VIRTUAL INSTRUCTION GUIDE

Workshop:
If I were a bird...
Learn basic geography, symbolism, and clay building techniques.

Teaching Artist:
Allie Spicer
allie@snowcityarts.org

Workshop duration: 30-45 min
<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OBJECTIVES &amp; MATERIALS</td>
<td>PAGE 1</td>
</tr>
<tr>
<td>DIFFERENTIATED LEARNING METHODS</td>
<td>PAGE 2</td>
</tr>
<tr>
<td>BACKGROUND &amp; RESOURCES</td>
<td>PAGE 3</td>
</tr>
<tr>
<td>INSTRUCTION</td>
<td>PAGES 4-6</td>
</tr>
<tr>
<td>*Click here for text-based instruction</td>
<td></td>
</tr>
<tr>
<td>LEARNING STANDARDS</td>
<td>PAGE 7</td>
</tr>
</tbody>
</table>
OBJECTIVES

To make a bird sculpture with clay and paper

You will learn:

• Basic paper tearing and folding methods, specifically the accordion fold.

*Basic hand building skills in clay.

• Why birds migrate.

• About country flags, flag symbolism and basic geography.

• How to create a sculpture that represents your identity or interests.

• About female aviators Bessie Coleman and Amelia Earhart.

MATERIALS/TECHNOLOGY/APP/SOFTWARE

• Laptop, tablet, smartphone, or smart screen with internet access and streaming capabilities

• Google Maps

• 2 individual sized packs of white model magic clay
1 piece of printer paper (8.5” x 11”)
1 set colored markers

Here is where a Child Life specialist or nurse may find SCA materials:

• At Rush University Children’s Hospital: In Idea Lab you can find 2 packs of white model magic clay (main supply cabinet adjacent to door, bottom drawer), 1 piece of paper (below printer), markers (main supply cabinet, marker bin)

• At Ann & Robert H. Lurie Children’s Hospital of Chicago: 2 packs of white model magic clay (blue bin on bottom shelf of wire rack by center table), 1 piece of printer paper (below printer), markers (marker bin on supply shelves near desk)
DIFFERENTIATED LEARNING

METHODS

• Instruction is provided in text and video formats, available in both Spanish and English.

• You may also work offline by printing this art-making guide, as well as this step by step document.

• YouTube can automatically create closed captions.

Click the [CC] button near the lower right corner of the viewer frame. Please note: captions are generated by algorithms, so their quality may vary.

• A variety language subtitles are available for each video.

• You can complete this workshop by using 1 hand or 2 hands.

• Those with sensory sensitivities may draw a bird or wear gloves while working with clay.

• If you have limited time you can split the activity into 3 parts:
 Pt. 1 Drawing a flag
 Pt. 2 Making wings
 Pt. 3 Sculpting a bird’s body
You will be introduced to these artists, art histories, movements and/or concepts:

**Bird migration**

• **Global flags:** Consider countries around the world and how we use flags as symbols globally. You will learn place-making and meaning making while also learning art techniques.

![World Map](image)

• **Bessie Coleman** - the first Black/Native American female American to become a pilot, having to go to France for her license because the U.S. would not allow her to go through training as a black woman.

![Bessie Coleman](image)

• **Amelia Earhart** was the first female pilot to fly solo across the Atlantic ocean, receiving great fame for this feat.

![Amelia Earhart](image)

Both were pioneer women in aviation at the same time, but only one is well documented in American history.
This workshop incorporates the following Illinois State Learning Standards

ARTS LEARNING

Subject: Visual Arts; Number: VA18:CR1.1.PK-2; Level: Primary; Short Name: Creating; Plan, Make; Content: Explore Approaches; Description: Engage, brainstorm, and collaboratively explore multiple approaches to art, design, and play.

Subject: Visual Arts; Number: VA18:CR1.1.3-5; Level: Intermediate; Short Name: Creating; Plan, Make; Content: Explore Approaches; Description: Brainstorm multiple approaches to combining imaginative ideas in order to generate innovative approaches to art making and design solutions.

Subject: Visual Arts; Number: VA18:CR1.2.3-5; Level: Intermediate; Short Name: Creating; Plan, Make; Content: Explore Methods; Description: Identify and demonstrate diverse methods of artistic investigation while applying knowledge of available tools, technologies, and resources to make artwork that is meaningful and has purpose to the makers.

Subject: Visual Arts; Number: VA18:CR1.2.6-8; Level: Jr. High; Short Name: Creating; Plan, Make; Content: Explore Methods; Description: Develop criteria to guide making a work of art to meet an identified goal while investigating aspects of present-day life using a contemporary practice of art and design.

COMMON CORE

Subject: Social Studies; Number: PPE.PK-5.1; Level: Elementary; Short Name: People Places and Environments; Content: Geographic questions in local, larger contexts; Description: Ask and find answers to geographic questions related to the school, community, state, region, and world.

Subject: Social Studies; Number: PPE.6-8.2; Level: Jr. High; Short Name: People Places and Environments; Content: Interpret relationship between geography, historic events; Description: Research, organize, analyze, synthesize, and evaluation information from atlases, databases, grid systems, chart, graphs, maps, geospatial technologies, and other tools to interpret relationships among geographic factors and historic events.

Subject: Social Studies; Number: GC.PK-5.3; Level: Elementary; Short Name: Global Connections; Content: Use maps and databases to log for global patterns, trends, and connections; Description: Use maps and databases to log for global patterns, trends, and connections.

Subject: Science; Number: 4.Ess2.2; Level: Intermediate; Short Name: Processes that Shape the Earth; Content: Patterns of Earth’s features; Description: Analyze and interpret data from maps to describe patterns of Earth’s features.
If you are interested in receiving school credit for the work you have completed in this workshop, please [have a parent or guardian if under 18] complete a release form at tinyurl.com/y764xes5

If you would like to have your artwork displayed in a Snow City Arts exhibition space or virtual gallery, please [have a parent or guardian if under 18] complete a release form at tinyurl.com/y764xes5

If you would like to continue working virtually with one of our Teaching Artists, please [have a parent or guardian if under 18] schedule at snowcityarts.as.me/schedule.php

We invite you to share the work you created with us. Please upload images of your artwork tinyurl.com/y8z9tlfs.

Contact Veronica Stein, Program Director if you have questions, or would like to offer feedback at veronica@snowcityarts.org

Snow City Arts inspires and educates children and youth in hospitals through the arts.
snowcityarts.org