

Movement and Maps

6th Grade PBL

Fall 2019

Driving Questions:

How can we use visual and performing arts to answer the following questions:

- How do certain locations/spaces make us feel?
- What do we, as student citizens, value in our neighborhoods?
- What is the relationship between our neighborhoods and our identities?



Deliverables:

Inspired by a TED Talk, students created “Happy Maps” detailing places in their neighborhoods that they value as significant to their personal identity. They created textile-based artwork including digital design, embroidery and paint to create their final products. Each location on the map was described through one of the following formats: poetry, narrative writing, vlog, or drawing/sketch. Students then “stitched” their happy map descriptions together into a collaborative soundscape which accompanies a group movement piece.

Each student created:

- Happy Map (digital design/textile based) ink printed on fabric with embroidery including 3-5 marked locations.
- Digital portfolio with 3-5 location description pieces (poetry, personal narrative, vlog, drawing/sketch).

The group will collaborated to create:

- Soundscape with collaborative poetry and music.
- Movement piece to soundscape.
- Rehearsal process video.

Standards:

ELA:

LAFS.6.W.1.3, LAFS.6.W.2.5, LAFS.6.W.2.6, LAFS.6.W.4.10, LAFS.6.SL.1.2, LAFS.6.SL.2.5, LAFS.6.L.3.5

Dance:

DA.68.S.1, DA.68.F.1.2, DA.68.F.1.3, DA.68.S.1

Visual Arts:

VA.68.S.1.1, VA.68.S.1.2, VA.68.S.3.3, VA.68.O.3.1

