**Sponge Exchange & FloodZone (Spring, 2020)**  
**USF Contemporary Art Museum**

***Inside Art* curriculum**

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| Day/Title of Lesson | Artist | Art Medium & Art Works | Social Studies Theme/Concepts/Skills | Instructional Strategies |
| Day 1 / Biography & Overview | Hope Ginsburg | Ginsburg’s *Land Dive Team: Amphibious James; Swirling; Sponge Exchange* | Concepts: human-environment interaction; sponge industry history  Skills: Critical thinking; Visual analysis; creative thinking; listening; writing | Artist biography  Personal reflection  Audio clips  Visual Thinking Strategies  Visually-rich PPT |
| Day 2 / *Sponge Exchange* | Hope Ginsburg | Ginsburg’s *Swirling* video installation and still shots. | Concepts: Human environmental interactions; Culture  Skills: Analyzing primary sources; synthesizing the past with current issues; analyzing cultural identity | Cooperative learning (small groups); document analysis; visual learning strategies  Visually-rich PPT |
| Day 3 / Biography & Overview | Anastasia Samoylova | Images from Samoylova’s photographic project, *FloodZone* | Concepts: Effects of climate change;  Skills: Evaluate climate change through VTS; Critically evaluate a contemporary climate issue and create an artistic representation (collage) of this issue. | Artist biography  Arts-based teaching and activity  Visually-rich PPT |
| Day 4 / *FloodZone* | Anastasia Samoylova | Images from Samoylova’s photographic project, *FloodZone* | Concepts: Effects of climate change;  Skills: Evaluate climate change through VTS;  Research a city affected or soon to be affected by rising sea levels and share learnings via a medium of choice (artwork, podcast, etc). | Visual Thinking Strategies  Visually-rich PPT  Think-Pair-Share  Research project |