**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 clouds  How clouds are formed  Weather modification  Cloud seeding | Stand and Share  Think-write-pair-share  PPT-Guided Lecture  Foldable  Experiment  Video with discussion  Critical reflection |
| Day 2 /  Bosco Sodi: *Muro* | Bosco Sodi | *Muro*  Installation &  Performance art | Global Education  Transnational flows | Engineering. Exploration of natural materials to create structures. | PPT-Guided Lecture  Discussion  Research  Writing  Collaboration  Project-Based Learning |
| Day 3 /  Making the Invisible Visible | Tavares Strachan | Installation  Collage  *The Encyclopedia of Invisibility*  *Constellation Experiment*  *The Invisibles* | Inclusive history | Arctic exploration  DNA’s double-helix structure | Critical Visual Analysis  Cooperative Learning  PPT-Guided Lecture  Reading  Writing  Discussion |
| 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 Education  Impact of War  Time, Continuity, & Change | Architecture  Urban Planning | PPT-Guided Lecture  Reading  Writing  Discussion |
| Days 5-6 /  “Invisibility” Art Project | Student-generated art project | Varies | Student-selected event, person, or social issue | Varies | Research  Project-Based Learning  Presentation  Collaboration: speaking, listening, viewing |