



Art Studio: Ice Sculpture 2

Continued from Week 1

Vocabulary	<p>freeze: to become solid and hard</p> <p>liquid: something that flows, like water, juice, or milk</p> <p>melt: to change from a solid to a liquid</p> <p>sculpture: a three-dimensional piece of artwork</p> <p>smooth: even and flat to the touch</p> <p>solid: something hard and firm</p> <p>texture: how something feels</p> <p>transform: to change</p>
Additional Materials	<ul style="list-style-type: none"> ● large chunks of ice (see Week 1 for instructions) ● small plastic figurines, gems, or natural materials to freeze in the ice ● photographs of ice sculptures from Week 1 <p>Freeze new containers of ice for this week. Consider trying different shapes or sizes. This time, add small plastic figurines, gems, or natural materials to the container of water before freezing. Allow ice to sit for a few minutes between when it comes out of the freezer and when children start to play.</p> <p>Set up watercolor paints and brushes next to the ice sculpture.</p>
Intro to Centers	<p><i>In Water is Water, the children skated on ice. Ice is frozen water - solid water. But later in the book, the ice melted, it changed from a solid, something hard, to a liquid, something that flows.</i></p> <p><i>Last week in the Art Studio, we made some incredible ice sculptures. Here are some pictures of what we created together. What do you notice?</i></p> <p>Show the photographs of sculptures from Week 1. Invite children to describe what they see and recall how they created the artwork.</p> <p><i>Our ice transformed, it changed. Where are our ice sculptures now?</i></p> <p>Children respond.</p>

	<p><i>The ice melted; it changed from solid ice into liquid water. Water can change!</i></p> <p><i>Today we have some new pieces of ice. And this time, you might find some surprises in the ice as it melts.</i></p>
During Centers	<p>Encourage children to try different techniques (scraping, spraying, shaking on salt) to melt the ice. As children discover the small objects hidden in the ice, talk about and describe the objects. Children may want to sort the objects into different piles.</p> <p>Consider trying a different material to melt the ice than the previous week (e.g., If salt was used last week, try sugar or baking soda).</p> <p>Notice the interesting effects that the color, salt, sugar, etc. has on the ice, and how it changes over several hours. Use the vocabulary words to describe the process of water changing state from solid to liquid.</p>
Standards	<p>PreK-PS1-1(MA). Raise questions and investigate the differences between liquids and solids and develop awareness that a liquid can become a solid and vice versa.</p> <p>PreK-PS1-4(MA). Recognize through investigation that physical objects and materials can change under different circumstances.</p> <p>APL4: The child will demonstrate creativity in thinking and use of materials.</p> <p>L.PK.6. Use words and phrases acquired through conversations, listening to books read aloud, activities, and play.</p>

Notes
