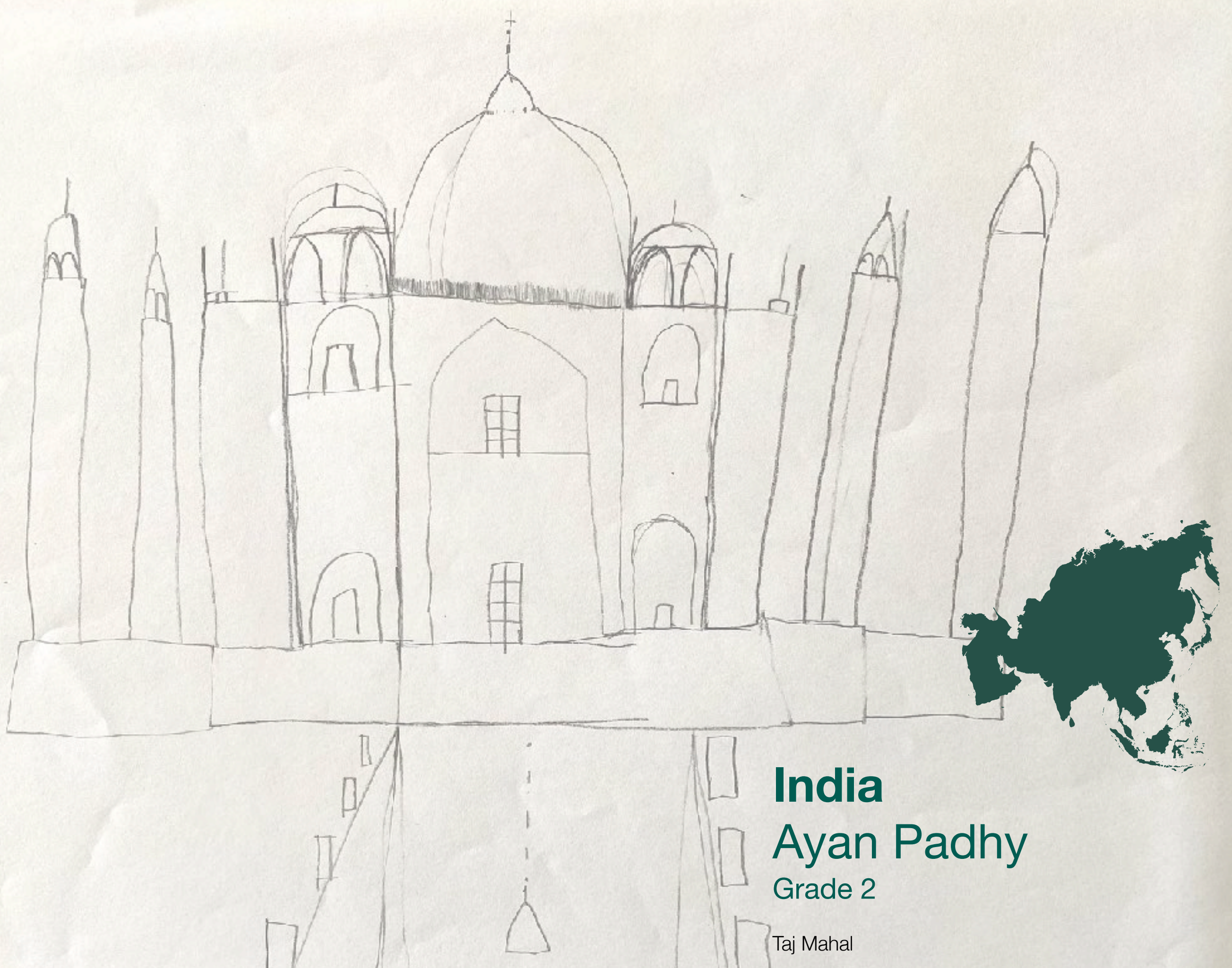




Peaches Lewis-Kantor, Assistant Teacher

Regina Ali, Grade 1 and 2 Teacher

The 7 Wonders of my Country

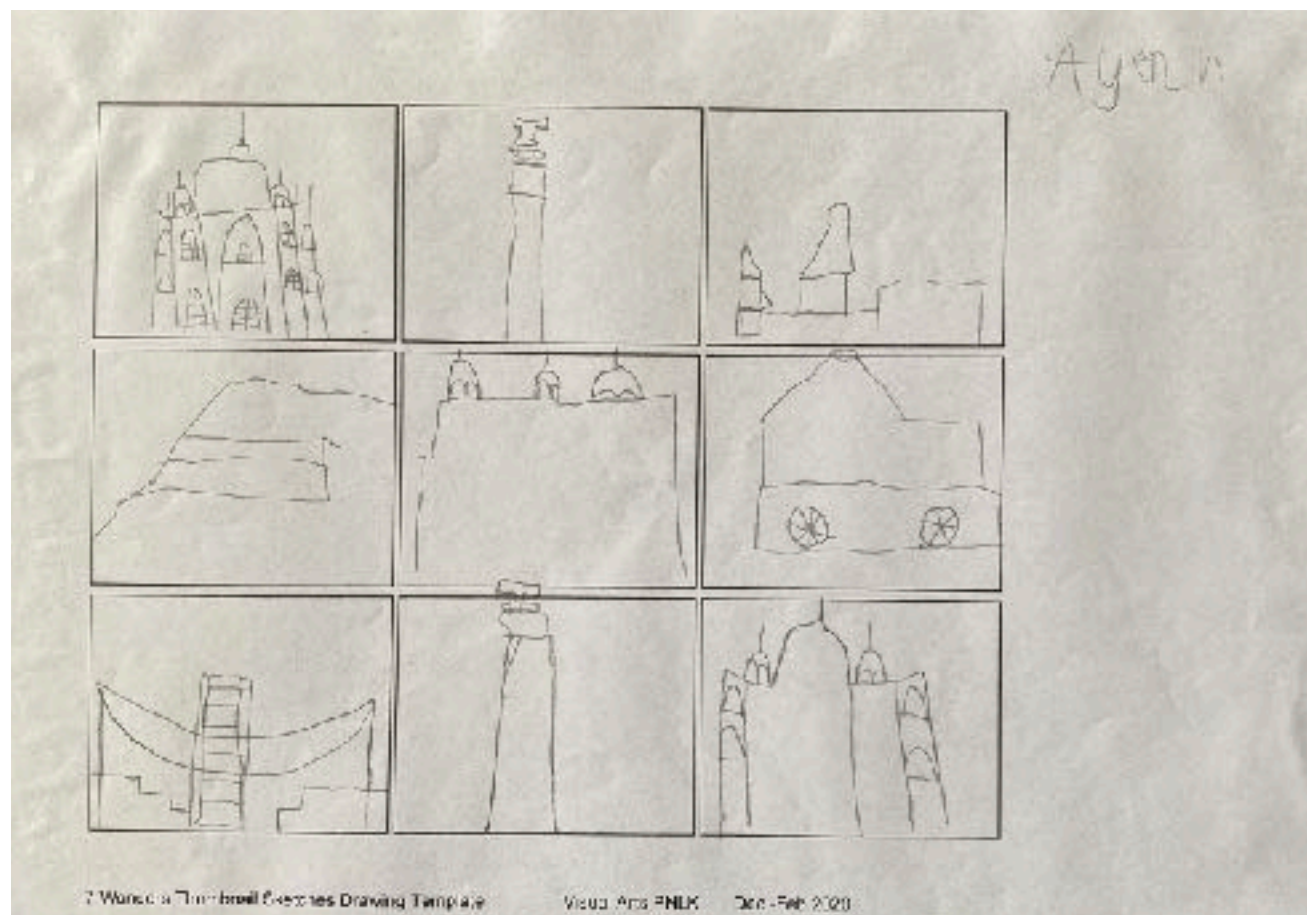
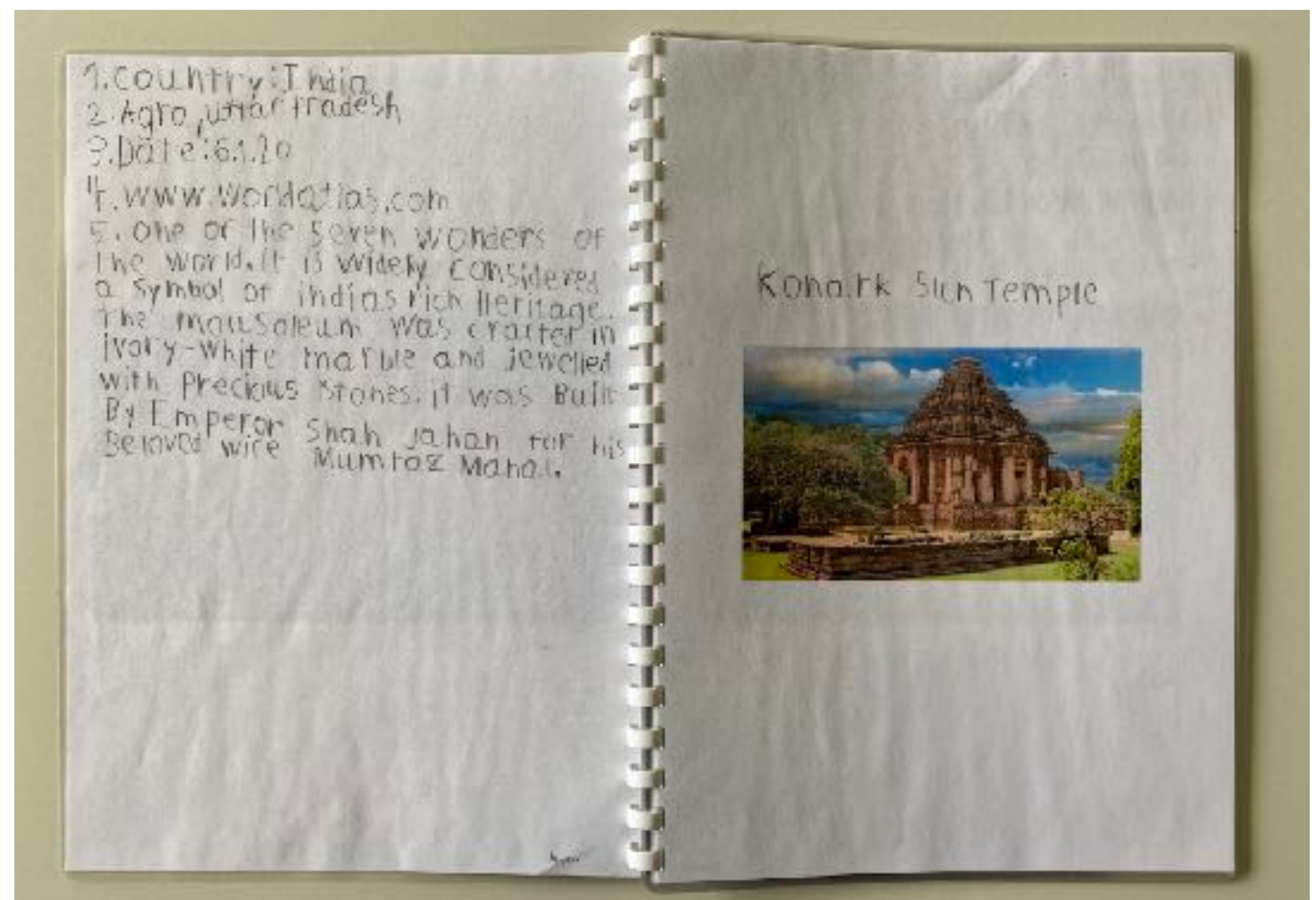
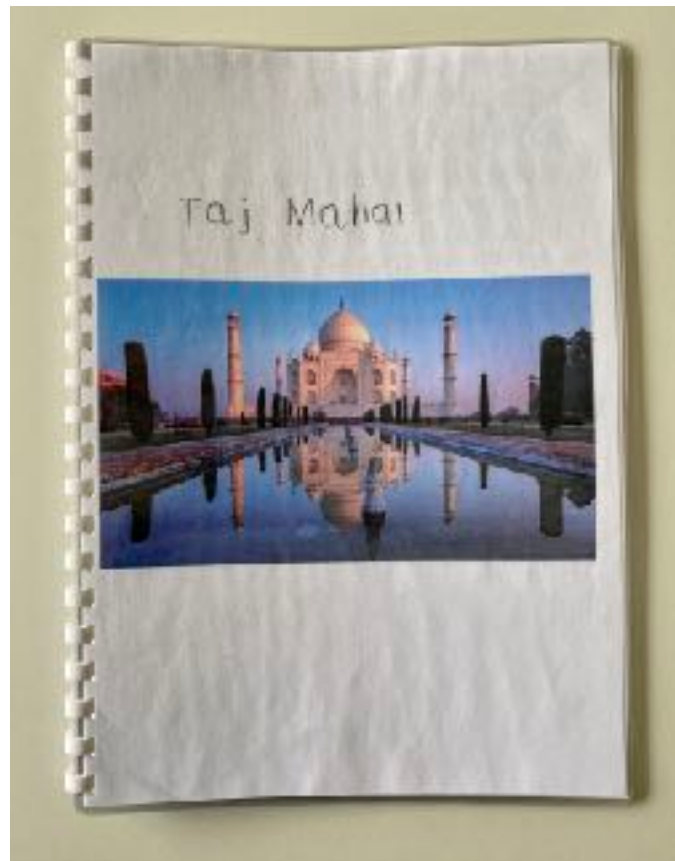


India

Ayan Padhy

Grade 2

Taj Mahal



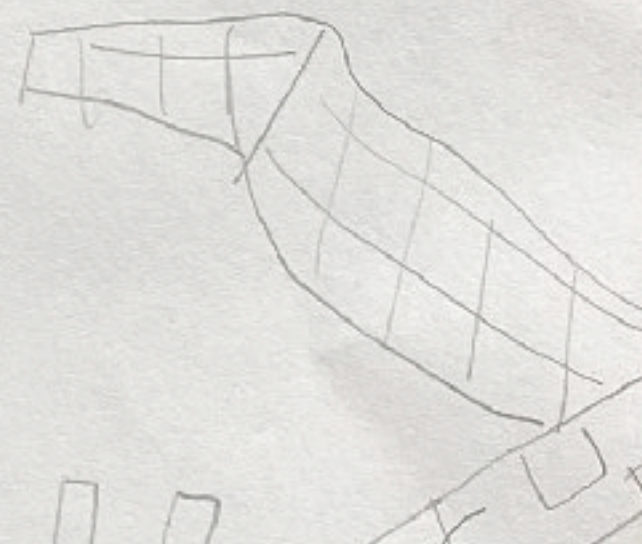
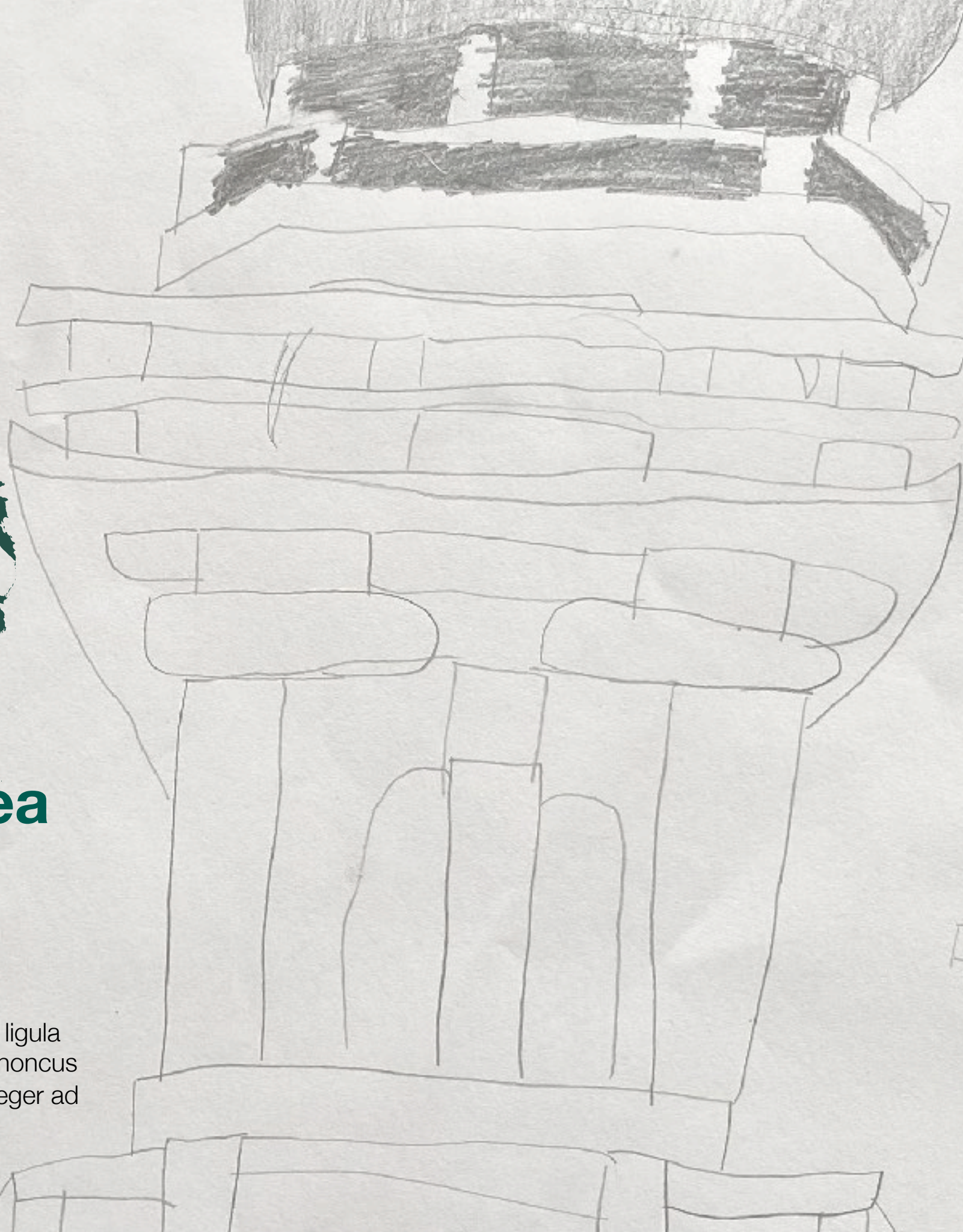


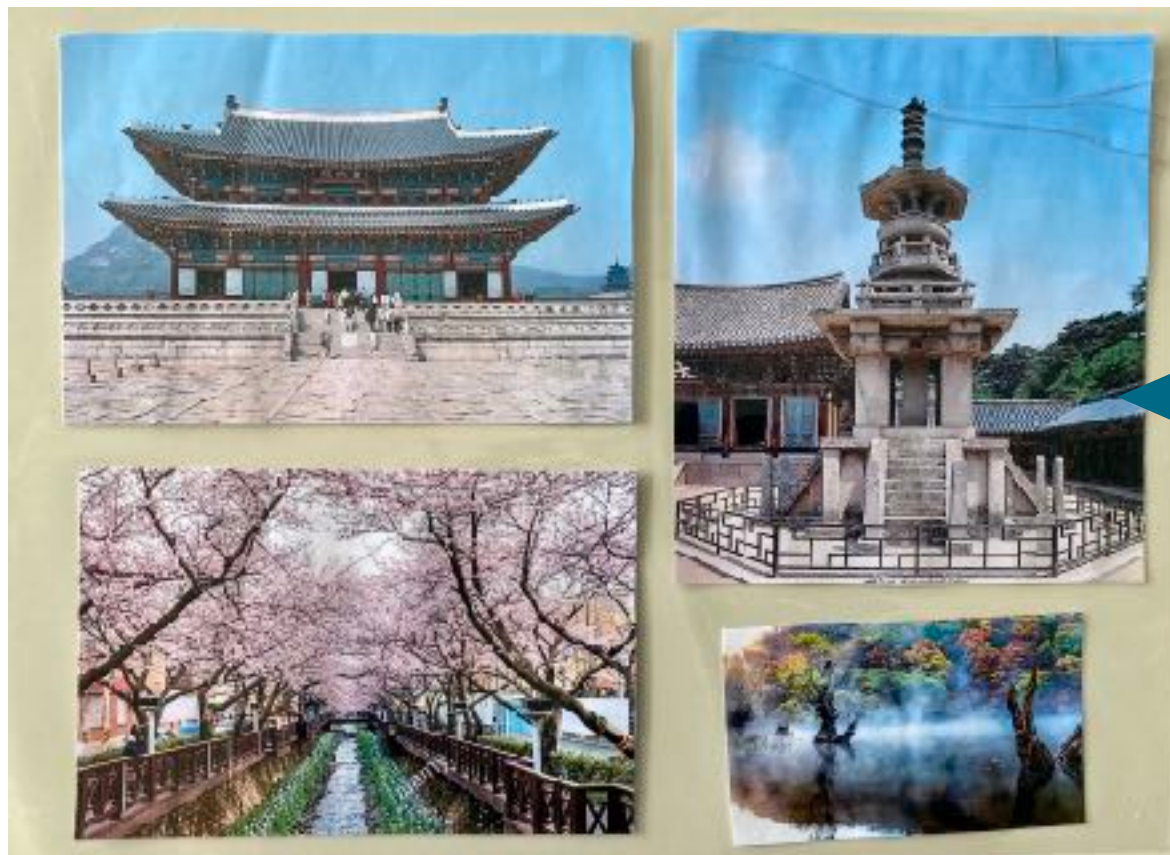
South Korea

Renee Yoo

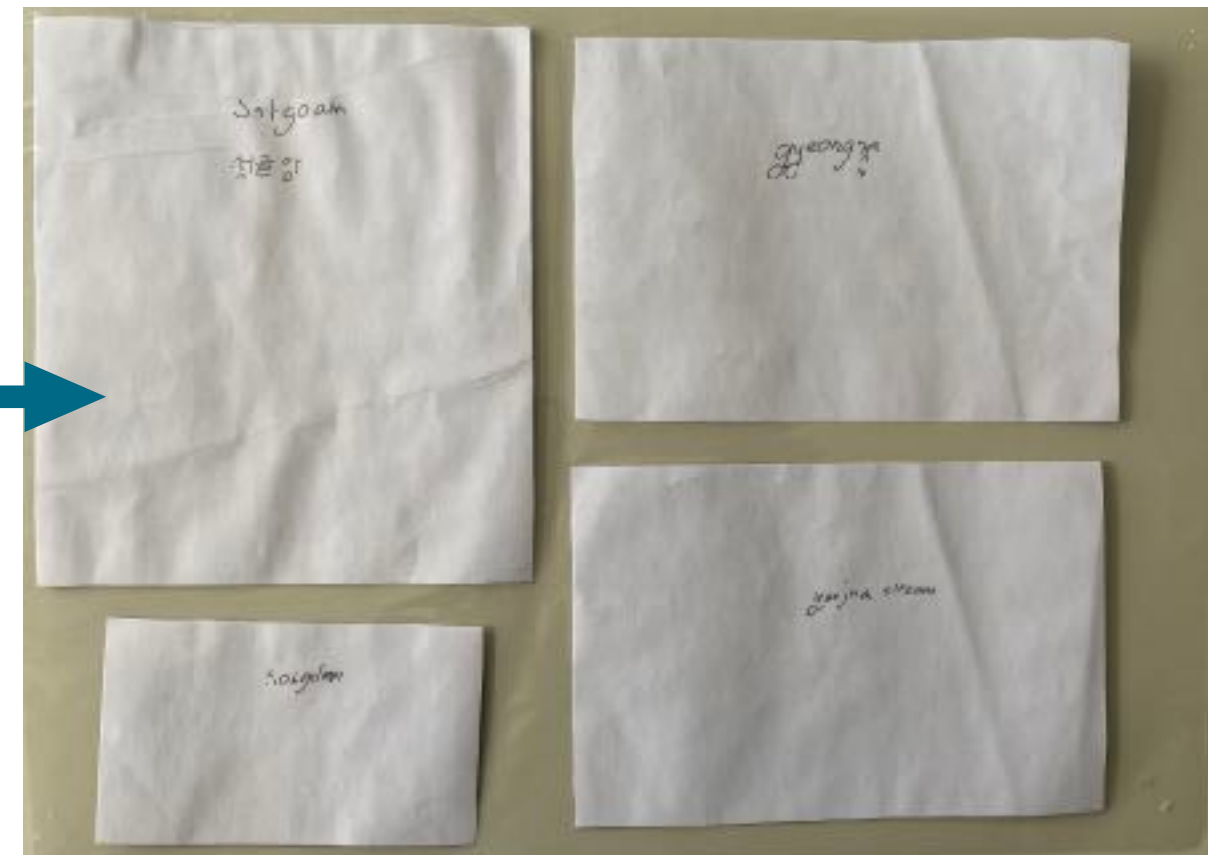
Grade 2

Lorem ipsum dolor sit amet, ligula
suspendisse nulla pretium, rhoncus
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vestibulum volutpat.

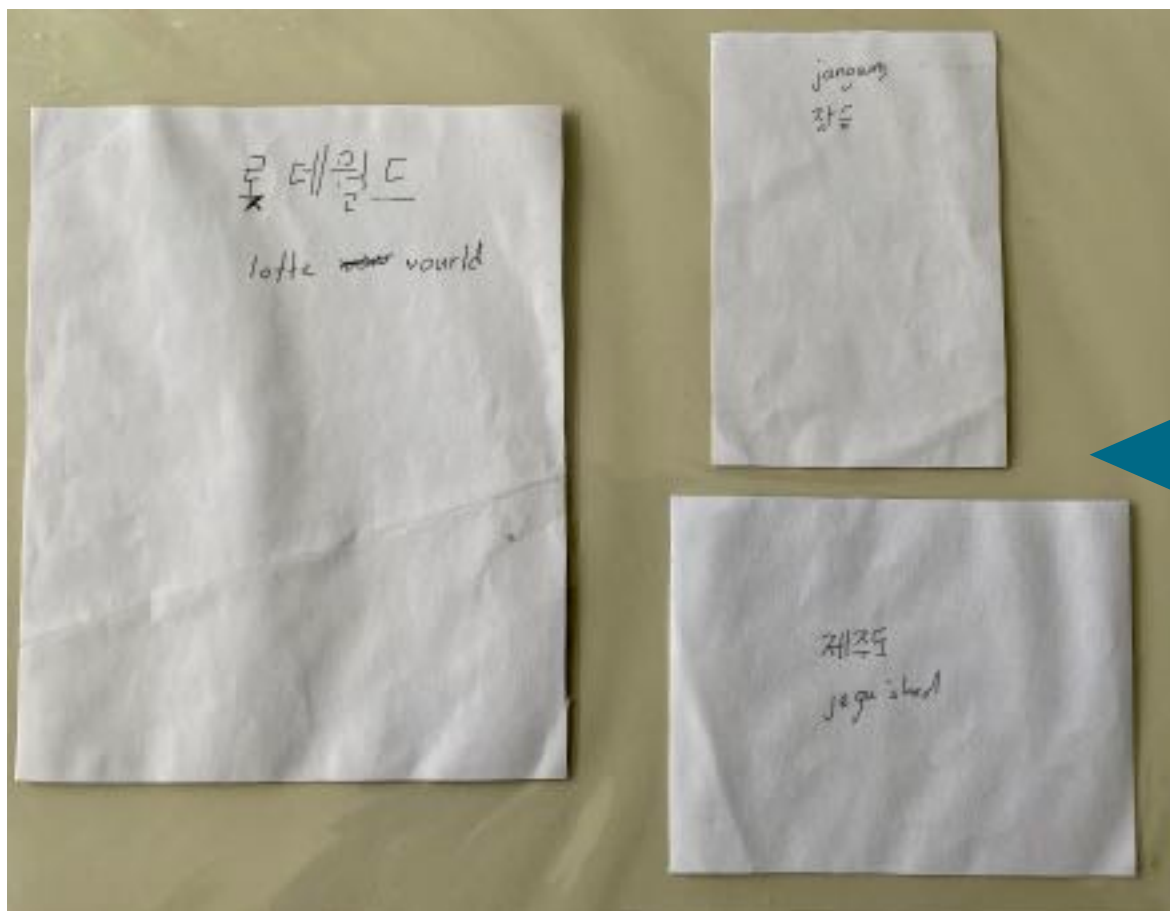


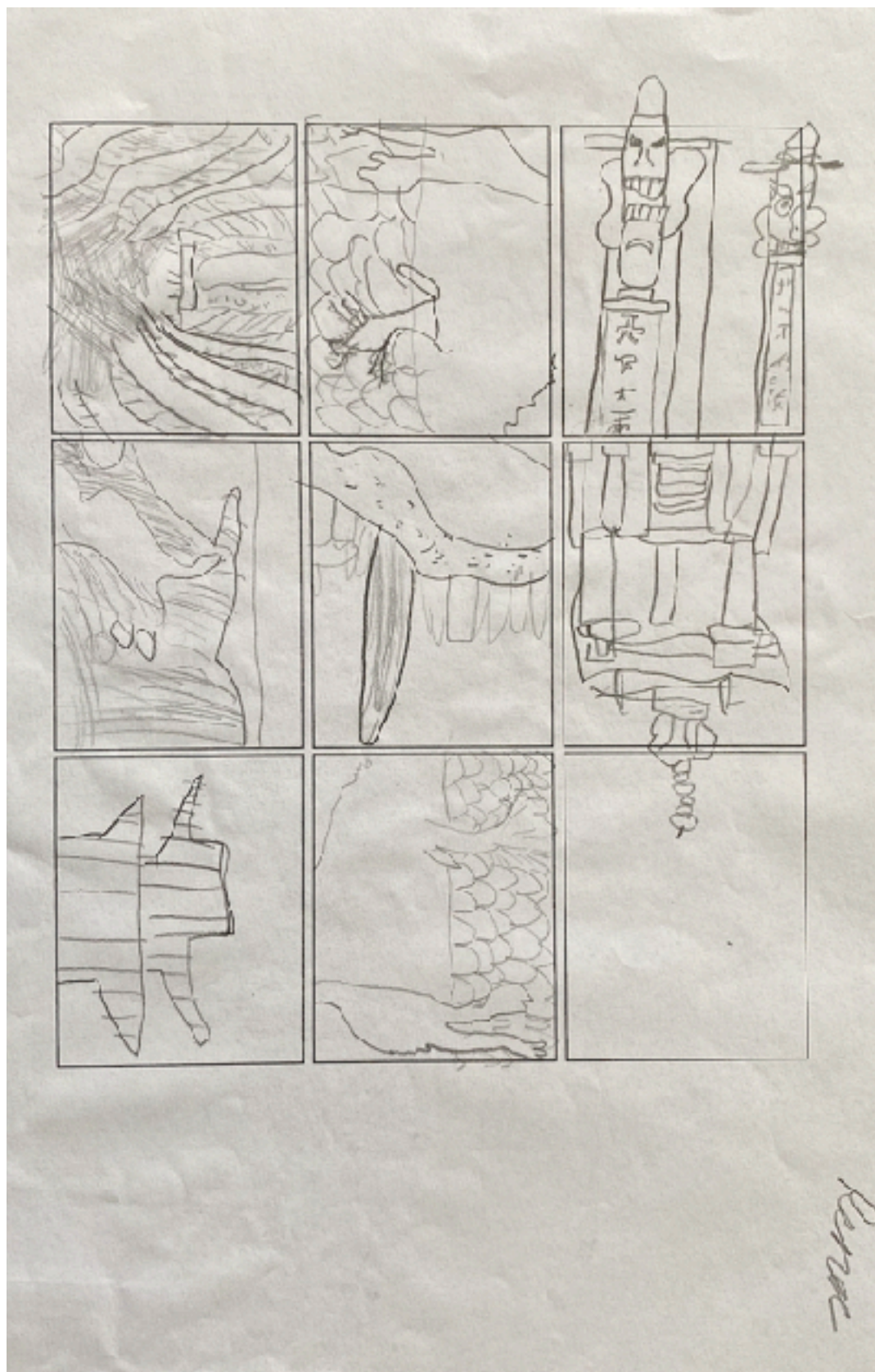


South Korea's Wonders



Names of wonders in both English and Native Korean





Session 1: Thumbnail Sketches



Session 2 and 3: Focused on 1 image.

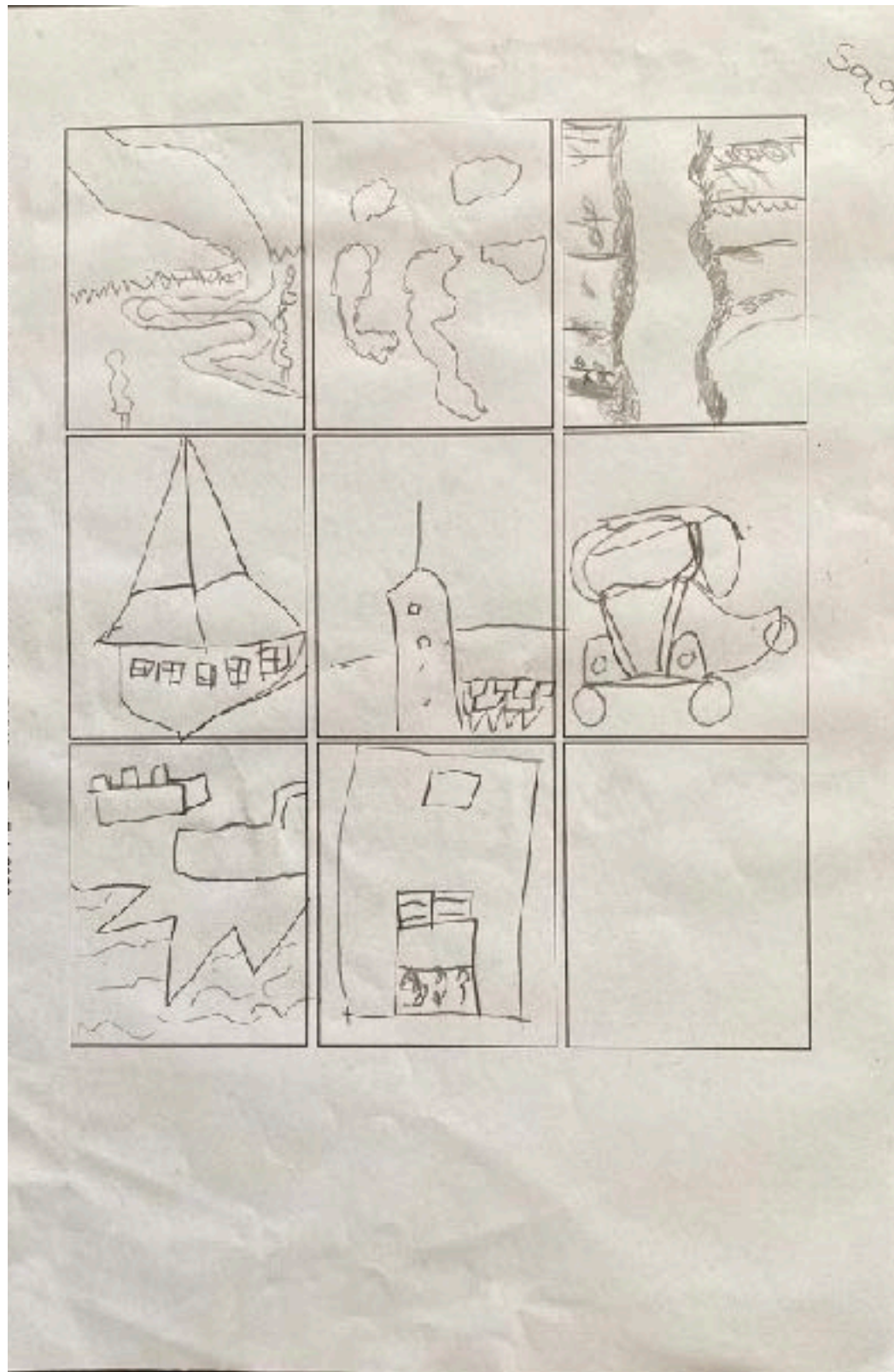


Finland

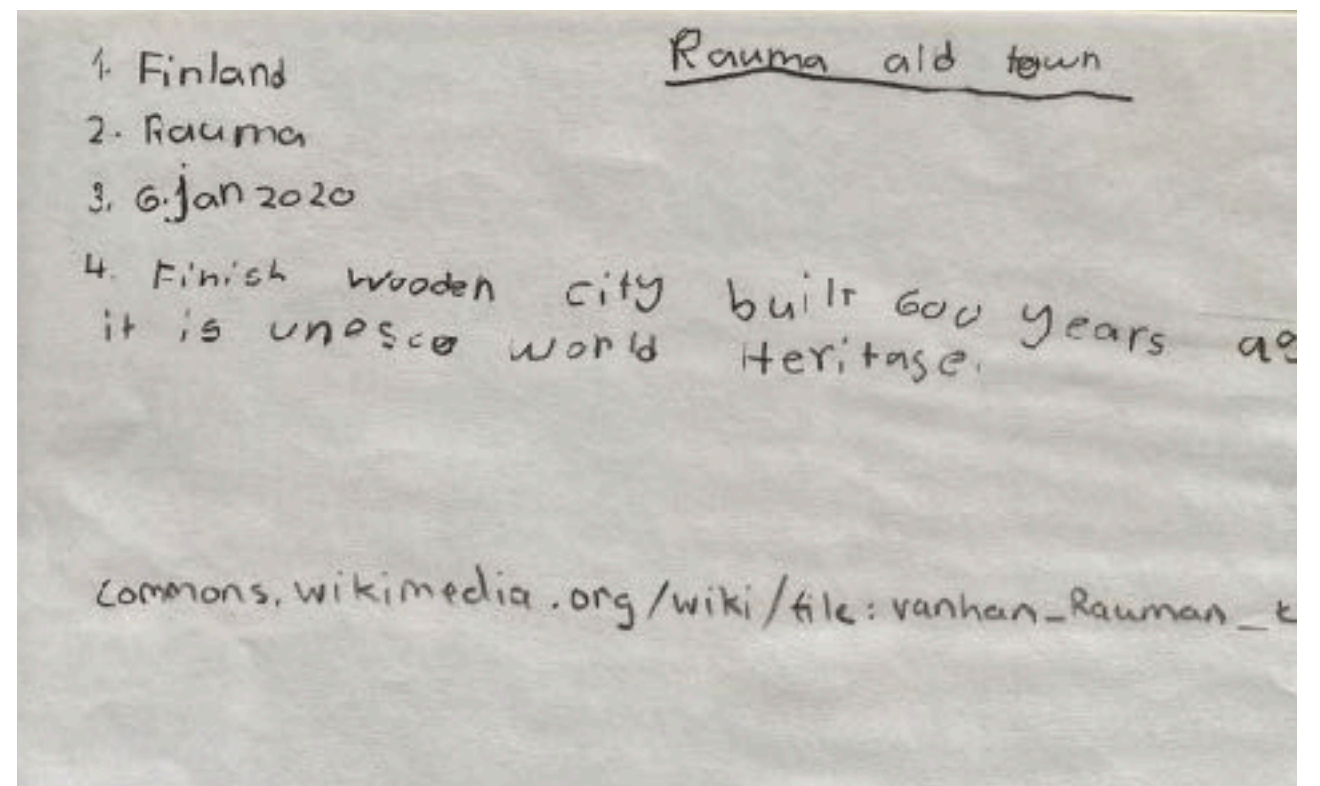
Saga Suominen

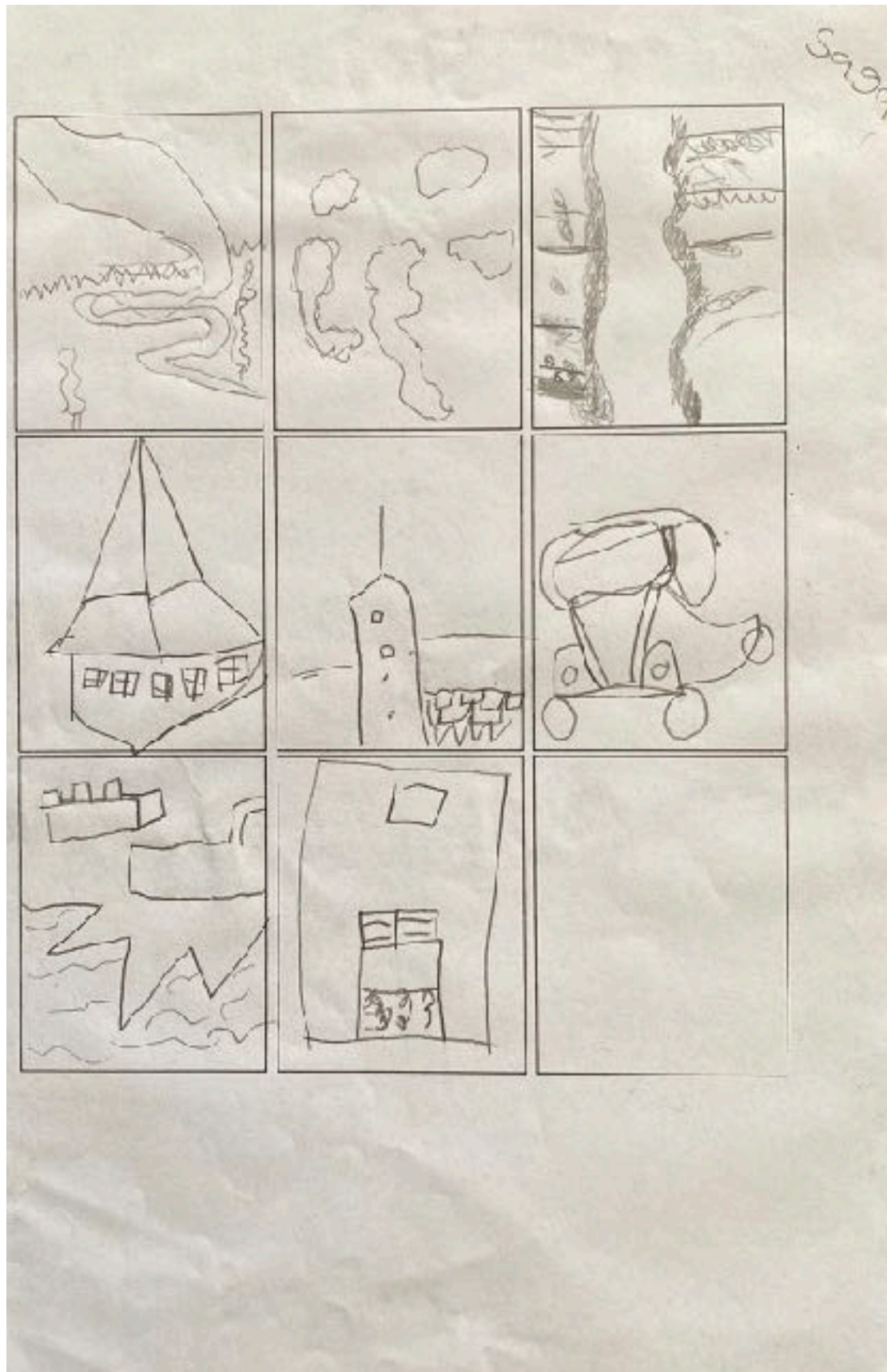
Grade 2

Santa's Village

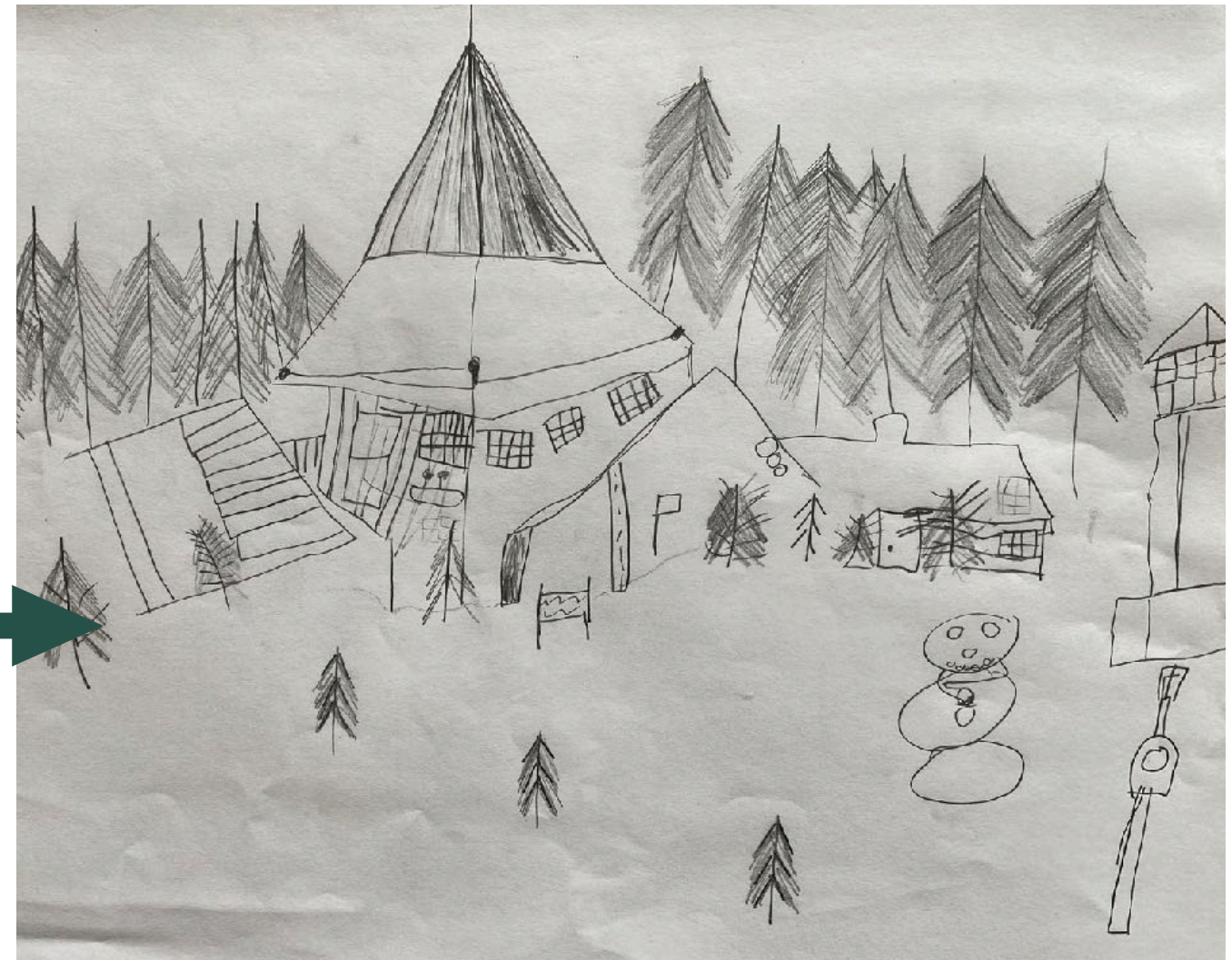


iSession 1: Thumbnail Sketches

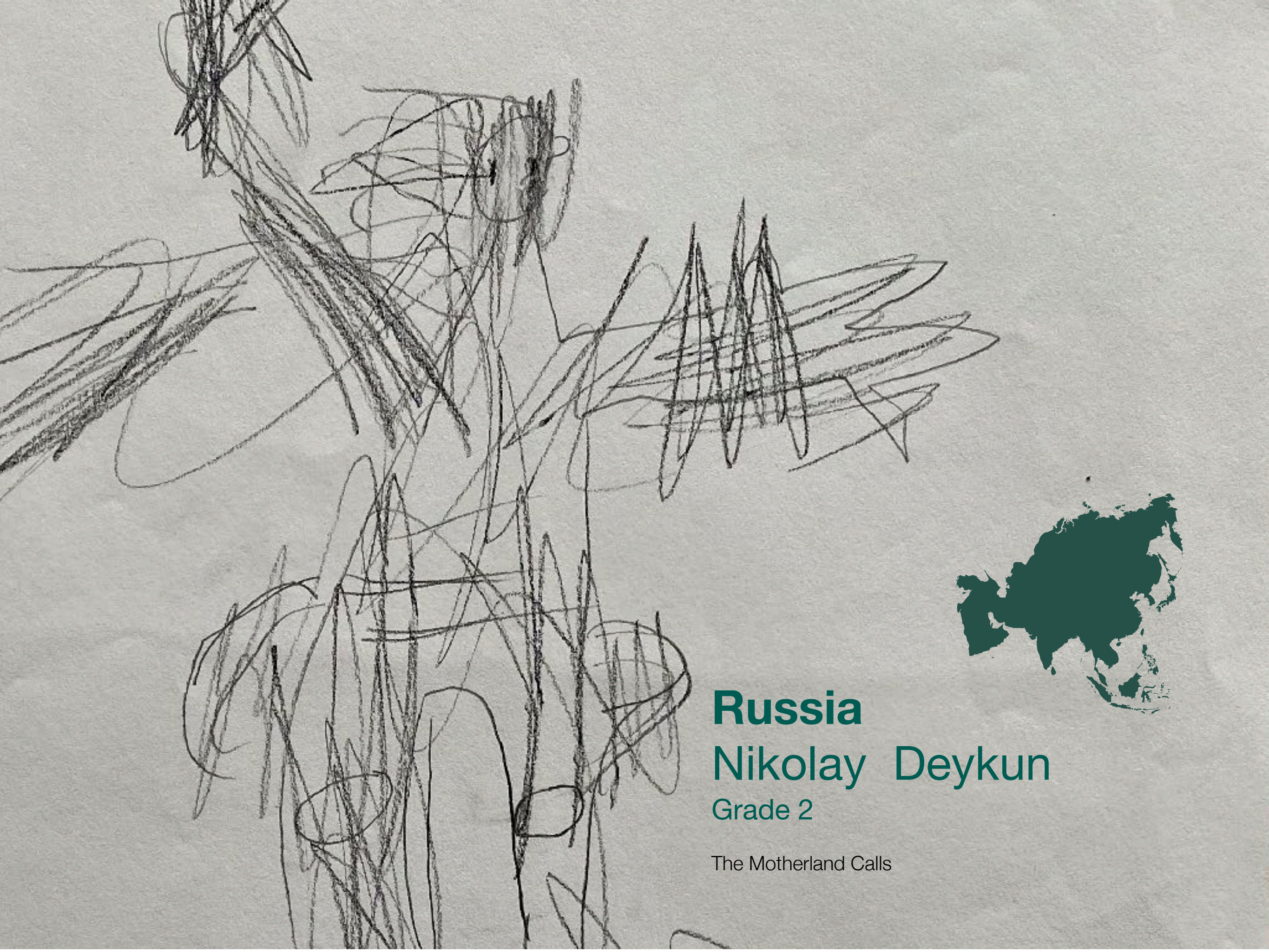




Session 1: Thumbnail Sketches

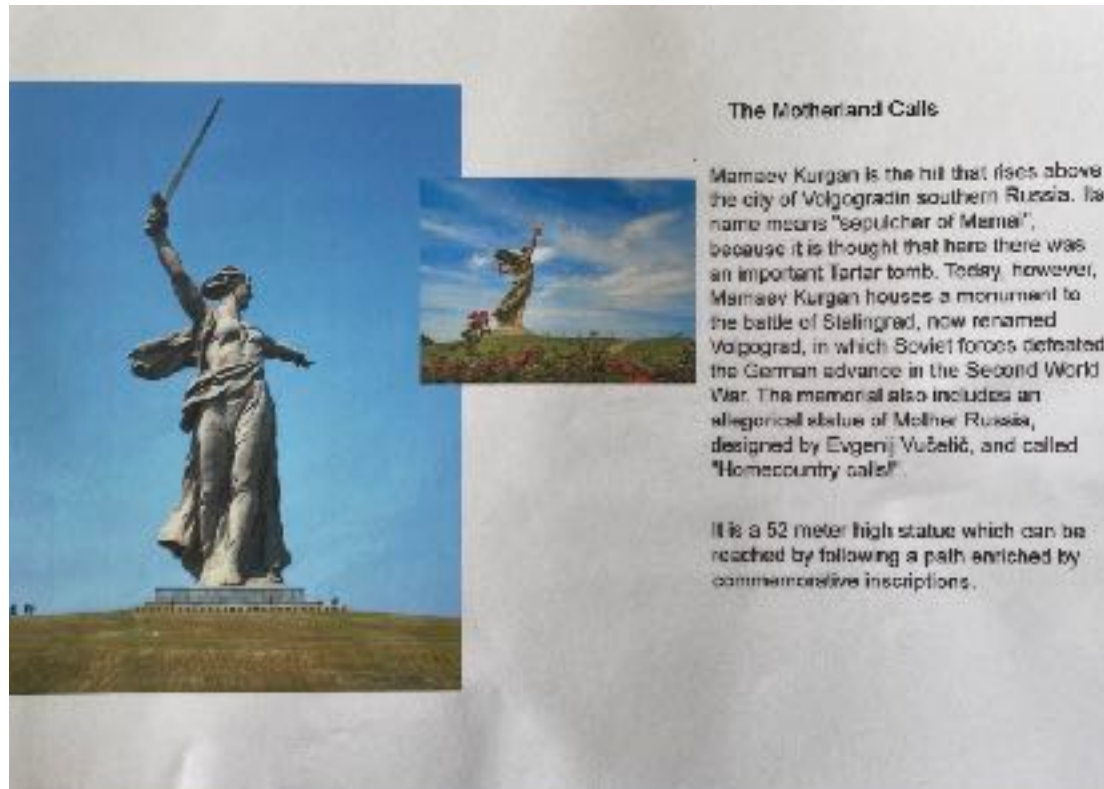


Session 2 and 3: Focused on 1 image

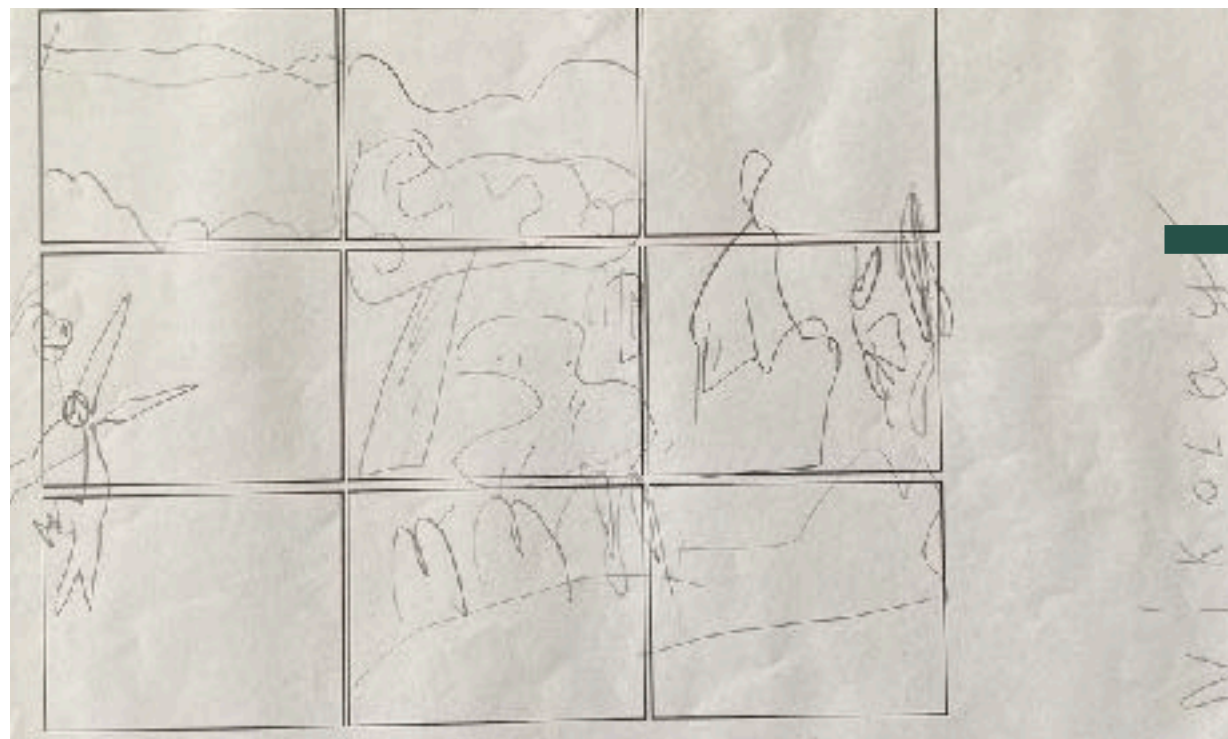


Russia
Nikolay Deykun
Grade 2

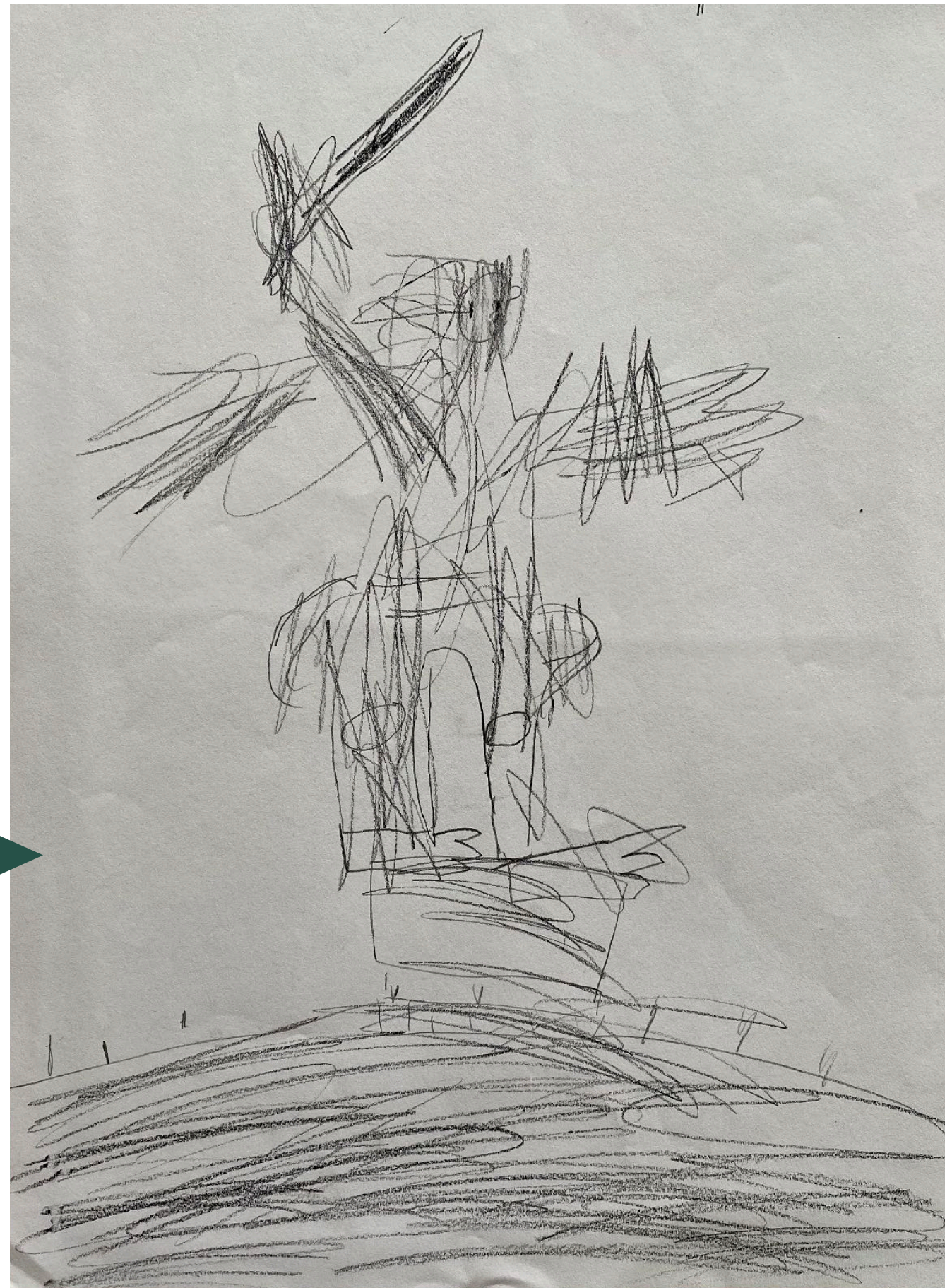
The Motherland Calls



Student's wonders were teacher assisted.



Session 1: Thumbnail Sketches



Planning/ Studio Sessions

- 3 Sessions
- Tuesdays/ 40 minutes (2:20-3:00pm)
- **Dates:**
 - a. January 7th
 - b. January 14th
 - c. January 21st
- **Participating students:**
 1. Ayan Padhy
 2. Renee Yoo
 3. Saga Suominen
 4. Nikolay Daykun
- Email Parents regarding project/ task

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Transdisciplinary Themes	<ul style="list-style-type: none"> • Who we are/ Who are we?
Lines of Inquiry	An Inquiry into a project that provides space for the artistic and literary presentation of pupils, supports their relationship to their native land, history, cultural or religious values.
Key Concepts	<ul style="list-style-type: none"> • Connection: How is it connected to other things? • Perspective: What are the points of view?
Related Concepts	Parts-to- whole; Countries of origin; 7 Wonders
Central Idea	The project aims to present the seven wonders of pupils' homeland by artistic expression (it is up to the pupils to decide which objects/sites/natural wonders they choose as their seven wonders). The mission of the project is to support their opinions and presentation of their own work.
Approaches to Learning	<ul style="list-style-type: none"> • Thinking skills • Self Management Skills • <i>Research Skills</i>
Learner Profile	All 10

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Project Plan



Session 1: Discussion & Mini Lesson- January 7th, 2020

Task: Ask students about:

- Country of origin
- 7 Wonders that they chose to select/ photographs

Thumbnail sketches:

- [Thumbnail sketches template](#)
- What do you think a thumbnail sketch is? Why might it be important, and useful to an artist?
- Draw thumbnail sketches of each.

Materials:

- Each students' photos of their 7 selected wonders
- Wonder descriptions
- Template for thumbnail sketches
- Pencils
- Erasers
- 5-6 pieces of cardstock
- Glue
- Computer
- Sometimes Apple TV

[7 Wonders Student Readiness Checklist](#)

Next Steps:

- Glue Thumbnail sketches to a sheet of cardstock.
- Discuss what a wonder is.
- Select one of their 7 wonders to focus on.



Session 2 and 3: Wonder(s) as it relates to your Drawing- January 14th, 2020

1. **Define and Discuss:** Wonders. What is it to wonder? Why would something be called a wonder? ~

2. **Mount (and complete):**

- Thumbnail sketches

3. **Select:**

- 1 of the thumbnail sketches to enlarge or make bigger (on large paper).

4. **Mini lessons: (only discuss if there is an opportunity for it)**

- Gradation/ Value
- Mark making
- Sketching
- Parts to whole
- Composition

5. **Write a description for each of the 7 wonders:**

Use the writing template

6. **Materials:**

- Each students' photos of their 7 selected wonders
- Template for thumbnail sketches
- Pencils
- Erasers
- 5-6 pieces of cardstock
- Glue
- Computer
- (Sometimes) Apple TV
- Photographs/ Photos: 7 Wonders of Russia (for Nikolay)

[7 Wonders Student Readiness Checklist](#)

Next Steps:

- Critique work in progress.
- Continue to develop drawings.
- Add more paper to the students' developing work if they have drawn their wonder large than they had planned.
- Add depth, and details through refinement.
- Focus on where light is entering the picture.

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Extension: Developing Work

1. Critique: student work in progress.
2. Mini lessons: (only discuss if there is an opportunity for it)
 - Gradation/ Value
 - Mark making
 - Sketching
 - Parts to whole
 - Refining work/ adding detail
 - Adding more paper if necessary
3. Write a description for each of the 7 wonders:
 - [Use the writing template](#) to describe the project in both guided and independent respects.
 - Students will write a descriptive piece in their native language, and then translate into english texts.
4. Materials:
 - Each students' photos of their 7 selected wonders
 - Pencils
 - Erasers
 - Drawing stumps
 - Drawing/ work in progress
 - photographs
5. [7 Wonders Student Readiness Checklist](#)
6. Next Steps:
 - a. Continue to develop drawings (would probably require 2-3 more 40 minute sessions).
 - b. Continue to develop writing pieces (would probably require 1-2 more 40 minute sessions).
 - c. Critique all completed works.



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References

Zvolenský, Jozef. 7 Wonders of my Country. December, 2019.