

Round Sheet (4/25/16)

Background:

Students have just finished up their quarter on 2D design. They spent weeks slowly incorporating what they learned about the elements of design with the principles of design. Their first project focused on the use of repeating elements to create a pattern. Those patterns were then applied to a shoe design which students created for each other in pairs. The next project was to create a diptych (two images that tell a story) in which students recreated a reference image into two different types of collages. They focused on color, shape, and texture. Their most recent project was to create an op art scratchboard. Students focused on the use of line to create emphasis and movement. Now, as students move into the 3D quarter, they will continue to develop their skills in incorporating the elements of design with the principles of design. The first 3D project I have planned involves weaving string to create space and contrast.

Focus:

Today's round will be the first day of the string art project. Students will be introduced to the concept of positive and negative space. I will facilitate a discussion around what positive and negative space is and model how to create both 2D and 3D examples. Then students will break off into small groups or pairs (self-selected) and spend a portion of the class coming up with at least 5 different kinds of examples (2D and 3D) that depict positive and negative space. If time permits, I will ask a few groups to share their examples with the class.

Inquiry:

Are students working collaboratively to come up with examples? Do you hear them discussing ideas with each other?

Do students show an understanding of positive and negative space? Are they able to label their examples correctly?

Were my examples effective in explaining the concept of positive and negative space? Did the modeling help students to conceptualize positive and negative space?

How can I address the needs of ELL students more/better?