

Wind Mobiles

Theme: Senses

Grade level: 1st grade

Time: 50 minutes

Lesson Overview:

Students will be introduced to artist Michio Ihara and his sculpture located in Harrisonburg, VA. The students will learn the artist's purpose behind his sculpture and the characteristics of it. Students will learn about geometric and organic shapes. We will also talk about how we use our senses every day. They will use their fine motor skills to create a mobile that moves with the wind just like Ihara's sculptures.

Challenge:

The students will be challenged to create a mobile using shapes that match the location where it will be displayed.

Visual Culture Component:

What shapes do we see around us in the classroom?

What shapes are in nature? Think about outside of this building, at the beach, in a forest, in the mountains

Virginia SOL:

- 1.3 The student will use the senses of sight, touch, and hearing as inspirations for works of art.
- 1.7 The student will identify and use the following in works of art:
 - 3. Shape—geometric, organic

Virginia Science SOL

- 1.2 The student will investigate and understand that moving objects exhibit different kinds of motion. Key concepts include
 - a) objects may have straight, circular, and back-and-forth motions;

Lesson Objectives: Students will...

- Create a mobile using shapes to move in the wind
- Use their fine-motor skills to cut shapes and tie on string to hang from the mobile
- Choose at least 3 or more shapes from the location the mobile will be displayed

Vocabulary Words:

- Mobile - moving sculpture; a decorative structure that is suspended in order to turn freely in the air
- Sculpture - a three-dimensional object made by an artist
- Movement - the path our eyes follow when we look at a work of art; the appearance of motion in an artwork
- Shape
 - Organic – free form and irregular shapes
 - Geometric – precise edges (circle, square, triangle)
- Senses - any of five ways to understand or experience one's surroundings. The senses are touch, smell, taste, sight, and hearing.
 - Sight - the process of seeing
 - Touch - to feel or handle (allows you to feel if something is hot/ cold, dull/ sharp, rough/smooth)
 - Hearing - the act of taking in sound through the ear

Historical/Cultural/Artist Information:

Michio Ihara is a Japanese sculptor who works with stainless steel, brass, and copper. He has created large sculptures around the world. These sculptures are neat and organized and some interact with things such as wind and light. Before he builds his sculptures, he visits where it will be placed. He wants to see the environment it will be in and how people will view and interact with it. Ihara wants to make sure his sculpture will fit into and blend well with the environment that it is going to be in. He also wants his sculptures to incorporate light, shadows, and wind so its appearance can change throughout the day.

Image Descriptions:

Students will be shown this sculpture by Ihara. They will watch a video of it, so they are able to see the way it moves in the wind.



Lesson Procedure:

(1 min)

- Students walk into the classroom and the teacher will tell them to sit on the rug.

(5 min)

- The teacher tells the students who Michio Ihara is
- A video of his sculpture (in Harrisonburg, VA) will be shown to the class
 - *What shapes do you **see** his sculpture?*
 - *Do you **hear** it making any noise?*
 - *If you could **touch** it, how do you think it would feel? Bumpy? Smooth? Soft?*
 - *How is it moving?*

(3 min) Pull out shapes poster

- Introduce organic vs geometric shapes
- Ask students to point out shapes around the room
 - *Where do you see shapes around the room?*
 - *Does anyone have a shape on their clothes?*

(10 min)

- Students will line up and will be taken outside
- The teacher will ask students to look around
 - *What moves in the wind? (flags, leaves, birds)*
 - *Do we hear things moving in the wind? (leaves)*
- The teacher will show students examples of mobiles and how they move in the wind and then look at location to inspire mobiles and the shapes they see there.
 - *What shapes do we see outside?*
 - What other shapes might we see in other places in nature
 - A lake, the beach, a forest, in the mountains
- Students will come back inside and sit back on the rug

(7 min) Demo

- Show an example of what they will be making and demo what they will do
 - They will start with 2 sticks with 5 lines of string already attached
 - Draw and cut out shapes (at least 3 different shapes)
 - Think about where you want this mobile to be installed
 - Your shapes should match this location
 - Think about how you use your senses in those locations
 - What shapes do you see?
 - What things do you touch?
 - What do you hear?
 - What do you smell?
 - Punch a hole at the top of the shapes to put the string through
 - Wrap string around hole of shape to keep it in place and string on next shape
 - Tie a knot at the bottom of the strings

(20 min)

- Instruct them to pick up stick with strings and sit down in their seat
- Have them write their name on a shape on the mobile
- Pre-cut construction paper will be at each table
- Students will begin to draw and cut out shapes
- They will string the shapes on and tie knots when each string is done

(3 min)

- Put supplies away, throw away any trash, and hang mobiles up in classroom

(1 min)

- Call students to line up by calling on tables at a time

Evaluation:

Name: _____ Project: _____

_____ Create a mobile using shapes to move in the wind

_____ Use their fine-motor skills to cut shapes and tie on string to hang from the mobile

_____ Choose at least 3 or more shapes from the location the mobile will be displayed

_____ Paid attention and was not disruptive

_____ Turned in project

Comments:

Materials:

- Sticks
- Fishing line
- Construction paper
- Kid-friendly single hole puncher
- Scissors
- Pencils

Preparation:

- The teacher will tie 5 strings on the sticks for the kids
- Cut construction paper into smaller pieces (around the size the shapes should be)

Resources:

- https://www.childcarequarterly.com/fall13_story1.html
- https://do2learn.com/disabilities/CharacteristicsAndStrategies/DevelopmentalDelay_Strategies.html
- <http://www.michioihara.com/about/essays.html>
- https://www.huffpost.com/entry/michio-ihara-art-for-the-mind-and-spirit_b_58a9ba22e4b0b0e1e0e20c58?guccounter=1

Special populations: First Grade- Delayed development

In order to help students with delayed development, teachers can adapt with easy steps. A step stool(s) should be provided for smaller students who may not be able to reach the sink or certain materials. Allow students to cut and draw in order for them to work on physical development. The teacher should also make sure to include lots of steps to make sure they understand. Teachers should be prepared for students who may be overwhelmed by new sensory experiences. They should have gloves or provide alternate materials if the original one is too troubling.

Questioning Strategies:

- Mentioned throughout lesson