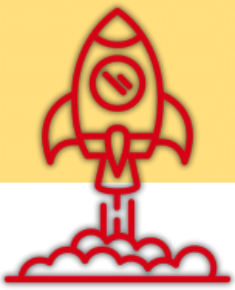
Unplugged Activity

Título: URBAN ART EXPLORERS

Educational level: **4th grade of Primary School of 2nd Cycle of Primary Education.**
Curricular Areas: **Social Sciences.**
Timing: **two sessions during the third term.**



Brief description of the activity

The aim of this activity is for students to value their own neighbourhood, to go through a tour and get to know the sculptural works there (see flow chart) and then play on a board, where they have to define the most efficient routes (unplugged activity) until they reach the works.

Objectives

- Stimulate artistic appreciation by identifying and classifying sculptural works through observation and analysis.
- To develop spatial orientation and route planning skills by encouraging computational thinking.
- Encourage logical reasoning through the creation of questions in a decision tree that allows placing the sculpture in its context of creation.

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Key competences to be developed:

In linguistic communication, mathematics and science, technology and engineering, digital, personal, social and learning to learn and cultural awareness and expression.

How do we do it?

Preparatory activities

Taking advantage of the tours that the students make in the neighborhood or town with their families, they will visit three sculptural works that are installed near their school. Together, they will discuss their size, the materials they are made of, the shapes they use, their subject matter, etc. They will write them down in a field notebook together with a simple drawing of the work.

On the other hand, the teacher will take photographs of some sculptures that exist in the neighborhood and will mount them on the model provided in the "Sculpture cards" resources. If there are not enough sculptures, the activity can be adapted by combining it with mural paintings, enlarging the reference area or taking an imaginary neighborhood with works from the history of Art.

1st Session. Classroom implementation activities

1. *Do I recognize my neighborhood?* As a trigger, the teacher shows several photographs of the neighborhood so that, in assembly, the students can identify the streets, stores, routes, etc. This gives rise to present the activity as a mission in which they will be the "explorers of urban art". They should be encouraged to think about the importance of observing and understanding their surroundings.

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2. *On the board*. We organize the class into groups of 4 or 5 members and a card with a sculptural work found in the neighborhood is given to each group. This card has a color and a number that corresponds to an indicator on the board.

   The members of the group can divide the tasks in pairs and take on different roles. The "*guides*" will mark on the board the route to the sculpture indicator, to define the movements to be made. The grey lines on the map are to be considered, whereby each space marks the progress in the paths to be counted. If a turn occurs in the same cell, a new advance is not counted, but the counter corresponding to the movement is placed.

   There are also the "*programmers*" who collect these actions, relate them in loops or functions, according to their needs, and write them down on the board. If necessary, under each tile, you can put the parameters or number of times the movement is repeated.

3. *On sculpture*. When the group arrives at the location of the sculpture, they must define the artistic style to which it belongs. To do this, they can use the resource "Artistic Styles", in which they will follow the indications about the period of creation, material, theme or technique. in which they will follow the indications about the period of creation, the material, the theme or the technique.

   With all the information they must make a *flow diagram*, converting the indications into questions that allow them to arrive at the style or genre to which the work belongs. This diagram will complete the representation drawn in the field notebook and the annotations on the sculpture that the students made in the preliminary activity.

2nd session. Evaluation and final reflection

We will use an evaluation target in which there are three achievement rings for three criteria:

- *Awareness*. Artistic appreciation is valued, if he/she has understood the sculpture and if he/she has completed his/her analysis.
- *Regulation*. Evaluates how was their participation and collaboration in the team.
- *Creativity*. If the design of the route has reached the sculpture.

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Individually the student will complete a target according to his or her involvement and participation in the overall activity. This reflection allows finding areas for improvement so that each student can write down a specific action for the next project (e.g. "I will try to collaborate more with my classmates).

Afterwards, it shall be presented to the group to elaborate a common one to reinforce empathy and companionship, as a mean of sharing experiences

Suggestions

When the different groups are asked to optimize the routes to the marked destination, they can use loops or functions with the movement cards, thus increasing the difficulty of the route execution.

As an example of functions, the following are provided:

1. Function *Advance to corner.* It makes explorers move forward in a straight line until they reach the next corner or street intersection. The function groups several forward movements in a row and stops only when the character reaches a specific corner; it is useful when the path passes through long streets with several intersections.

2. Function *Turn sideways*. Turn instruction that changes the direction of the explorer based on the indication of left or right. Simplifies the action of turning on the course by allowing students to specify which way to turn.

3. Function *Repeat straight (times)*. It makes the scouts go in a straight line several times without stopping until the specified distance is completed. The "times" parameter is the number of crossings to get through. It is mainly used for straight runs on long streets.

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4. Function *Cross street*. Defines a sequence for the explorers to cross a street, safely and following the rules of the route. In the case of using any conditional such as "red/green traffic light", the function can verify safety (stop or pass). It helps to teach concepts of safety and compliance with rules when traveling in a city.

5. Function *Full turn*. Performs a full turn around the intersection (360 degrees) to explore or verify all possible paths before deciding on the direction. At intersections where students need to evaluate possible routes, this feature can help simplify the process.

Resources

- **Personal**: students and teachers.
- **Materials:**

Preparatory activity: field notebook, pencil, colored pencils or markers.

In the classroom: map of the city (Din A3), set of cards with sculptural works and organization chart of artistic styles, pen and colored pencils.

Spaces: classroom.

Type of activity: group of 4 or 5 students.

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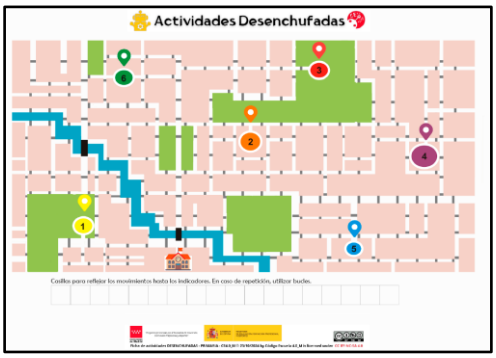
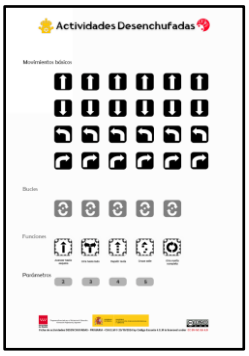
Map of the city



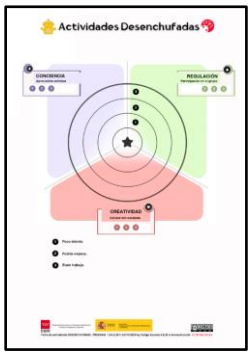
Sculpture cards

Movement tokens



Organization chart artistic styles

Evaluation target



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What have we learned?

Specific competencies

4. Recognize and value plurality showing empathy and respect for other cultures to contribute to the improvement of a society in continuous transformation....

5. Participate in the environment and social life in an effective and constructive way with respect for the values...

Evaluation Criteria	4 Excellent	3 Satisfactory	2 Improvable	1 Insufficient
Recognizes and values artistic plurality.	Describes the sculpture in great detail and deeply analyzes its characteristics.	Describes the sculpture and analyzes some of its characteristics, but with less depth of analysis.	Makes a basic description of the sculpture, identifying only some characteristics without much detail.	Shows little interest in the sculpture and his description is superficial or incomplete.
Recognizes computational language.	Design optimal sequences and use functions and loops to reduce unnecessary steps, completing the path accurately.	Complete the sequence of moves on the board, but make some mistakes in optimization and sequencing.	It performs the sequence of movements, but needs major adjustments to get the pathfinder to arrive accurately.	The sequence has several errors and lack of precision, which prevents the robot from completing the path correctly.

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Works in a group and collaborates in a positive way with peers.	Participates actively in the team, contributes ideas and always respects the opinions of others, showing constructive attitude.	Collaborates in the group, contributing ideas and respecting the opinions of others, but with less consistency.	Participates in the team, but in a limited way and without fully integrating the ideas of peers.	Has difficulty working in a group and rarely listens to or respects the contributions of peers.
Interest and commitment to the activity.	Shows great motivation, asks questions and actively participates at all stages, demonstrating constant enthusiasm.	Actively participates in most stages of the activity, showing interest and curiosity in its execution.	Shows occasional interest, but his participation is limited and his level of commitment is variable.	Shows little interest in the activity and participates minimally in the tasks assigned to the team.

Computational thinking

In this activity, students learn to optimize movements and identify patterns, improving their programming and sequencing skills.

Logic (prediction and analysis): using reasoning to make predictions, solve problems and make decisions based on available information.

Algorithms (steps and rules): following a series of well-defined steps or instructions to solve a problem or complete a task.

Decomposition (dividing into parts): dividing a large problem into smaller, more manageable parts that are easier to understand and solve.

Patterns (detecting and using similarities): identifying similarities or patterns in problems or data, which makes it easier to find faster and more efficient solutions.

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More information

QR codes linked to the activity's resources:

City map

Sculpture cards

Movement tokens

Artistic styles

Evaluation target

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