

Art

- The child has developed an interest in creating 3D art installations inspired by the concept of backrooms and liminal spaces.
- They have experimented with different materials and techniques to portray the eerie and unsettling atmosphere often associated with these spaces.
- By exploring the concept of liminality, the child has learned about the importance of creating art that evokes emotions and challenges conventional boundaries.
- They have also studied the work of artists who incorporate elements of liminal spaces in their artwork, such as Edward Hopper and René Magritte.

English Language Arts

- The child has developed their descriptive writing skills by attempting to capture the ethereal qualities of backrooms and liminal spaces in their written descriptions.
- They have expanded their vocabulary by researching and incorporating words that evoke a sense of mystery and ambiguity.
- Through their writing, the child has also explored the themes of isolation, uncertainty, and the blurring of reality and imagination.
- They have analyzed literary works that feature liminal spaces, such as Lewis Carroll's "Alice's Adventures in Wonderland" and Neil Gaiman's "Coraline."

History

- The child has researched the historical significance of specific liminal spaces, such as abandoned buildings and tunnels, in various time periods.
- They have learned about the societal changes that led to the creation of these spaces and the reasons behind their abandonment.
- By understanding the context of these spaces, the child has gained insight into the impact of architecture and urban planning on a society's collective memory.
- They have also explored the cultural and psychological implications of liminal spaces throughout history.

Math

- The child has utilized their spatial reasoning skills to design and construct 3D models of their imagined backrooms and liminal spaces.
- They have applied concepts of geometry and measurement to accurately represent the proportions and dimensions of their models.
- By calculating the surface area and volume of their models, the child has reinforced their understanding of these mathematical concepts in a practical and creative way.
- They have also explored the mathematical principles behind optical illusions often associated with liminal spaces.

Music

- The child has explored the creation of atmospheric music using digital audio workstations to mimic the eerie and unsettling ambiance of backrooms and liminal spaces.
- They have experimented with different tones, effects, and rhythms to evoke specific emotions and create a sense of tension and unease.
- By studying the works of composers who incorporate elements of liminality in their music, such as György Ligeti and Arvo Pärt, the child has gained a deeper understanding of the power of music to transport and elicit emotional responses.
- They have also analyzed the role of silence and ambient sounds in creating a haunting atmosphere.

Physical Education

- The child has developed their coordination and balance through physical activities that simulate the exploration of backrooms and liminal spaces.
- They have engaged in exercises that require navigating narrow and dimly lit spaces, promoting spatial awareness and agility.
- By participating in team-building activities that involve problem-solving and decision-making, the child has learned to adapt to uncertain and unfamiliar situations, similar to navigating unknown spaces.
- They have also explored the psychological and emotional effects of physical environments on their well-being.

Science

- The child has studied the concepts of light and perception to understand how the manipulation of lighting can create illusions and distort the perception of space in backrooms and liminal spaces.
- They have explored the psychological responses to varying levels of light and color in different environments.
- By conducting experiments, the child has learned about the effects of sensory deprivation and sensory overload in confined spaces.
- They have also researched the structural integrity of abandoned buildings and tunnels, examining the science behind their deterioration.

Social Studies

- The child has researched the cultural and societal significance of backrooms and liminal spaces in different communities and historical contexts.
- They have explored the reasons behind the fascination with these spaces and how they reflect broader cultural anxieties and desires.
- By examining case studies of specific backrooms and liminal spaces, the child has gained insights into the social dynamics and power structures surrounding these environments.
- They have also analyzed the ethical implications of urban exploration and the potential consequences of trespassing in abandoned spaces.

Continued development related to the activity can involve encouraging the child to collaborate with others who share a similar interest in backrooms and 3D liminal spaces. They can form an art or writing club where they can share their creations, provide feedback, and inspire each other to explore new ideas within this theme. Additionally, attending art exhibitions, reading books, and watching documentaries or movies that explore similar concepts can provide further inspiration and broaden their understanding of the subject matter.

Book Recommendations

- [The House on the Borderland](#) by William Hope Hodgson: A classic horror novel that explores the theme of liminality through a mysterious house that exists on the border between reality and other dimensions.
- [The Giver](#) by Lois Lowry: A dystopian novel that delves into the concept of a seemingly perfect society where memories of the past and the existence of liminal spaces are controlled and suppressed.
- [The Imaginary](#) by A.F. Harrold: A heartfelt middle-grade novel that follows a young girl's friendship with an imaginary friend and their adventures in a world between reality and imagination.

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