**The Visible Turn
Spring, 2019**
**USF Contemporary Art Museum**

***InsideART* curriculum**

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| Day/Title of Lesson | Artist | Art Medium & Art Works | Social Studies Theme/Concepts/Skills | STEM Theme/Concepts/Skills | Instructional Strategies |
| Day 1 /Clouds, Clouds Everywhere | Karolina Sobecka | Installation*A Memory, An Ideal, A Proposition*  | How human’s use of technology affects the environment | Types of cloudsHow clouds are formedWeather modificationCloud seeding | Stand and ShareThink-write-pair-sharePPT-Guided LectureFoldableExperimentVideo with discussionCritical reflection |
| Day 2 /Bosco Sodi: *Muro* | Bosco Sodi | *Muro*Installation &Performance art | Global EducationTransnational flows | Engineering. Exploration of natural materials to create structures.  | PPT-Guided LectureDiscussionResearch WritingCollaborationProject-Based Learning |
| Day 3 /Making the Invisible Visible | Tavares Strachan | InstallationCollage*The Encyclopedia of Invisibility**Constellation Experiment**The Invisibles* | Inclusive history | Arctic explorationDNA’s double-helix structure | Critical Visual AnalysisCooperative LearningPPT-Guided LectureReadingWritingDiscussion |
| Day 4 /Jorge Tacla: *Sign of Abandonment* | Jorge Tacla | *Sign of Abandonment 20**Sign of Abandonment 34 (All That is Solid Melts Into Air)* | Global EducationImpact of WarTime, Continuity, & Change | Architecture Urban Planning | PPT-Guided LectureReadingWritingDiscussion |
| Days 5-6 /“Invisibility” Art Project | Student-generated art project  | Varies | Student-selected event, person, or social issue | Varies  | ResearchProject-Based LearningPresentationCollaboration: speaking, listening, viewing |