1.A Analyze multiple ways that images influence specific audiences.
- 7.VA.R1.B Explain how presentation methods and environments influence how art is perceived and valued.
- 7.VA.R2.A Interpret art to identify ideas and mood conveyed by analyzing art-making approaches, relevant context, subject matter, and use of media while using appropriate art vocabulary.
- 7.VA.Cn2.A Analyze how responses to art are influenced by understanding the time and place in which it was created, the available resources, and cultural uses

8th

- 8.VA.P3.A Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.
- 8.VA.R1.A Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions
- 8.VA.R1.B Explain how aesthetic choices are influenced by visual and material cultures and can impact perceived meaning of artworks.
- 8.VA.R2.A Interpret art by analyzing how mood and meaning are impacted by the relationship of subject matter, use of media, art-making approaches, and relevant context while using appropriate art vocabulary.
- 8.VA.Cn2.A Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

SEL Indicators

- 3B.3 Identifies roles they have that contribute to their school, home, and community
- 3B.4 Works collaboratively with peers to complete a job, task, or address a need

Objectives

I can explain how public art and public transportation impact a community.

I can describe why a piece of art makes me feel a certain way.

Materials

Benefits of Public Transportation (2 levels provided)

Public Art Four Corners

Art Transportation Day 1 Reflection

Art Transportation Day 1 Powerpoint

Preparation

- Prepare a piece of chart paper or a space on the board with the six categories on the *Benefits of Public Transportation* handout. Students will use this to vote on their top 3 categories.
- Post the *Public Art Four Corners* in four different places in the classroom where students can gather.
- The *Art Transportation Day 1 Powerpoint* includes more pictures of public art than you will have time for during the Public Art Exploration. Choose the ones that you believe your students will most identify with and add additional ones if you would like.

Procedure

Do Now (5 minutes)

1. To begin class, use Slide #1 on the *Art Transportation Day 1 Powerpoint* to discuss the following questions with students:
 - a. What are some ways that you contribute to your neighborhood or another community that you belong to?
 - b. Have you ever ridden public transportation (bus, train, or subway)? Where did you go?
2. Allow students to share out.
3. Use Slide #2 to explain to students that they will be contributing to their neighborhood by designing artwork for a bus stop bench. One design will be chosen to go on the bench at the end of the school year. They will spend the rest of the day exploring public transportation and public art.

Why Public Transportation? (10 minutes)

4. Explain to students that their artwork will bring attention to our public transportation system and help make the riding experience more enjoyable. They will think through why public transportation is important for their neighborhood with the next activity.
5. Prepare a piece of chart paper that has all of the categories on the *Benefits of Public Transportation handout*.
6. Give each student a copy of the *Benefits of Public Transportation* handout and have them vote for their top 3 on the piece of chart paper.
7. Allow students to share out, ensuring that different perspectives are represented.

Closing (10 minutes)

8. Students will answer the following questions on the *Art Transportation Daily Reflections* handout: Based on your collected data, what makes your neighborhood unique? Write 1-3 ideas.

Differentiation

- This lesson incorporates graphic organizers as well as written, verbal, and visual opportunities for students to learn the content. Group roles with choice are also incorporated.

1. What are some ways that you contribute to your neighborhood or another community you belong to?
2. Have you ever ridden public transportation? Where did you go?



Do Now

Design artwork for a bus stop bench that represents your neighborhood.

One group's design will be chosen to be put on a bus stop bench in your neighborhood.



Project

Public Art - art in public spaces for anyone to



Public Art Definition

Go to the corner that most represents how the art makes you feel. Stay in your seat if your feeling is not represented.



Public Art Four Corners



Public Art



Public Art



Public Art



Public Art



 Public Art



 Public Art



 Public Art



 Public Art



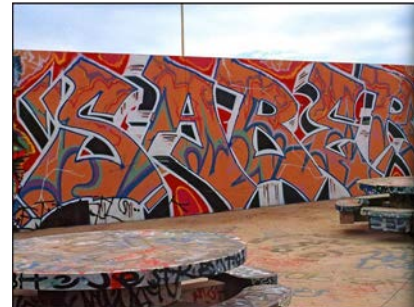
 Public Art



 Public Art



 Public Art



 Public Art



Public Art



Public Art

How can public art
impact a
community?



Public Art Reflection

Name: _____

Benefits of Public Transportation

Read the public transportation benefits below and choose your top 3 for your neighborhood.

 <p>Safety Car travel has thirty times more crash related deaths than public transportation.</p>	 <p>Less Traffic When people take public transportation, there are less cars on the road.</p>	 <p>Health Benefits Bus users must walk to and from bus stations, so they walk much more than the average driver.</p>
 <p>Reduces Pollution Public transportation means there are less cars on the road and therefore less pollution.</p>	 <p>Affordability Each family that gets rid of one car and relies on public transportation saves over \$10,000 per year.</p>	 <p>Opportunities and Resources Public transportation allows people who cannot drive to access resources and opportunities such as jobs, schools, and food.</p>

Sources: *Smart Cities Dive* and *Mobility Lab*

Name: _____

Benefits of Public Transportation

Read the public transportation benefits below and choose your top 3.

 <p>Business Sales For every ten million dollars of public transportation investment made, business sales increase by thirty million dollars. Cities reap greater tax revenues and more jobs are created.</p>	 <p>Less Traffic When people take public transportation, there are less cars on the road.</p>	 <p>Health Benefits Bus users must walk to and from bus stations, so they walk much more than the average driver.</p>
 <p>Reduces Pollution Public transportation means there are less cars on the road and therefore less pollution.</p>	 <p>Affordability Each family that gets rid of one car and relies on public transportation saves over \$10,000 per year.</p>	 <p>Opportunities and Resources Public transportation allows people who cannot drive to access resources and opportunities such as jobs, schools, and food.</p>
 <p>Social Connections Public transportation increases social connections among riders.</p>	 <p>Safety Car travel has thirty times more crash related deaths than public transportation.</p>	 <p>Free Time for Travelers People who take public transportation can sleep, read, write or relax.</p>

Sources: Smart Cities Dive and Mobility Lab



INCLUDED

REPRESENTED



MORE AWARE

SMARTER



HAPPY

INSPIRED



SAD

ANGRY

Name:

Art Transportation Day 1 Reflection



1) How can public transportation benefit my neighborhood?



2) How can public art benefit my neighborhood?

3) What was your favorite piece of public art from today and why?

Day 5 Lesson Plan

Neighborhood Identity Collage

Overview

Students will be introduced to the theme for the bus bench artwork, which is Neighborhood Identity. In a jigsaw format, they will research different categories of their neighborhood's identity and create a digital collage with images that represent their findings.

Standards

6th

- 6.VA.Cr1.A Combine concepts collaboratively to generate innovative ideas for creating art.
- 6.VA.Cr1.B Investigate personally relevant content for creating art.
- 6.VA.Cn1.A Generate and investigate a collection of ideas that reflect awareness of current interests and concerns through art-making.

7th

- 7.VA.Cr2.C Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.
- 7.VA.Cn1.A Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design.

8th

- 8.VA.Cr1.A Document early stages of the creative process using traditional or emerging media.
- 8.VA.Cr1.B Collaboratively investigate an aspect of contemporary life utilizing art and design.
- 8.VA.Cr2.C Select, organize, and design images and words to make visually clear and compelling presentations.
- 8.VA.Cn1.A Make art collaboratively to reflect on and reinforce positive aspects of group identity.

SEL Indicators

- 1D.1 Identifies areas of school and life that are within personal control
- 3B.3 Identifies roles they have that contribute to their school, home, and community
- 3B.4 Works collaboratively with peers to complete a job, task, or address a need
- 3C.2 Recognizes the similarities of different cultures and social groups

Objectives

I can represent unique characteristics of my school's neighborhood through collage.

Materials

Art Transportation Day 5 Do Now

Neighborhood Identity Collage

Neighborhood Identity Collage Template Powerpoint or another collaborative digital collage template

Art Transportation Day 5 Powerpoint

Computers with Wifi

Preparation

School Neighborhood or Students' Neighborhood:

- For this unit's project, the teacher may choose whether or not students design artwork that represents the school's neighborhood or the neighborhood that they live in. If the school is zoned and all of the students live in the same general area, it is recommended that everyone represent the school's neighborhood. If students are coming from different neighborhoods, it is recommended that they represent the neighborhood they live in.

Grouping:

- Students should be in groups of 3-4 with all of them living in the same neighborhood if possible.

Neighborhood Identity Collage Grouping Flexibility:

- The Neighborhood Identity Collage activity has multiple categories for students to research, which is an opportunity for differentiation. Students can either divide up all of the categories within their group, or the categories may be divided among multiple groups or the whole class.

Photo Collages:

- The Neighborhood Identity Collage activity asks that students find images that represent their assigned categories. Each neighborhood that students research should have its own collage. The teacher will need to set up a collage template beforehand and share it with students. A PowerPoint template is provided as an option. Canva.com also has collaborative collage features that are free for teachers.

Procedure

Do Now (10 minutes)

1. In order to introduce students to the idea of neighborhood identity, have them complete the *Art Transportation Day 5 Do Now*, which asks the following questions:
 - a. What makes your neighborhood different from others?
 - b. What about your neighborhood makes you proud?
 - c. What do outsiders think about your neighborhood? Does this make you happy or sad?
2. Have students share some of their answers. Make the following key points to introduce the project and transition to the next activity:
 - a. Each neighborhood has its own identity, or unique characteristics.
 - b. Sometimes outsiders don't know all of the good things about a neighborhood.
 - c. This project is a chance for you to show the public something about your neighborhood that makes you proud.
 - d. In order to learn more about their neighborhood's identity, they will do some research and create a collage of pictures.

Neighborhood Identity Collage (45 minutes)

3. Use Slide #3 on the *Art Transportation Day 5 Powerpoint* to show students the definition of neighborhood identity and an example of what the collage could look like. Explain that they will make collages that will later inspire their artwork.
4. Divide students into their groups and give each of them a copy of the *Neighborhood Identity Collage* handout. Use Slide #4 to assign them categories.
5. Review the research tips for #2 on the handout and model how to do a Google search, including maps and images.
6. Share with students the *Neighborhood Identity Collage Template* and model how to insert pictures.
7. As students work, be prepared to assist with the Nashville Historical Markers Map and the

Summary Table.

Closing (5 minutes)

8. Discuss the following question as a class: What was the most interesting thing about your neighborhood based on your research today?

Differentiation

- The Neighborhood Identity Collage activity provides a list of categories for students to research. The teacher may assign categories to their students based on interest and difficulty. The teacher also may choose not to assign all of the categories to their students and instead focus on specific topics for the project.

[NEIGHBORHOOD NAME]



History

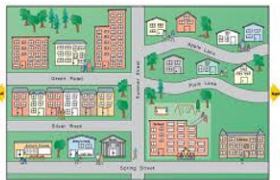


Places



Culture

1. What makes your neighborhood different from others?
2. What about your neighborhood makes you proud?
3. What do outsiders think about your neighborhood? Does this make you happy or sad?



Design artwork for a bus stop bench that represents your neighborhood.

One group's design will be chosen to be put on a bus stop bench in your neighborhood.



Do Now

Project

Neighborhood Identity - The people, places, culture, and history that make a neighborhood unique



Neighborhood Identity Collage

Neighborhood Identity - The people, places, culture, and history that make a neighborhood unique

History

- Historic locations
- Historic events
- People from the neighborhood

Places

- Businesses
- Parks
- Schools or universities
- Entertainment
- Places of worship
- Unique buildings
- Any place that makes it unique

Culture

- Music
- Food
- Languages
- Ethnicities of people
- Religions
- Values of the people
- Personality traits
- Cultural events
- Sports
- Artwork
- Architectural style

Categories



Name: _____

Art Transportation Day 5 Do Now

1. What makes your neighborhood different from others?

2. What about your neighborhood makes you proud?

3. What do outsiders think about your neighborhood? Does this make you happy or sad?



Name: _____

Neighborhood Identity Collage

For this activity, you will create a collage of pictures that show the unique identity of your neighborhood.

1. Circle the categories that you are assigned to research.

History

Historic locations
Historic events
Famous or historic people from the neighborhood

Places

Businesses
Parks
Schools or colleges
Entertainment
Places of worship
Unique buildings
Any other place that makes it unique

Culture

Music
Food
Languages
Ethnicities of people
Religions
Values of the people
Personality traits
Cultural events
Activities people enjoy
Sports
Public Art
Architectural style
Anything else that makes it unique

2. Research the categories that you were assigned and find **two pictures that represent each category**. For example, “businesses, food, and historic events” should have two pictures each. If a category doesn’t have much information or doesn’t apply to your neighborhood, you may leave it out. Here are some research tips:
 - a. History
 - i. Google search “History of [insert neighborhood name] Nashville.”
 - ii. Look at the Nashville Historical Markers Map <https://data.nashville.gov/d/u8sy-8kvj>. The Summary Table at the bottom explains the makers.
 - b. Places - Use Google Maps to look around your neighborhood and find places that make it unique.
 - c. Culture - Your group might already know a lot of the information in this category from your experience living in the neighborhood. Google search anything that you don’t know. Be sure to include the name of your neighborhood when you search.
3. For each picture you found, write notes about what it represents. You will present this to your classmates tomorrow.