



Suggested Activities to Complete After Your Visit

Activities with a Focus on Visual Literacy

Inspiration!

Creating Your Own *Picture This*

New York City As Wearable Art



New York City As Wearable Art

The purpose of this activity is to help students see how skills they have in one area relate to and depend on skills they have in another area. For this activity they will have to use geometry, visual literacy, drawing/design skills and language arts.

Activity

Lead students in a discussion about the geometric shapes they discovered in New York City. Help them remember what they discovered and where they found their discoveries. Have different students illustrate, as best they can, the shapes as they were seen on the city streets and buildings, etc.

Have students choose **ONE** of the geometric shapes they found in the City and use it as the basis for a textile design.

Here are some geometric figures they might have found in the city:

- squares
- rectangles
- triangles
- parabola
- parallelograms
- semi-circles
- cones,
- hexagons,
- octagons,
- trapezoids,
- pentagons,
- triangular pyramids,
- rectangular pyramids,
- cylinders
- angles
- symmetry
- congruence
- tessellation



Tell students that they are creating a design for a textile that could be made into an article of clothing they would wear. Have students create their designs initially on paper. Since they are using only ONE shape to construct an entire composition, students should focus on ways to make it interesting. The use of repetition, overlapping & utilizing the negative space to manipulate their designs should be considered. Here is some basic information your students will need about these three techniques:

Negative Space is the space around and between the subject (s) of an image. Negative space may be most evident when the space around a subject, and not the subject itself, forms an interesting or artistically relevant shape.

Overlapping means to lie or extend over and partly cover something.

Repetition involves the use of patterning to achieve timed movement and a visual “beat.”

After students have created their initial design on paper, have them create it on fabric.

When the designs are completed, have each student display and explain his/her New York-inspired design. Ask each student to name his/her work.

Invite a fashion designer to your classroom to see your class’s work.

Have students search for words that have the same qualities as the different New York shapes they discovered:

- Words that feel like they are in a circle
- Words that feel like they are in a square
- Words that feel like triangular words

Have students bring in items that are examples of shapes they discovered in New York City.

Have students research these fabric designs:

- Kente Cloth from Ghana*
- Art Deco Designs from the 1930’s*

Have a game break with your students during which they complete tangram puzzles.



Materials Needed

Different art supplies
Plain fabric like unbleached domestic cut into equal sized pieces
Fabric paint or markers
Scissors
Drafting paper
Samples of geometric figures
Straight edge
Compass
Access to the Internet or other research tools
Tangram puzzles

Good Website for Information About Textile Design and Geometric Designs:

1. <http://www.artlandia.com/wonderland/glossary/---> This site gives definitions of fabric designs and design concepts.
2. <http://www.textilemuseum.org/---> This is a link to the Textile Museum in Washington, DC. Each month it features information and illustrations of a different textile.
3. <http://mathforum.org/geometry/rugs/---> This site gives some clear information about the geometry found in carpets.
4. <http://www.mathleague.com/help/geometry/polygons.htm> --- This is a great site that has examples of lots of geometric shapes.
5. <http://artchive.com/artchive/P/picasso.html> --- This site provides a good biography of Picasso and an explanation of Cubism.
6. http://www.marshall.edu/akanart/cloth_kente.html --- This site has information about and examples of Kente cloth.
7. <http://webexhibits.org/colorart/african-kente.html> --- This site has information about and examples of Kente cloth.
8. <http://www.tangrams.ca/puzzles/puzzles.htm> --- This site has information about tangram puzzles as well as resources for creating tangrams.
9. <http://www.gieson.com/Library/projects/games/matter/> --- This site has tangram puzzles to solve.



Inspiration!

This activity is intended to give students an opportunity to let their imaginations go wild! It will require them to use their skills of visual literacy to create a design for the built environment.

Activity

The Empire State Building was inspired by a pencil. Now it's your students' turn. Have each student design a building for their community inspired by one of these objects:

A ceiling fan

A light bulb (any type)

An umbrella

Bring in examples of these objects for students to use as reference.

Here are a few additional requirements for this design:

1. Students must understand the function of the building they design and the design must support this function.
2. The function of the building should be a real asset to their community.
3. The building design must fit into the area that surrounds it.
4. Students must be able to show how their design relates to the object that inspired them.
5. Students must be able to describe the best and the worse features of their building.

Have students present their designs to a city official for review.

Material Needed

The objects suggested above

Paper and pencils



Good Websites for Inspiration

1. http://www.greatbuildings.com/buildings/Sydney_Opera.html --- This site gives you great photos of the Sydney Opera House designed by Jorn Utzon.
2. <http://www.2loop.com/strangebldg.html> ---This site has strange buildings!
3. <http://www.loc.gov/exhibits/flw/> --- This sites gives you information about Frank Lloyd Wright.



Creating Your Own *Picture This*

The words and phrases we use to describe things are so important. They can open up new worlds and introduce us to new possibilities that we would not have thought of without them! The NY SKYRIDE does a good job of presenting words that describe. This activity is an extension of one presented to students as they completed the NY SKYRIDE. Students are again asked to focus on the puns that were presented in the SkyRide. But this time they are asked to arrange their own words and pictures into puns. This activity requires students to use visual literacy and language arts skills.

Activity

Help students remember these puns from the NY SKYRIDE experience:

I'm blocked.
Anyone for a Fountain Drink?
Bear Right.
Picture that.
Watch out!

Ask students to come up with their own (and different) illustrations for these phrases. There are just oh, soooo many different ways to express these!

Have students present their puns to the class.

Then have students create puns (words and illustrations) using the following objects:

A dog
A fish
A square
An eye

Have students present their new puns (words and illustrations) to the class.

Materials Needed

Paper and pencils
Drawing supplies
Dictionaries



Good Websites About Puns

1. <http://www.worsleyschool.net/socialarts/puns/pun.html> --- This is a good site for definitions, descriptions and examples of puns.
2. <http://www.visualthesaurus.com/cm/lessons/642/> --- This site provides lesson plans centered around puns.
3. <http://www.webenglishteacher.com/puns.html> --- This site is loaded with puns and one liners and Tom Swifties.