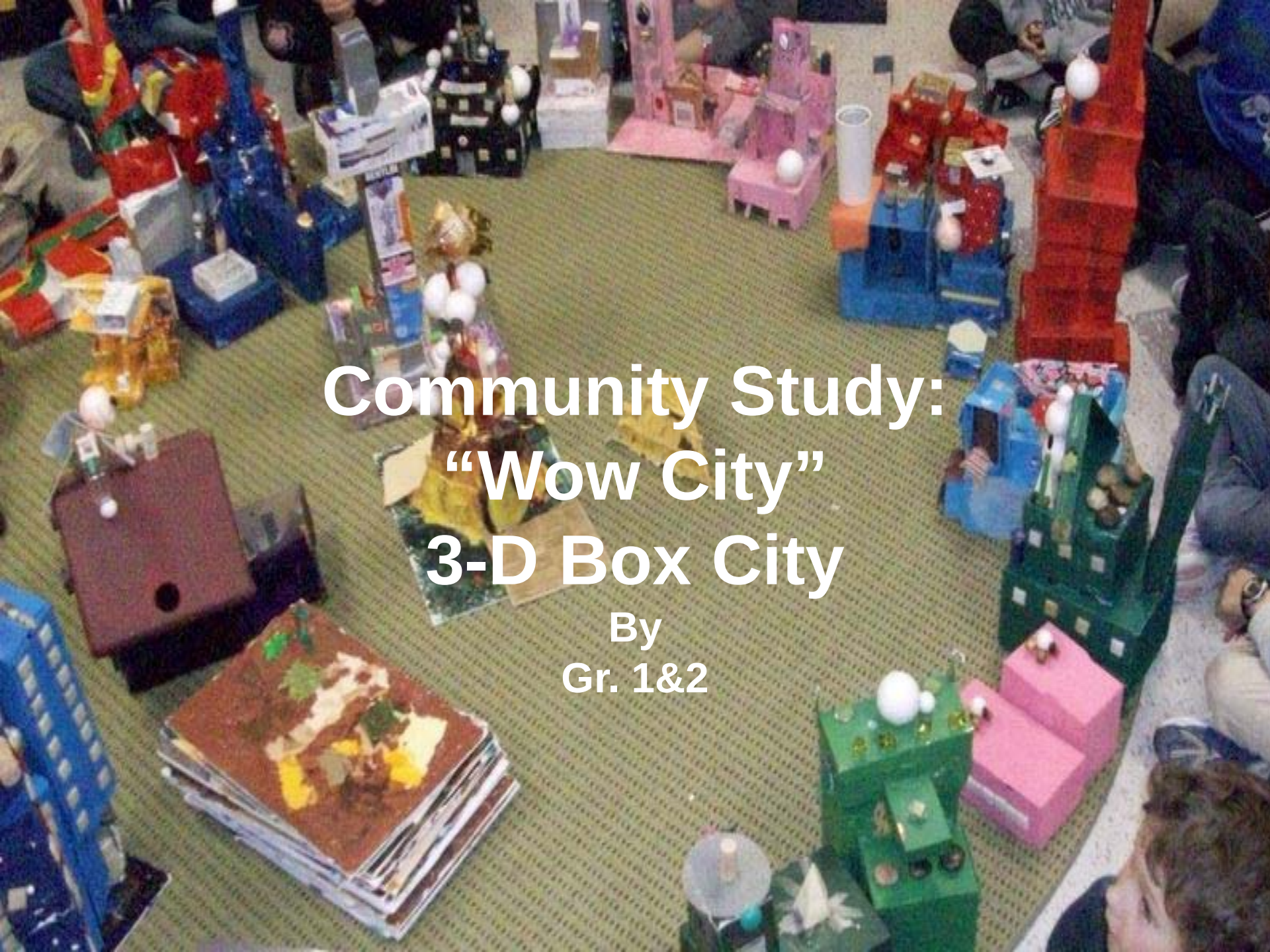


A large room with a green carpeted floor is filled with numerous 3-D models constructed from cardboard boxes. The models are colorful and creative, featuring various structures like houses, towers, and vehicles. Some models are decorated with white pom-poms, googly eyes, and other small objects. In the foreground, there is a stack of books with a colorful cover. The background shows more models and some people sitting on the floor, suggesting a classroom or community study environment.

Community Study: “Wow City” 3-D Box City

By
Gr. 1&2

This exemplar includes student experiences in

Visual Art

Art Language and Tools

students used different materials to design and make their buildings.



Creative Expression in Art

students enjoyed many workshop times while they designed the buildings. They could make their building in any way they wanted

Understanding Art In Context

students demonstrated understanding that the visual arts exist in many different forms



Valuing Artistic Experience

Students participated in many art talks, asked relevant questions and contributed to discussions of art learning

Overview of the Inquiry process for “Wow City”

First the students

- made a list of important buildings and each child chose which building to make
- sketched designs and architectural plans of what they thought their building would look like
- planned their city together

Next they

- looked at buildings in their community and city and discussed how buildings are built
- sketched and wrote ideas in their art sketchbooks
- collected boxes to create their own buildings

Then they

- primed each building with one colour
- designed and completed the exteriors of their buildings

Finally the students

- brought all of the buildings together and used more recycled materials to create the landscape including natural spaces, roads, sidewalks and bike paths

First the students

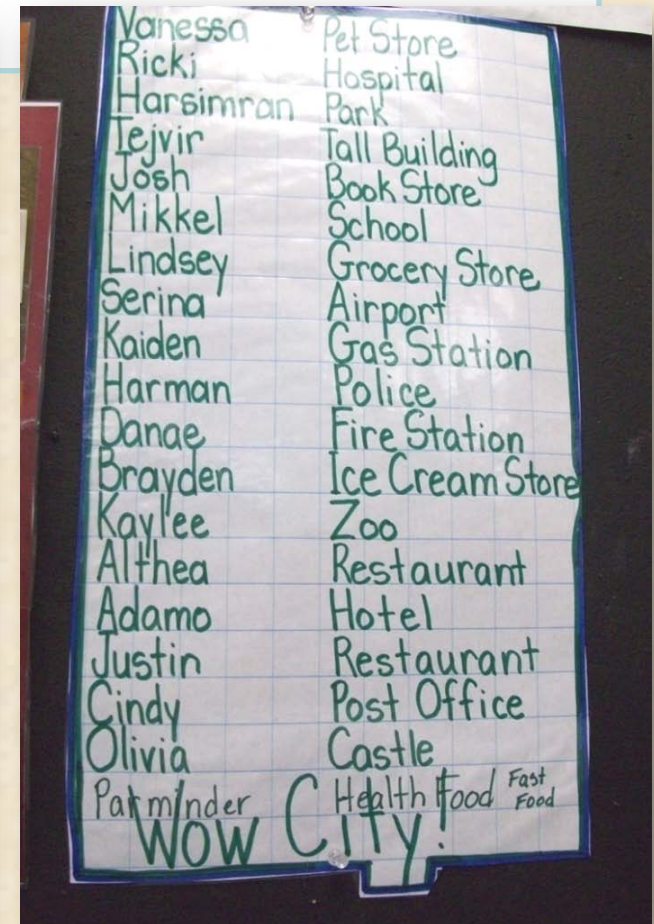
thought about Winnipeg and then about what they would want their own '**Wow City**' to be like. Children chose to build one of 18 of the most important buildings on their list and then began to look at buildings in Winnipeg to see how they were designed. The children sketched designs and made architectural plans of what they thought their building would look like.

reference:

Wow! City!

by Robert Neubecker

In Understanding Art in Context, students demonstrate understanding that the visual arts exist in many different forms (e.g., such as architecture) K-2 A-U2.1

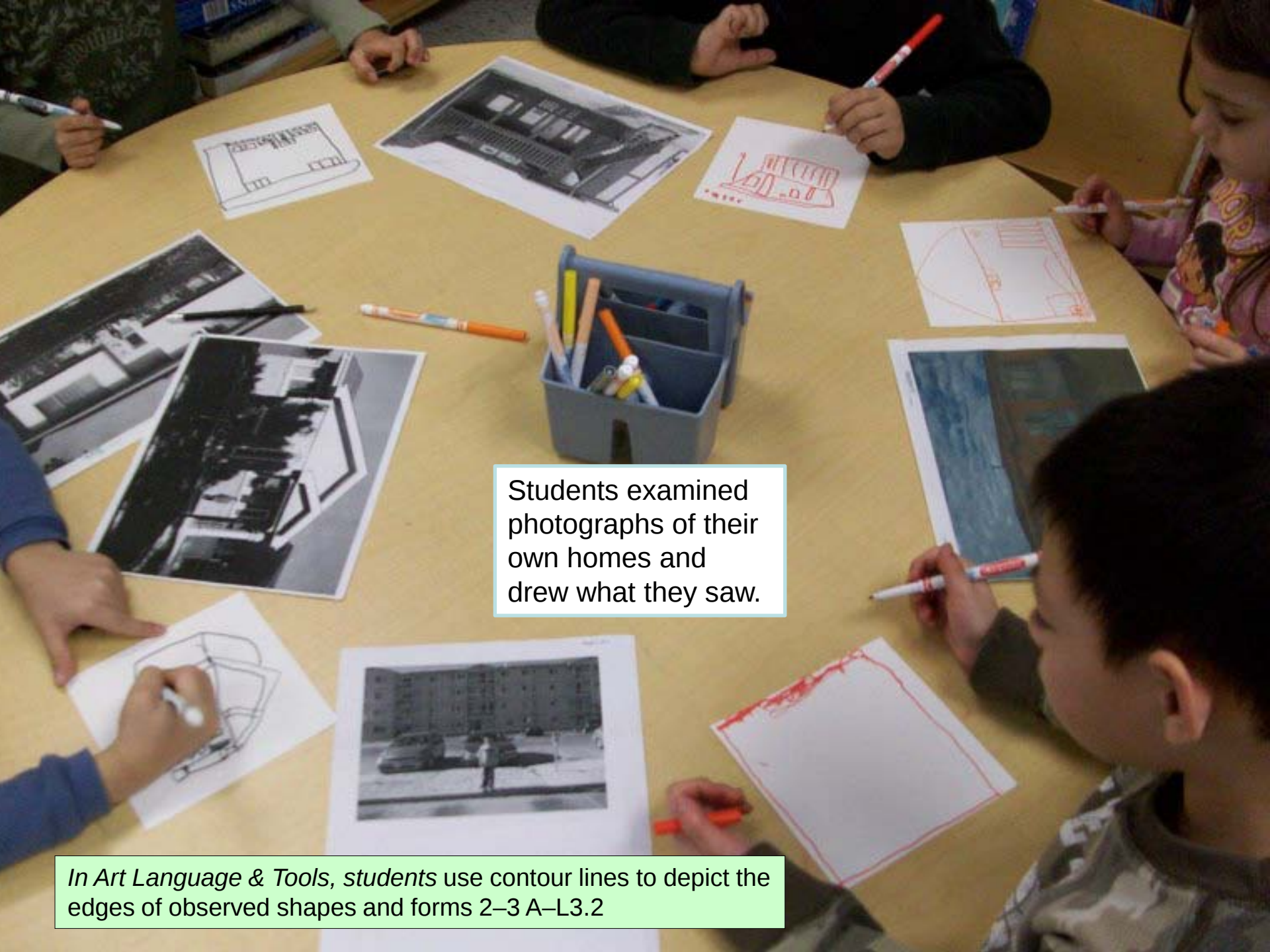




Walks in the community helped the children notice spatial elements and inspired mapping.

In Art Language & Tools, students identify and describe lines, colours, textures, shapes, forms, and spaces in artworks and in own surroundings 2–4 A–L1.3

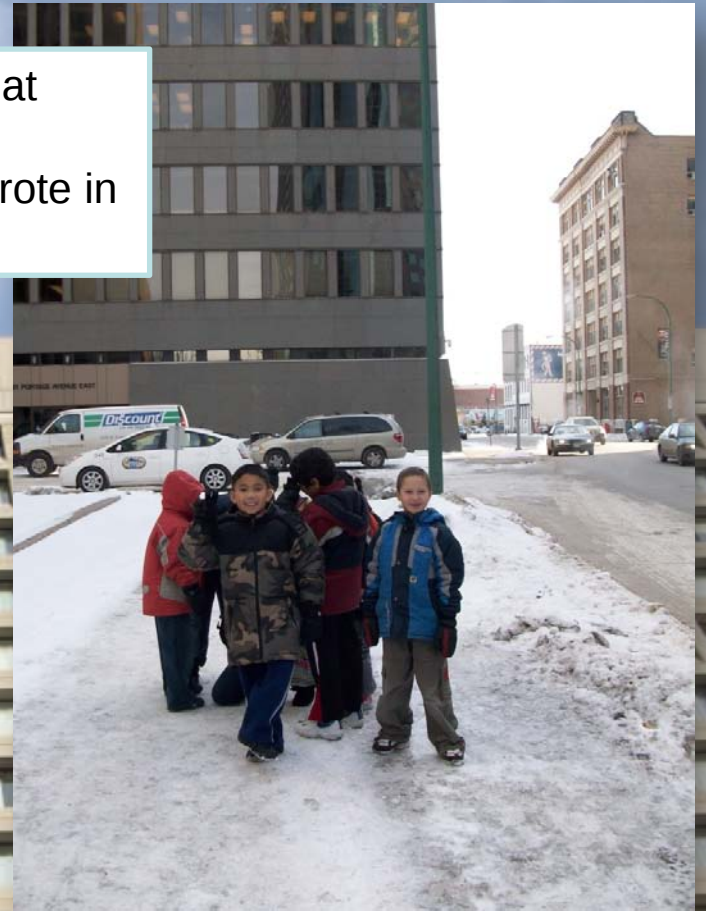




Students examined photographs of their own homes and drew what they saw.

In Art Language & Tools, students use contour lines to depict the edges of observed shapes and forms 2–3 A–L3.2

Students went on a class trip to look at buildings. For many it was a first trip downtown. The students drew and wrote in their art sketchbooks



In Understanding Art in Context, students describe works of art and design experienced first-hand in own community and students engage and/or interact appropriately with artworks in a variety of settings K-4 A-U3.7 and K-2 A-U1.3

Sketching at the Manitoba Legislature Building

Regular field trips out into the city were used to sketch and photograph ideas to bring back to the classroom.

Children are sketching the ceiling of the Legislative building.





Students brought
photographs and
sketches back to the
classroom

In Creative Expression in Art, students collect visual and other information for use in stimulating and developing own art ideas 2–4 A–C1.5

Next the students

collected boxes from home and various other sources ([ArtsJunktion](#)) to create a large supply of building blocks to tape together and design their own buildings.



In Creative Expression in Art, students create images and objects in response to ideas derived from a variety of stimuli (e.g., from memory, imagination, learning in other subject areas, observation of art and of life) K–1 A–C1.1

Students enjoyed many workshop times while they designed the buildings.

Memories of their city field trip and their collected photographs were a constant source of inspiration.

They could make their building in any way they wanted. There were many options of materials that they had ready access to



In Art Language & Tools, students practise safe and appropriate use of various art media, tools, and processes K–4 A–L2.1

In Creative Expression in Art, students make appropriate decisions about the selection and use of art media, elements, and subject matter in the process of solving artmaking problems SLO: K-2 A-C2.1

Then the students

primed their buildings with one colour of their choice (using acrylic paint). Covering the entire structure in one colour helped the children understand how all the separate “building blocks” joined together to create a new three dimensional form: their building.



In Art Language & Tools, students use art media, tools, and processes to explore and demonstrate awareness of the elements of art: line, colour, texture, shape, form, and space SLO: K-2 A-L1.1

Adults with glue guns helped the children finish the exterior designs of their buildings.



Students regularly got together to talk about the emerging city....



...after the buildings were primed



...after the exteriors were finished



In Valuing Artistic Experience, students describe, with teacher guidance, own and others' artworks in terms of subject matter and art elements and media
SLO: K-2 A-V2.1

Finally the students

brought all of the completed buildings together and used more recycled materials to create the landscape including natural spaces, roads, sidewalks and bike paths.

In Creative Expression in Art, students collaborate with others to develop artmaking ideas
K-4 A-C2.6



Students discussed many ideas about how to create a sun for Wow City. Many attempts were made.

Student Comments:

"If we don't lift the sun up higher, it will burn the city. It needs to be on a tower like the one in Paris. It is the Eiffel Tower."





In Creative Expression in Art, students make appropriate decisions about the selection and use of art media, elements, and subject matter in solving artmaking problems K-2 A-C2.1

Teacher Comments: “Each time the students lay out the city to have a look there were new problems to solve and decisions to make. Children one day found a problem with the road needing to go right through a building. They discussed, at length, how to solve the problem. Wheelchair access was a common discussion during these sharing times. “



In Valuing Artistic Experience, students reflect on, share, and explain ideas about meaning in own and others' artworks 2–4 A–V3.1

Appendix: Learning Across the Curriculum

Social Studies

- Grade 1 Cluster 2. My Environment
- Grade 2 2.1.1. Characteristics of Community

Math

- Grade 1-1.SS.2/3/4 Space and Shape
- Grade 2-2.SS.6/7/8/9 Space and Shape

Science

- Grade 1 and 2 Cluster 0
- Grade 1 Cluster 3 Characteristics of Objects and Materials
- Grade 2 Cluster 4 Air and Water In the Environment

ELA

- Literacy With ICT...P-1.1 Plan and Question
- G-1.4 Gather and Make Sense

Building a 3-D city was a valuable experience because:

Art Language and Tools

students used different shaped boxes, tape, recycled materials and glue to design the shape of their buildings. They each painted their whole building with acrylic paint.

K-2A-L1.1

*In
Visual
Art
Wow
City*

Creative Expression in Art

students enjoyed many workshop times while they designed the buildings. They had seen pictures of many buildings and been involved on a bus trip throughout the city to inspire. They could make their building in any way they wanted.

K-1A-C1.1

Understanding Art in Context

students demonstrated understanding that the visual arts exist in many different forms (e.g., drawing, painting, sculpture, applied art such as architecture, graphic design)

K-2A-U21

Valuing Artistic Experience

students participated actively in creating their own building for the city.

Students asked relevant questions and contributed to discussions of art learning *experiences during the many art talks they participated in.*

K-4 A-V1.1 & K-4 A-V1.2