Teacher: Kelly Moe-Rossetto
Learning Segment Title: Carver Community Corner store
Number of Planned Lessons: 4
Age Group: 4-5th Grade

**ENDURING CONCEPTS & GOALS FOR THE LEARNING SEGMENT**

**Central Focus:**

Students will be able to use this lesson to think about how every day objects can have significance, and how they can become part of our identity. I also want to connect their work with historical and contemporary artist who are working with similar themes. Through our work in which we will make small models of our chosen food by sewing with Smart Fab and felt, we will have both an individual and collaborative element, as our stories are woven with other in our community and help to form our identity. One of the best ways to share stories can be though food.

We will make food items using smart Fab and felt and then create a collaborative finished piece, a Carver corner store. which we will then critique. We will try new foods together as a community.

**Big Idea: Story**

**Essential Questions:** What are different ways can you tell a story or learn a story? Do people eat the same food around the world? Why do we eat the foods that we do? What do food and art have in common? Do you have memories with food? How do we tell stories with food? Is food art?

**KNOWLEDGE OF STUDENTS TO INFORM TEACHING**

How does this lesson connect with and build on students’ previous/subsequent lesson(s)? How do students’ visual art dispositions inform this lesson?

The demographics of my school are ninety nine percent African American, and roughly ninety percent of the scholars are considered to come from situations of poverty. Connecting with art in institutions in classical ways is not often the best approach for showing students the relevance of art in their lives and also, even more importantly, helping them to understand why their lives can be important in art and the world. I seek out non-traditional subjects and connections using a culturally responsive lens to create projects that are engaging for my students. I believe Nirmal’s work is a wonderful way to experience art and I also appreciate that she uses objects and her imagination to create and art experience. The students in the Taki’s video are highly relatable to my students and Lucy Sparrow’s work is tactile and engaging. I like to look at how and why images and everyday objects can be elevated though ones treatment of them, and I feel my students will respond to this. Fabric is an exciting medium for my students and many have not had a chance to work with it often and almost all of them express interest in being able to do a project with it, learning to sew and making something that they can keep and take home, something more tactile than paper for example. I think this project will have a high success rate, which is important at my school as we build a stronger framework of trust both inside and outside of the art room. This same group of students has previously done a project where we drew trees, and learned to back front and backs, gluing the edges so they could be stuffed. This began a good conversation about different dimensions and sculpture.
What personal, cultural, and community assets inform this learning segment? During the school year I am also a lunchroom monitor for one period. It is a great time for me to connect with my students and hear more about their lives. They gave me my first Taki last year! I think using an artists like Nirmal who is local and whose work we can hopefully visit one day they is In “everyone has a culture, though most of the time our culture is invisible to us” (Saifer, Edwards, Ellis) liked and didn't like. We also spent the second half of the year looking at different continents and art from those places, I think they will be excited to go deeper and think about what makes their own identity special. We will look at school lunches around the world, ask students to do interviews about their family members about why they cook what they do and talk about other references to food in art. Many of my students have a relatively narrow idea of what “good” art is and do not see the opportunity for themselves to become great artists if they do not fit into that mold, I want to create opportunities which allow them the chance to rethink that, and discover other ways then can be successful in art.

What are the developmental characteristics of these learners? What are common misconceptions in relation to this learning segment? Fourth graders as 8 to 9 years olds are in the beginning of Piaget’s concrete operational period. They are starting to be able to see images and understand symbolism, an important aspect of social media and art like Nirmal Raja’s. They are developing more critical eyes in determining what is “good” and “bad” art. I believe sewing with the students (using plastic needles) will be successful as the materials are bright, colorful and relatively easy to manipulate. At this age they are becoming more aware of self but also like being part of the community, to reflect that we will be creating individual pieces but then installing them in a Carver corner store similar to Lucy Sparrow and also Nirmal’s Protective Footwear. It is important to think about how context and environment can change how we think about every day objects. I am using the artists I have chosen because they are great example of fine art using every day objects and ideas. I want to help my students see the value of every day things like food and stories and those they can draw from these in their art. It is important to teach kids about a variety of art forms and experiences but knowing my students back grounds and that they may not have the opportunity to see art in different institutions or places, I want them to understand the value of their own experiences.

What adaptations and consideration are needed for instruction for whole class, individuals, and students with I will do my best to be sensitive to the issues surrounding food that exist with many of my students such as food scarcity. We will avoid talking about different types of food in a positive of negative light such as calling certain foods “junk” food keeping in mind that foods the children at may be all they have access to and to not refer types of foods in a negative light. I will bring in foods for use to try together so that every one has a common, positive experience to draw from, for example I found a mix at a nearby Indian store that is spicy but with new flavors, while still being recognizable to them, I would like to bring some of that in as well as a few other types of food. Most of my students have not sewn so we will start with plastic needles and embroidery floss, which work with Smart Fab, (which can also be glued if a students is really struggling) as well as felt for glued on details.

It I important we scaffold this project to make it successful as many of my students have not sewn before and many also have had less art than many students at similar ages, so having a chance to draw the foods, search images of them and experiment with stitching before starting the main project will help them in feeling successful.
Identify research and theory that support your choices, adaptations, and understanding of your students. As we look at Nirmal’s work we will be careful to avoid making generalizations based on food and culture. By asking students to bring in information based on first person interviews and histories we are making a connection to their life and helping them to see the value in their own story. I have chose VTS over Feldman’s model because I feel that while they are similar, Feldman’s angles more towards a pre-determined end point whereas VTS leaves a little more room for students interpretation. Since our Big Idea is story and we are dealing with art that is somewhat abstract in nature I think leaving room for their own interpretations and stories they draw from will be wise.

### LEARNING OBJECTIVES & VISUAL ART STANDARDS

Students will be able to learn that we each have unique stories and shared stories, and that they are of value. Students will gain the understanding that we can tell stories in different ways, such as using collective experiences like food or visual pieces to express ourselves and that it carries history with us.

Student will demonstrate an understanding that...

<table>
<thead>
<tr>
<th>National Core Art Standards (list grade level specific number and text)</th>
<th>Learning Objectives</th>
<th>Learning Tasks &amp; Assessment Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VA:Re.7.1.4a</strong></td>
<td><strong>Interpreting Art:</strong> Students will be able to look at a piece of Nirmal Raja’s work entitled Protective Footwear and using VTS, share ideas as to hat they think it is about.</td>
<td><strong>Learning Tasks:</strong> (ex large group convo or pair share, art games)</td>
</tr>
<tr>
<td>Compare responses to a work of art before and after working in similar media.</td>
<td>They will view the music video “Hot Cheetos and Takis” as well as an image of Lucy Sparrows Cornestore.</td>
<td><strong>Assessments/Feedback:</strong> Students will turn in an exit slip with 3 things they thought were similar or connected between the</td>
</tr>
<tr>
<td><strong>VA:Re8.1.4a</strong></td>
<td>Interpreting art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.</td>
<td>They will later be able to experience having their own work exhibited in a large format with their classmates and see it in relation to others work, and in a community context.</td>
</tr>
<tr>
<td>(usually creating)</td>
<td><strong>Developing Works of Art/Design:</strong> Students will be able to create a 3D food item and understand the difference between that and 1 dimensional.</td>
<td><strong>Learning Tasks:</strong> (ex clay texture slabs) Students will get a small piece of smart Fab and floss and needle on day one to practice stitching and engaging with the materials before the start their project. They will be given a worksheet with basic stiches to help them be successful.</td>
</tr>
<tr>
<td><strong>VA:Cr1.2.4a</strong></td>
<td>Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.</td>
<td><strong>Assessments/Feedback:</strong></td>
</tr>
<tr>
<td><strong>VA:Cr2.1.4a</strong></td>
<td>Explore and invent art-making techniques and approaches.</td>
<td></td>
</tr>
</tbody>
</table>
Create works of art that reflect community cultural traditions.

Through observation, infer information about time, place, and culture in which a work of art was created.

**Relating Art to Context:**

Students will be able to effectively create a food sculpture that tells a story of some part of their life.

**Learning Tasks:**

Students will create individual pieces as well as a collaborative piece to be displayed at school. Students will be given a prompt sheet to take home and interview someone in their family to understand (storytelling).

**Assessments/Feedback:**

(summative rubric)

### ACADEMIC LANGUAGE

<table>
<thead>
<tr>
<th>Language Demands</th>
<th>Planned Supports</th>
<th>Assessments/Evidence of Learning</th>
</tr>
</thead>
</table>
| (Describe language demands that are essential to this learning segment) | (Instructional strategies, learning tasks, & materials) | (
| **Language Function:** (ex: Interpretation) Identify, create, compare | Donut check for understanding sheet  Geometric build your own food worksheet  List of Sewing items  Worksheet of stitches | a Planned support can also be turned into an assessment, such as the list of sewing images and definitions, if you covered word and had the kids fill in or Velcro on meanings for example) |

<table>
<thead>
<tr>
<th><strong>Vocabulary:</strong> (list &amp; define) (in a way that is appropriate for the age level you are working with)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Story  Culture  Stereotype  Corner store  Bodega  Printmaking  Community felt  Nirmal Raja  Lucy Sparrow  Installation  Culture  Embroidery Thread  Needle  Smart Fab  Stitch  Stuffing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Discourse (or Syntax):**

For our discourse we will talk about describing what we see in installations. We will establish a safe environment where others can share opinions. Dealing with food and memory is deeply personal and we will establish a safe learning environment by talking about how people come with different experiences.
Lesson #1

Descriptive Lesson Title: Protective Stories and Playgrounds

Lesson Description:
(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)
In this lesson we will start by watching the video Hot Cheetos and Takis. We will briefly talk about the video and students reaction to it and keep track of ideas and thoughts on the board using a large ice cream cone idea staging concept. I saw, I felt, I connected to…

Next we will Do a quick VTS of Nirmal Rajas “Protective Footwear".
We will talk about connections students see if any between the two. We will add on to our Ice Cream stacking visual on the board.
After this they will have a chance to look through magazines to find images of food to paste to their worksheet as think about foods that are important to them in their life. If they had to tell a story of their life with food, what foods might they use?
Lastly they will be given a short questionnaire with prompts for an adult at home whom they might be able to talk to about food and personal history with.

Materials:
/Instructional, art making, and organizational materials required for this lesson

Video: https://www.youtube.com/watch?v=Po0O9tRXCyA (School Lunches around the world)
Plate worksheet for them to draw or paste familiar images on to

Instructional Strategies & Learning Tasks
Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher Activities</th>
<th>Student Activities</th>
<th>Differentiation/Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 min</td>
<td>Introduction Students will watch “Hot Cheetos and Takis” teacher will give background info on the video to students</td>
<td>Students will be actively watching video, filling out ice cream worksheet as they go or sketching thoughts or connections.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Teacher will show students images of Nirmal Rajas work protective Footwear. Teacher will use VTS (Visual Thinking Strategies) to engage students in a discussion about the piece.</td>
<td>Students will compare and contrast images found in Nirmal’s piece and the Taki’s video piece.</td>
<td></td>
</tr>
<tr>
<td>5-10</td>
<td>Students will sample 2 or 3 different foods brought I my teacher while sketching foods that are important to them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Clean up</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)

Student will be given a sheet to take home and interview a family member with, sheet will have a space for sketches (family members or students or both) The goal will be for students to bring the sheet back but knowing the realities of my students , I will be satisfied of they at least discuss ideas with a family member and com back ready to talk and share.
LESSON #2

Descriptive Lesson Title: Smart Fab Food!

Lesson Description:
Students will have interviewed someone at home about the foods they ate growing up and why they eat the foods they do, or a food memory, using a document given in previous class. It could also be an oral story and students could sketch out images if writing is an issue.

We will look at Lucy’s Sparrows installation in NYC and London as well to students thinking about the idea of community and how stories can be told in different ways.
After this we will discuss what students found out about their histories and foods through their first hand interviews.
Students will use Geometric shapes worksheet to practice drawing foods they might like to create.
Students will draw final sketch for project, and be given a small piece of Smart Fab and needle to practice stitches.

Materials:
(Instructional, art making, and organizational materials required for this lesson
School lunch video
Lucy Sparrow Photos of Corner store
Instructional resource #2, Shapes for practicing food drawings ( Do Now)
Smart Fab
Needles
Embroidery floss

Instructional Strategies & Learning Tasks
Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher Activities</th>
<th>Student Activities</th>
<th>Differentiation/Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-10</td>
<td>Teacher will show images of Lucy Sparrows work and students will pair share stories they brought from home as well as ideas the video may have triggered.</td>
<td>Students will be given post it notes to ask questions</td>
<td>Many students have writing and literacy challenges at my school, I will provide the root structure of the questions in written form and a lot enough time for them to write their thoughts down.</td>
</tr>
<tr>
<td>20</td>
<td>Teacher will introduce shapes worksheet and demonstrate one in large format on the chalkboard. Teacher will provide small piece of Smart Fab for Students along with plastic needle and floss for them to practice stitches. Teacher will distribute Smart Fab to those students ready to cut.</td>
<td>Students will be a given a practice sheet of shapes to use as a base for foods. Students may follow along in a draw along if they desire to first example, or practice drawing using a video such as Art Hub to practice drawing and feel successful.</td>
<td>Students may draw along to art hub. Students may use manila folders to create templates for gluing with Smart Fab</td>
</tr>
</tbody>
</table>

Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)
Their exit ticket will a formative assessment, a final sketch for food they plan to create next class and the piece of Smart Fab with practice stitching on it, as well as pieces they maybe have begun to cut out.
Descriptive Lesson Title: Carver cook-off! Stitch and stuff

Lesson Description:
(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

When we participate in something we are also part of the story, we will discuss that as a class for example when people were able to purchase Lucy Sparrow's felt pieces or draw in the rice for Nirmal's exhibit. Similarly, in our final lesson together we will be building our own community space and talking about why it feels different than just creating our own.

Talk about participation and storytelling in art. Why are they important?

Materials:
(Instructional, art making, and organizational materials required for this lesson)
Students sketchbooks and food shape practice sheets
Smart Fab sheets in assortment of colors
felt
Scissors
Glue
Embroidery Floss
Plastic needles
Stuffing

Instructional Strategies & Learning Tasks
Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher Activities</th>
<th>Student Activities</th>
<th>Differentiation/Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Teacher will demonstrate cutting and stitching a simple Smart Fab Shape for students, and demonstrate light marking of a “stitch plan”</td>
<td>Students will cut out their food shapes from Smart Fab and begin stitching, being sure to leave an area open for stuffing.</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Teacher will distribute materials and circulate helping students cut and, distributing needles and floss only once students have cut out pieces and show a stitch plan.</td>
<td>Students will cut out pieces and create a light stitch plan on their Smart Fab, receiving needles and floss once they have that.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Teacher will demonstrate putting projects in brown paper bags with thread and pieces so students will keep track.</td>
<td>Students will gather templates, Smart Fab pieces and thread and seal in brown paper bag.</td>
<td></td>
</tr>
</tbody>
</table>

Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)
Teacher will check through bags to see student’s progress and put stuffing in bags of students who are ready.

Teacher Self-assessment/Reflection: (To be completed following teaching; include connections to relevant theory)
# Lesson #4

**Descriptive Lesson Title:** Stuff and share!

**Lesson Description:**
We will talk about creating our community piece and our corner store. I will create a very basic display so there is a wow factor and the recognition of a corner store when they walk in but will leave room for them to add on additional signage or elements. I considered whether it was better to let them assemble their own collaborative piece or to do it myself using the elements they create. I realize that CRT or culturally relevant teaching is student centered and driven, so it is a better choice to let them build his or her own exhibit. I think a lot about the idea that often our own stories or culture are invisible to us and sometimes it take looking at our own lives through a new lens to see this, so I will plan to do a VTS final gallery walk critique with the students as they see their pieces in the lens of a formalized installation. This way they can see what other students chose as their foods as well.

**Materials:**
(Instructional, art making, and organizational materials required for this lesson)


Revisit Nirmal’s Protective footwear piece
Show images of corner stores and Bodegas on the screen.

## Instructional Strategies & Learning Tasks

Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher Activities</th>
<th>Student Activities</th>
<th>Differentiation/Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Review goal for class (to create a community piece) and write a sample product tag with students. Demonstrate stuffing for students again.</td>
<td>Students will write a sales tag/product label for their food print telling us about why they are excited about this food and any connections they had with it. Students will stuff project and sew up.</td>
<td>I will have frequently used words up on the board and printed on pieces of paper for students to reference. I will have a step by step written on board, Stuff, sales tag, share.</td>
</tr>
<tr>
<td>15</td>
<td>Teacher will circulate helping students create their tags. Teacher will have prepared nice cardstock tags for students to fill out for both consistency and to add to importance of this last step.</td>
<td>Students will place their finished piece on shelf and add written tag, which will serve as their assessment. Other students who finish early may opt to make signs for the community corner store, price tags or other items, such as money for the till, etc.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Allow students to walk around to observe classmates work.</td>
<td>Students will look at others works and be ready to discuss.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Teacher will allow students to choose a piece to talk about that they responded to and why,</td>
<td>Students will share thoughts about a chosen piece or their own experience.</td>
<td>Teacher will provide stems of sentences helping students with how to critique or talk about each other’s work in a constructive way.</td>
</tr>
</tbody>
</table>

## Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)

As a summative assessment, students will write a “sales sticker/label” about why they are excited about the food they created and why the chose it, with the goal being to share information, connections or histories about their chosen item. They will then put their piece on display in the corner shop we create. It maybe be a special covered tabled with a back drop while in the classroom but I will display it upstairs in a case after class is over in an area where it is visible to students.
Teacher Self-assessment/Reflection: (To be completed following teaching; include connections to relevant theory)
Teacher will reflect on all four lessons and think about issues that arose, the conversations about food and story and what the students were most drawn to. The teacher will look at completed “Corner Store” for depth of images and craftsmanship and see what aspects could be improved upon for the next lesson. The teacher will feel successful if roughly 85 percent of the class created a 3d food item and installed it in the community corner store.

Asking questions helps us learn! Help me understand what missing pieces we can talk about next class by telling me what you “DO” and “DONUT” understand :)

Sweet! I understand a big piece of what we talked about, here is something I learned: (write a sentence or two)

I “donut” know if I quite understand this piece: (write a sentence or two)
I felt
I saw
I wondered
I said