

My Social Circle

Grade

● 6–8

Teacher-In-Residence

● Kyoko Henson

Subjects

● Social and Emotional
Learning

Carnegie
Museum of Art

Goals

- Utilize art to develop conversations about social circles, school, and achieving goals.
- Visualize and analyze social circles.
- Explore self-expression through art.

Objectives

- Students will observe the art (sculpture) from the different angles and be able to identify the differences in perceptions depending on the viewer's angle/point of view.
- Students will discuss their thoughts regarding the sculpture, its meaning, and their interpretations with others.
- Students will utilize the materials given to create their own art piece representing their own social circle.
- Students will be able to complete the art piece and explain its representation.
- Students will observe artworks of others and engage in discussion to gain understanding of their work and its meaning.
- Students will be able to analyze how their social circles and history may affect their current interactions with others.

PA Career Ready Skills

- Self-Awareness and Self-Management
- Establishing and Maintaining Relationships
- Social Problem-Solving Skills

Child Development

- 11.4.3.C** Identify the characteristics of a learning environment.
- 11.4.9.C** Evaluate various environments to determine if they provide the characteristics of a proper learning environment.

Materials

- Marshmallows
- Play dough
- Caulk
- Pipe cleaners
- Toothpicks
- Twigs
- Noodles
- Glue
- String

Vocabulary

- Social interaction
- Perception
- Empathy
- Social history

Artwork



Thaddeus G. Mosley, *Georgia Gate*, 1975, The Carnegie Museum of Art Purchase Award: 66th Annual Exhibition of the Associated Artists of Pittsburgh, 76.11.A-.C © Thaddeus Mosley. By permission

Lesson

Length of lesson: 90 minutes

Essential Question: How does your current social circle structures affect the way you interact with others?

Introduction

- Students will have an opportunity to process and discuss their week.
- Facilitate discussion to support students to connect their experiences with current challenges they are facing in school.

- Share an image of *Georgia Gate*

- Questions:

What do you see?

What do you think?

What do you wonder?

- Students will create a list of the words that describe feelings that come to mind when looking at the artwork.
- Students will be invited to share the word list if they want to and identify their own interpretation of the sculpture.

Transition

- Create a space for wonder to facilitate a discussion using the following prompts:

What if these are people?

What do their interactions look like?

What they may be saying?

What does my social interaction look like?

What can I do create more positive social interactions?

Main Activity

- Students observe the materials given and make choices for their art piece to be created.
- Students create their own art piece representing their own social circle.
- Engage in a gallery walk—students can write positive comments or questions on a sticky note for artwork.
- Each student will share their artwork, interpretation, and have Q&A.
- Discuss how their current social circle formation impacts how they interact with others.

Assessment

Students journal to reflect on the experience of art-making and social circles.