

JK/SK

Sculpture Park Alphabet



Curriculum Links

Literacy

Arts

Dance

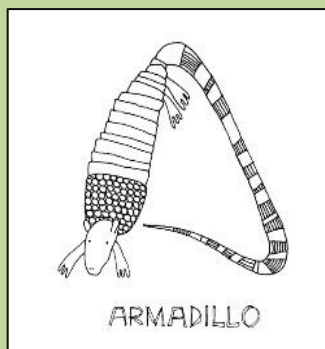
Before You Visit:

Step 1: Using classroom resources and found objects, have a scavenger hunt to find shapes and letters in objects around the room that are not meant to be letters, but when traced with a finger in the air can look like letter shapes (Example: the back of a chair might look like an “H”). See how many hidden letters students can find in the classroom and compile a list on chart paper. List both the objects and letters they can hold.

Step 2: Compare and contrast certain objects which might have more than one letter within their shape.

Development in the Classroom:

With drawing paper and pencils have students choose a letter and make a drawing around that letter. (Example: Draw a “J” elephant trunk, with the body of the elephant around it). Add details and colour.



Materials:

- Chart Paper
- Markers
- Drawing Paper (Construction Paper)
- Coloured Pencils or Crayons
- Pencils



Let Us Know!

Share your experience in the
Windsor Sculpture Park!

Email the Cultural Affairs Department to schedule an in-class presentation:
culturalaffairs@city.windsor.on.ca
Or visit Windsor's Community Museum at 254 Pitt. St. W., for an interactive workshop or to meet us in person!

Development in the Windsor Sculpture Park:

Step 1: Taking visual cues from the Sculpture shapes, help students trace the letters in the air with their finger.

Step 2: Engage students to think of descriptive words beginning with the same letter to describe the Sculpture. (Example: the “A” in Consophia stands for “Awesome”, the double “D’s” in Tohawah stands for “Dynamic Duo”). See how many words students can use to describe the sculptures. Discuss what type of line they are looking at.

Teacher Prompt:

- *Is it smooth and or curved and bent?*
- *Why do you think the Artist chose that type of line?*



Closure:

Step 1: Using a large sheet of craft paper help students create a “Community Drawing” recalling the sculpture shapes and letters. Write “Our Field Trip” in the middle of the drawing before they begin.

Step 2: Each student can contribute at their own level and the result can be a “Visual Journal” of the trip to be displayed on bulletin boards or on the classroom blog.

Materials:

- Large Sheet of Craft Paper
- Pencil Crayons
- Markers
- Crayons
- Stapler & Staples



Vocabulary:

- Sculpture
- Map
- Community Drawing
- Field Trip
- Visual Journal



Extensions: In the Park

Step 1: Make an “Alphabet Map” of all the vowels you have found using the Sculpture shapes.

Step 2: Are there any consonants in close proximity that could go together to make sounds? (Example: “Th,” “Sh,” “Ch,” “St,” think of words that could be made from these sounds together). Are there any Sculptures that do NOT have shapes that can be made into letters?

Step 3: Have students gather in groups of two or three to use their bodies to form the letter. Use this chart for inspiration!

