

Delaware Model Unit Gallery Template

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: **The Making of Color**

Designed by: **Innovative Schools**

Content Area: **Visual Arts**

Grade Level(s): **Kindergarten**

Summary of Unit

Students will explore the use and creation of color through a variety of stories, paintings and hands on art projects.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

- 1.3 Use media and tools in a safe and responsible manner
- 1.4 Demonstrate how a single medium or technique can be used to create multiple effects in works of art
- 1.6 Identify different media, techniques and processes that are used to create works of art
- 2.1 Identify the elements of art
- 3.1 Identify subject matter, symbols and ideas in works of art
- 3.4 Select and use subject matter, symbols and ideas to communicate meaning in works of art
- 5.3 Describe personal responses to selected works of art
- 5.4 Analyze works of art to speculate why they were created
- 5.5 Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art
- 5.6 Apply visual arts vocabulary when reflecting upon and assessing works of art

Big Idea(s)

- Color is everywhere and can be created in a variety of ways with a variety of media
- Color, and the absence of color, are in the world all around us.
- Color can be created.
- There are primary and secondary colors.

Unit Enduring Understanding(s)

- Artists make thoughtful choices in creating works of art.
- Artists use a variety of techniques and processes to manipulate media to achieve desired results.
- Art may be created solely to fulfill a need to create.
- Art draws upon all aspects of human experience.

Unit Essential Questions(s)

- Why do artists select one media over another?
- To what extent can media be manipulated using a variety of techniques and processes?
- What is art?
- How and why do we use color?
- How and why is art used as a vehicle for communication?

Knowledge and Skills

Students will know...

- Color is everywhere
- Color can be created
- Primary and secondary colors

Students will be able to...

- Students will create secondary colors and tints by mixing together primary colors.
- Students will make a color book. They will fold pages in half and find items that are secondary colors.

Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

Suggested Performance/Transfer Task(s)

Performance Task Two:

- Crayola has asked YOU to create the next crayon color. Use your knowledge of primary and secondary colors to create this new color.

- You must use tempera paint or water color paint to create your color, you must use at least three existing colors to create your color, and your color must have a name. **Rubric(s)**

Evaluation Rubric for Book					
Design Criteria	Exceeds (3) OUTSTANDING	Meets (2) GOOD	Approaching (1) NEEDS HELP	Student Score	Teacher Score
The object is suitable for displaying or hanging.	The object is designed with the purpose taken into consideration and meeting the criterion.	The object size was considered for displaying or hanging.	The object was completed but designed with no consideration for displaying or hanging.		
The object incorporates all primary and secondary colors	Multiple colors are evident in the design.	More than one color is evident in the design.	One color is evident in the design.		
The book contains everyday objects matching each color	All colors have a corresponding object.	Some colors have a corresponding object.	One or no colors have a corresponding object.		
Total Score					

Evaluation Rubric for Crayon Color					
Design Criteria	Exceeds (3) OUTSTANDING	Meets (2) GOOD	Approaching (1) NEEDS HELP	Student Score	Teacher Score
The color was created using three existing colors.	The color was created using three existing colors.	The color was created using two existing colors	No new color was created		
Appropriate media was used to create color	Watercolors or Tempera Paint were used to create the color		Media other than watercolors or tempera paint were used		

The color is named.	The new color is given an original name.	The new color is given a name, not original.	The new color is not named.		
Total Score					

Other Evidence

- Multiple formative assessments both written and oral are used throughout this unit to provide feedback of both pre and post assessment. These include Thumbs up, Thumbs down, understanding of the big idea, students are asked to face one direction and by placing their thumb up or down allows the teacher to take a quick assessment of the concepts taught. Students are also verbally asked to describe what they learned, liked, or disliked about the lesson within the last 10 minutes of class, the class calls a critique. Some formative assessments also include a written or a drawing exercise that requires students to answer questions both by writing and drawing their answers, students may also be asked to complete a drawing and label specific areas of their drawing.

Student Self-Assessment and Reflection

- Student designs will be peer evaluated during a critique process. Opportunities for refinement will be offered and encouraged.

Stage 3 – Learning Plan
(Design learning activities to align with Stage 1 and Stage 2 expectations)

Key learning Elements of Art and Design

Lesson One:

- Explain how to care for materials.
- Respond to book illustrations using the descriptive domain.
- Locate, describe and define lines, shapes and colors in book illustrations.
- Continue to develop vocabulary for talking about art.
- Discover that mixing primary colors together makes secondary colors. Create secondary colors and tints.

- Learn that tints are made by mixing white to a color and paint an alien from their imagination.
- Understand that book illustrations can be art.

Lesson Two:

- H. Reynolds. Children talk about the story and their feelings about it. Have they ever felt the same way?
- Explain primary colors and ask how the artist made green, violet and orange. **Don't mix all 3 together or you will get mud. Teacher Demo.**
- Have all students stand up and push their chairs in to paint.
- Make at least 3 different orange colors in between the yellow and magenta and paint 3 orange dots/circles. Make 3 different greens in between the yellow and turquoise and paint 3 more dots. Make different violets in between the turquoise and magenta and paint 3 dots.
- Add any other dots you think your pictures needs then connect some of them with wavy lines of any color you want to make.

Lesson Three:

- Read a book about aliens such as Mr. Granite is from Another Planet by Dan Guzman or Aliens Love Underpants by Claire Freedman
- What might aliens look like? 3 heads, 1 head, wheels and no feet, big hairy feet, 6 legs and 4 arms, a fat belly, giant sunglasses, long red fingers, tiny wings, etc. There is no wrong way to make it because it comes from your imagination.
- Space is black and tints show up better on black because of the contrast.
- Everyone begins by painting all the body parts together even though they are different. Theirs might not have that body part or might have 4 of them. Body, neck. Head, legs, feet, arms, wings, horns, antennae, etc. **Don't paint eyes!!**
- Students continue on their own to add whatever they need to complete it.
- Details and background, where it lives, will be added with oil pastels next week when the paint is dry.
- Mount on color of choice and write its name and where it is from on the bottom

Lesson Four:

- Make a color book
- Fold Paper in half

- Use self selected media to create one page for each primary and secondary color
- Use magazines to cut out objects that match each color, include at least one object on each color page.

Lesson Five:

- Crayola has asked YOU to create the next crayon color. Use your knowledge of primary and secondary colors to create this new color.
- You must use tempera paint or water color paint to create your color, you must use at least three existing colors to create your color, and your color must have a name.

Resources and Teaching Tips

- Song Red and yellow Blues
<http://www.youtube.com/watch?v=2SuJFy27I8w>
- Moody Colors
- <http://www.alifetimeofcolor.com/main.taf?p=2,2,3,5>
- Color
- <http://artsedge.kennedy-center.org/content/3803/>
- Assessment Rubric
- http://artsedge.kennedy-center.org/content/3803/3803_hatsColor_rubric.pdf

Differentiation

Differentiation can be accomplished in three different areas of instruction: Differentiation of the content, Differentiation of the process and differentiation of the product.

Teachers are welcomed to alter whatever they choose depending on their student population, materials and technology available, and the physical layout of the classroom and school building.

- Teachers making regular use of contextual clues such as gestures, facial expressions, and body language; and of concrete referents

such as props, realia, manipulatives and visuals (especially with entry level students)

- Providing hands on experiences for students, accompanied by oral and written language use
- Using linguistic modifications when necessary to make the target language more comprehensible for the students in the beginning stages of the program such as controlled, standardized vocabulary, controlled sentence length and complexity, slower speech rate, and restatements, expansions and repetitions
- Accelerated students communication by teaching functional chunks of language
- Constant monitoring of student comprehension through interactive means, i.e. checking comprehension with non-verbal responses, personalizing questions, and using a variety of questioning types
- Using a holistic approach to literacy instruction
(Curtain, Helena, and Dahlberg, Carol Ann (2004). Strategies Taken from Languages and Children Making the Match, Third Edition, 289-294)

Design Principles for Unit Development

- **Universal Design for Learning** - the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.

By allowing students to do several different activities, expression from the learners will be evident. They will be given certain guidelines and creativity will do the rest.

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

Technology is an integral part of this unit. The use of technology will reside with the teacher for this unit and move to the students in later units.

Content Connections

Content Standards integrated within instructional strategies

Delaware Model Unit Gallery Template

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: My Family in Shapes, Colors, and Lines

Designed by: Minnie Hutchison

District: Innovative Schools

Content Area: Visual Art

Grade Level(s): 1st Grade

Summary of Unit

This unit fits in well, thematically within an art program designed to integrate with a social studies curriculum that begins with the student and expands to include the family, the community, the country, and the world. This unit in first grade art focuses on the family – what we learn from our families and how family members help each other. A family is a group of people who care about each other, and everyone in a family can be a helper.

It is logical that a unit about families and drawing the human figure be introduced at the same time. Family members and crayons are familiar to the students but the concepts of size relationships and showing action in their drawings might not be. This unit includes resource materials that show a wide variety of family units, including a large number of African American family portraits. A significant lesson of the unit is that there are many kinds of families and those families can have many or few members. It is important that the students know that no matter what kind of family unit they are part of, it is all right.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

1.2/D Use selected two dimensional and three-dimensional media to communicate ideas

1.3 /D Use media and tools in a safe and responsible manner

1.6/D Identify different media, techniques and processes that are used to create works of art

2.1/D Identify the elements of art

- 3.1/D Identify subject matter, symbols and ideas in works of art
- 3.4/D Select and use subject matter, symbols and ideas to communicate meaning in works of art
- 4.6/D Describe how history and cultures influence the visual arts
- 5.1/D Discuss how individual experiences influence personal works of art
- 5.2/D Identify ways the visual arts are used as communication
- 6.3/D Describe and/or demonstrate how skills transfer between the visual arts and other disciplines

Big Idea(s)

The Elements of Art are the key to creating art.

Unit Enduring Understanding(s)

Artists make thoughtful choices in creating works of art.

Art draws upon all aspects of human experience.

Learning can be deepened by connecting visual art to other disciplines.

Unit Essential Questions(s)

What is art?

How do artists use line, shapes, and colors to create art?

Why do artists select one medium over another?

Knowledge and Skills

Students will begin to...

- Use proper vocabulary to describe line, shape, and color in artworks.
- Understand the difference between size and proportion.
- Show proper proportion and placement of major body parts on bodies in their drawings.
- Use materials in a safe and responsible manner.

Students will be able to...

- Identify and draw basic shapes: circle, rectangle, triangle, and ovals.
- Identify basic shapes in artworks.

- Draw and describe a variety of lines.
- Describe how lines can be used to create movement.
- Create a series of portraits of family members using basic shapes.
- Show action in the drawings.
- Critique their work and the work of others using unit vocabulary.

Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

Suggested Performance/Transfer Task(s)

Imagine that your family is planning to attend a reunion of your extended family. Your grandmother is making a reunion quilt and has asked each family group to create a quilt square for every person in the family. The theme of the quilt is "Helping and Playing Together," and each square needs to reflect that big idea. Since you are the artist in the family, your mom decides that you should draw and color all of the pictures for your family. Here are the details that your grandmother sent about each quilt square.

- Use crayons on 10" x 10" paper and use ovals, circles, rectangles, and a variety of lines to draw family members helping and playing together. Later these will be transferred to fabric for the quilt. Fabric crayons can be used or the black crayon lines can be seen through muslin and traced with permanent markers.
- Draw with black crayons and fill in color. No pencils, please.
- Demonstrate correct size proportion in the bodies so that they look like real people. Who's the biggest/tallest in your family? Who's the smallest? Etc.
- Use colors and lines appropriate for that person.
- Make your family members do something! Use lines to show action.
- Be ready to tell other members of your family about your drawings and how you used lines, shapes and colors.

Rubric(s)

Elementary Art Rubric

	Criteria	5	4	3	2	1
Basic Skills	Follows Directions, Requirements Craftsmanship	Complete understanding Exceptional skill with media	Very Good Understanding Above average art skills	Average Understanding Average art skills	Below Average Understanding Shows some skill	Does not meet expectations
Higher Level Thinking Skills	Originality Creativity	Very original and unique ideas and skills	Usually original and some unique ideas	Average ideas and skills	Seldom original or creative	No original ideas
Applies Knowledge	Elements and Principles of Design	Complete understanding and use of elements and principles of design	Usually understands and applies elements and principles of design	Some understanding and use of elements and principles of design	Very little understanding and use of elements and principles of design	No concept of elements and principles of design
Basic Social Skills	Teamwork/ Communication	Always contributes Always cooperative	Usually Contributes Usually cooperative	Contributes Cooperative	Seldom Contributes Sometimes uncooperative	Does not contribute Not cooperative
Responsible Citizen	Attitude/ Attendance	Very helpful, positive and considerate. Makes up missed work.	Helpful, positive and considerate. Usually makes up missed work	Usually helpful, positive and considerate. Sometimes makes up missed work	Sometimes helpful, positive and considerate. Doesn't usually make up work	Not helpful positive and considerate. Does not make up missed work.

Name _____ **Grade** _____ **Room #** _____
















Artwork _____

Other Evidence

- Teacher observation of ongoing work and one-on-one discussions.
- Practice and experimentation with materials.
- Student discussion of their artwork with their peers

Student Self-Assessment and Reflection

Student Self-Assessment for the Family Quilt

	Criteria	YES	NO	Don't Know
Basic Skills	I used ovals, circles, triangles, and rectangles to draw my family.			
Higher Level Thinking Skills	I drew my family doing things.			
Applies Knowledge	I completed my picture and told my class all about my work using art words.			
Basic Social Skills	I valued my classmate's opinions and work.			
Responsible Citizen	I did my VERY best			

Color in or circle the face that BEST describes your answer.

Name _____ **Class** _____

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Key learning events needed to achieve unit goals

Lesson One: My Family in Lines

1. Have students tell what they have learned about families in their classroom.
2. Share this poem by Skip West with the children.

Some are very big
Some are very small
But it really doesn't matter at all
Because a family is a family
3. Discuss how families are all different – big, small, extended, single-parent, etc. If needed, show some pictures and artworks of families to prompt discussion of what makes up a family unit. Resources for photos of families: **Google- family portraits and/African American Family Portraits, Diverse Family images, drawing people with ovals images**
<http://www.how-to-draw-cartoons-online.com/how-to-draw-people.html>
4. Introduce the final project for the unit – to make drawings of family members using shape, color, and line. Today the focus will be on lines.
5. Have students brainstorm all the different kinds of lines they can think of – thick, thin, curved, etc. At their work tables, have the students experiment with making lines using a variety of materials – pens, pencils, crayons, and markers, string, yarn glue, etc. Given a standard piece of paper, challenge them to draw or create as many different kinds of lines as possible.
6. When they have completed their line studies, have the students describe what lines they have created and what media they used to their tablemates. Challenge them to keep a list of the words used to describe the lines. Model for the students with your own creation. Talk about the different lines you created and record 3-4 words on a list next to each one. As this lesson will come earlier in the year, a group may lack a writer. Have sample line drawings with descriptors available for students if needed. They can find a line that is similar to the one they created and use the words from the sample for their list.
7. Ask groups to share their lines and descriptors with the whole class. Then create a word wall class list of “Words to Use for Lines.”

Lesson Two – Colors All Around Me

1. Ask students to share their favorite color and why they like that color. Give each child a Post-it and have them write their favorite color on it. (If not sure of spelling, they can look at the crayons on the table.) Create a graph with the Post-Its. Have them share their feelings as to why some colors are more popular than others. Ask how various colors make them feel.
2. Tell the children that to explore color they are going to do some sorting activities. Give each table group a large pile of paint chips and ask them to sort the paint chips into related groups. Have one or two groups share how they sorted the chips and why they chose that way. As they are talking in their groups, record the words that they use to talk about and classify the

- colors – light, dark, primary, etc. What words can be used to describe the groups of colors. If time permits, ask the students to sort the chips again in a new way and repeat the sharing and recording of words. At the end of the activity, review the words that you have recorded. Make a word chart for color to hang in the room.
3. Next ask students to explore the color in the classroom, trying to match the color chips to items in the room, outside, and in artworks. Ask students which colors are used more than others? Which are best for natural objects?
 4. Color Mix-up – Give each child a paper plate with dabs of red, blue, yellow, paint and a piece of white paper. Allow the students to mix these colors a little at a time and observe what happens. As they make a new color, they can paint a dab of it on the white paper. Emphasize to children that colors change when mixed together, when viewed in different light, and when placed next to other colors. Ask them to predict what will happen if white or black is added to a color? Add white and black to the palettes and have them continue their color studies. Colors are endless.
 5. Sharing Circle – Have the students share their color matches and color mixes and use the color vocabulary from the art word wall and color word chart.

Lesson Three – Shapes Are Building Blocks

1. Review basic shapes – square, circle, triangle, rectangle, and oval with the children. Have them draw each shape in the air. Tell them that in art, artists use shapes as the building blocks of their art. Lines and shapes are used together to make pictures. Project an artwork onto the screen and point out the various shapes the artist used (square/rectangle for a house, window, or door; several circles could be used for the top of a tree, a rectangle for the trunk; a car could be several squares and circles, etc.). If the image can project onto a Smartboard or large sheet of paper, the teacher could use a marker to “draw” the shape over the artwork. Be sure to project the last artwork onto a piece of paper or Smartboard to model the next activity.
2. Place several different pictures on their tables and have students select one to work on alone or with a partner. Instruct them to study the shapes they see in the pictures and use a dark marker to draw the shapes they see over top of the copied artwork. Select pictures that have easily identifiable shapes such as buildings, cars, tables, etc. Differentiate this activity by providing more organic shapes (like animals) to some children. It will be harder to identify the shapes in these pictures.
3. Share a few samples of the cutout artworks by Henri Matisse, which creatively use shapes and color. Give each child several 3” squares or paper and instruct them on how to cut smaller squares, triangle, rectangles, hexagons, circles, etc. from the squares. Remind them to save all the pieces to create their picture. Talk about organic shapes and have the students cut out a variety of them. Combine them with the shapes of their tablemates. Challenge the table group to use all of their shapes to create a single picture. If the group has used all of their shapes and they would like to add some new shapes, this is a great way to absorb some extra time while other groups finish. The shapes can be glued to a new sheet of paper and shared with the class.
4. Repeat this activity, including the modeling, with more organic shapes – animals, plant, mountains, people, etc. Tell the students they will probably use lots of smaller shapes for this activity. Complicated figures still have shapes in them, but more shapes are combined in more sophisticated ways.

- To simplify, find pictures that are more cartoonish in nature as opposed to real.
5. For all of these activities talk about size and proportion. The sizes of the shapes have a relationship to one another. Show, demonstrate, and highlight this for students in as many ways as possible through these activities.
 6. Share Circle – Have each group show their shapes pictures and ask other students to point out how that group used shapes. Model comparing pictures and using the vocabulary of line, shape, and color.

Lesson Four: Drawing Family Members

1. Tell students that they are going to use what they have learned about lines, colors, and shape to draw pictures of their family members. Share several of the story quilts from Faith Ringgold, such as the *Dinner Quilt*, or *Who's Afraid of Aunt Jemima* (<http://www.faithringgold.com/ringgold/d01.htm>). Discuss the images of the people in the quilts and the colors, lines, and shapes.
2. Pass out the family quilt assignment or share it on an overhead, Smartboard, or projector. Talk about various types of family members – mom, dad, sister, brother and what they each do to help each other. If needed make a list in the room for each family member.
3. Using one of your own family members, model how to use the shapes to form the base of the figure. Talk aloud about your thinking as you work. Model how to use lines to show movement and action.
4. Direct students to the materials on their tables – paper and crayons. Ask them to get started. As they work, walk around and conference with children about their artwork, collecting formative data.
5. To differentiate, you may allow students to combine family members into one drawing, so a mother helping a child brush her teeth counts for both the mother and the daughter. Additional creative student ideas to complete the project should be considered on a student by student basis.
6. On subsequent days, review the formative data from the informal conferences and have mini-lessons on drawing techniques as needed. Make sure to include a demonstration on how to fix mistakes as they are drawing.
7. As students are completing their work, have a sharing circle. Students should be invited to put one of their artworks on under the document projector for the class to enjoy and discuss, using the vocabulary on line, shape, and color. Students should be asked to compare and contrast their work with others. What makes each one of them art?
8. To extend the work, each child could select their best piece from the project to be included on a class quilt (the picture of themselves or a family member). The paper can be taped together or stapled to a bulletin board with a border in the style of Faith Ringgold. Students who finish early could work on putting this together and adding the color border.

Resources and Teaching Tips

- Helpful websites are embedded in the lessons so that teachers can link to them as needed, mostly to show students examples of artworks as models.
- The teacher will also need access to a variety of pictures to locate shapes in the natural world.
- Students should be encouraged to take risks with their artworks. Demonstrate taking a risk as you model. Demonstrate making a mistake. Their work won't be perfect, and students will feel less intimidated if you are making mistakes.
- Give the students as many choices as you can. They will feel more motivated and be more creative. Consider having a scraps box they can go for additional materials to use in their pictures.
- Make sure that you demonstrate how to select, use, and put away art supplies.
- Since this unit will take quite some time, have mini-goals along the way to help the students manage their time. For those working quickly, suggest ways to improve the level of difficulty, the presentation, or rendering in order to meet the guidelines of the project. For those working slowly, provide teacher support and assist students to make choices (possibly simplify) that reflect their interest, skill, and ability.

Differentiation

Ideas for differentiation are embedded in the lessons. In addition, this unit addresses all three types of learners.

Visual Learners: Demonstration and modeling along with sample artworks projected on the wall will be provided.

Oral Learners: Hearing impaired students would be placed closer to the teacher. All materials would be read aloud to students.

Kinetic Learners: Hands-on practice will be a large component of the unit as students practice and apply the concepts.

- Teachers making regular use of contextual clues such as gestures, facial expressions, and body language; and of concrete referents such as props, realia, manipulatives and visuals (especially with entry level students)
- Providing hands on experiences for students, accompanied by oral and written language use
- Using linguistic modifications when necessary to make the target language more comprehensible for the students in the beginning stages of the program such as controlled, standardized vocabulary, controlled sentence length and complexity, slower speech rate, and restatements, expansions and repetitions
- Accelerated students communication by teaching functional chunks of language
- Constant monitoring of student comprehension through interactive means, i.e. checking comprehension with non-verbal responses, personalizing questions, and using a variety of questioning types
- Using a holistic approach to literacy instruction

(Curtain, Helena, and Dahlberg, Carol Ann (2004). Strategies Taken from Languages and Children Making the Match, Third Edition, 289-294)

Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- **International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures in to provide cross-cultural communicative competence.
- **Universal Design for Learning** - the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.
- **21st Century Learning** – the ability of to use skills, resources, & tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth.(AASL,2007)

(Briefly explain how design principle(s) are embedded within the unit design.)

Universal Design – Students will be working in different modalities of expression and engagement designed to give them access to the concepts. Differentiation is embedded in the lessons and all modes of learning are addressed.

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

- **8th Grade Technology Literacy** - the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century(SETDA, 2003).

Students will use the document projector to share their work other students. Students could use computers to research the artists mentioned in the lessons – Matisse and Ringgold, for example.

Content Connections

Content Standards integrated within instructional strategies

This unit fits in well, thematically, within an art program designed to integrate with a social studies curriculum that begins with the student and expands to include the family, the community, the country, and the world. This unit in first grade art focuses on the family – what we learn from our families and how family members help each other. A family is a group of people who care about each other, and everyone in a family can be a helper. This is an organic fit within the framework of the Academia Antonia Alonso chosen model of Expeditionary Learning, an integrated, hands-on, project based learning framework.

This unit also address standard one in ELA for verbal communication. Students talk and collaborate as small groups and in presentations for the whole class.

Delaware Model Unit Gallery Template

Unit Title: Landscapes the World Over

Designed by: Minnie Hutchison

District: Innovative Schools

Content Area: Visual Art

Grade Level(s): 1st grade

Summary of Unit

This unit fits in well, thematically within an art program designed to integrate with a social studies curriculum that begins with the student and expands to include the family, the community, the country, and the world. This first grade art unit focuses on the unique nature of places and how humans modify those places. The number of lessons attempted will need to be determined by the art teacher in conjunction with the classroom teacher.

This unit will continue to build on the art lessons that were contained in the Family Unit, including paint mixing, drawing with basic shapes and using a variety of lines to create a drawing. It will also expand the knowledge of paint and how to mix primary colors, white and black to create an endless array of colors. This unit includes resource materials that show places familiar to the students both in the present and in the past. An important component of the unit is for the students to begin to understand the concept that humans modify their surroundings to suit their needs and the importance of documenting that change.

It is essential that students understand how much of an impact humans have on their environment. By having the first grade students teach the kindergarten students about this impact, the learning of all of them will be deepened. Having them use their artwork as a visual starting point will make it easier for them to present to the kindergarten students.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

Art Standards

- 1.1/D Select and use different media, techniques and processes that are used to create works of art.
- 1.4 /D Demonstrate how a single medium or technique can be used to create multiple effects in works of art.
- 1.7 /D Describe how media and techniques are used to create two dimensional and three dimensional works of art.
- 2.1 /D Identify the elements of art.

- 2.3 /I Identify the principles of design
- 2.4I Analyze the elements of art
- 2.6I Analyze the principles of design
- 3.1/D Identify subject matter, symbols and ideas in works of art
- 4.1/D Identify historical and cultural characteristics of works of art.
- 5.1/D Discuss how individual experiences influence personal works of art
- 6.3/D Describe and/or demonstrate how skills transfer between the visual arts and other disciplines.

Geography Standard Two: Students will develop knowledge of the ways humans modify and respond to the natural environment

Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].

- Places are unique associations of natural environments and human cultural modifications.
- Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place.

Big Idea(s)

- Art preserves and depicts history in ways that words cannot.
- People change their environment to suit their needs.

Unit Enduring Understanding(s)

Students will understand that:

- Artists consider multiple approaches to visual problems.
- Reflection, assessment and refinements are key steps in the process of creating.
- The process of creating art requires critical and creative problem solving.
- The human response to the characteristics of a physical environment comes with consequences for both the human culture and the physical environment.

Essential Questions:

- Why create?
- To what extent can media be manipulated using a variety of techniques and processes?
- Why do people make change s in their environment?

Knowledge and Skills

Students will know...

- That paint colors can be mixed to create new colors.
- That horizontal, vertical and diagonal lines are used to create a landscape.
- How to mix media to create a work of art.
- That paint can be manipulated to create a variety of effects.
- That a landscapes changes over time, sometimes because of man and other times because of nature.

Students will be able to...

- Describe how they mixed colors to create new colors.
- Paint landscapes using a variety of colors and techniques.
- Use materials in a variety of ways for effect.
- Add collage materials to a painting to show change.
- Critique their work and the work of others using proper art vocabulary.
- Present their work to other students as a learning tool.

Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

Suggested Performance/Transfer Task(s)

We need to create a display to teach the kindergarten students about how and why people change their environment. Some of the changes are necessary but some of them are not. We can all learn how to make good and thoughtful choices that don't do harmful things to our planet. We will use words in our display but we also need to use artwork. That is because sometimes, "A picture is worth a thousand words." If we use both pictures and words everyone will be able to learn and remember what we are trying to teach them. You are going to paint natural landscapes, using beautiful colors that you create yourself. Then you will add the buildings and other things that people made and use to modify their environment.

Everyone will paint landscapes but we won't all be doing the same jobs on the display. We will need people to:

- Write the words or type them into the computer then print them out
- Frame the artwork
- Design the display
- Present to the other students

Rubric(s)

Elementary Art Rubric

	Criteria	5	4	3	2	1
Basic Skills	Follows Directions, Requirements Craftsmanship	Complete understanding Exceptional skill with media	Very Good Understanding Above average art skills	Average Understanding Average art skills	Barely Understanding Shows some skill	Does not meet expectations
Higher Level Thinking Skills	Originality Creativity	Very original and unique ideas and skills	Usually original and some unique ideas	Average ideas and skills	Seldom original or creative	No original ideas
Applies Knowledge	Elements and Principles of Design	Complete understanding and use of elements and principles of design	Usually understands and applies elements and principles of design	Some understanding and use of elements and principles of design	Very little understanding and use of elements and principles of design	No concept of elements and principles of design
Basic Social Skills	Teamwork/ Communication	Always contributes Always cooperative	Usually Contributes Usually cooperative	Contributes Cooperative	Seldom Contributes Sometimes uncooperative	Does not contribute Not cooperative
Responsible Citizen	Attitude/ Attendance	Very helpful, positive and considerate. Makes up missed work.	Helpful, positive and considerate. Usually makes up missed work	Usually helpful, positive and considerate. Sometimes makes up missed work	Sometimes helpful, positive and considerate. Doesn't usually make up work	Not helpful positive and considerate. Does not make up missed work.
















Name _____ **Grade** _____ **Room #** _____

Artwork _____

Other Evidence

- Teacher observation of ongoing work and one-on-one discussions.
- Practice and experimentation with materials.
- Written work
- Student discussion of their artwork with their peers.

Student Self-Assessment and Reflection for Lesson One. It could also be changed for any of the other lessons by changing the criteria under Basic Skills and higher Level Thinking Skills

	Criteria	YES	NO	Don't Know
Basic Skills	I painted my landscape with lines and shapes using the colors I mixed.			
Higher Level Thinking Skills	I crated a landscape using what I learned and my imagination.			
Applies Knowledge	I showed how people could change the landscape.			
Basic Social Skills	I valued my classmate's opinions and work.			
Responsible Citizen	I did my VERY best			

Color in the square or circle the face that BEST describes your answer.

Name _____ Class _____

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Key learning events needed to achieve unit goals

Introduce the final project for the unit. (See Stage Two)

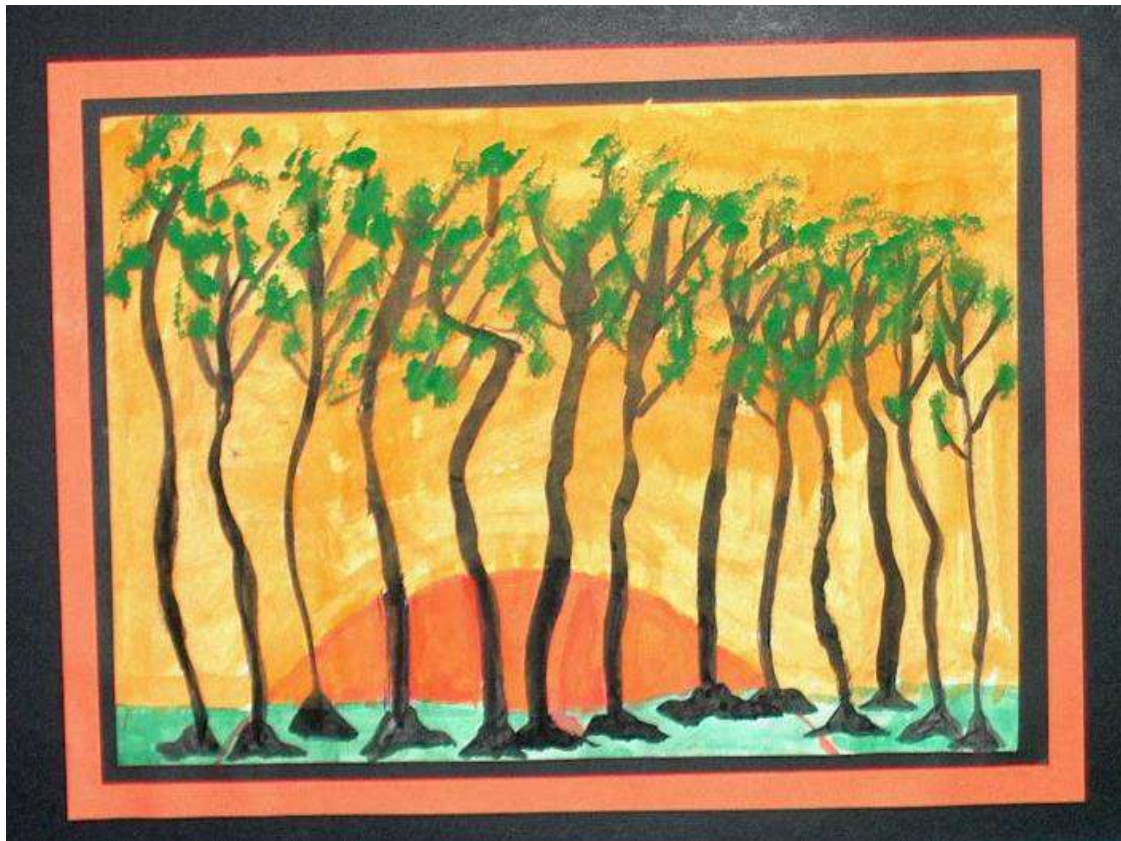
Lesson One: My Natural Landscape (3-4 45-minute art classes)

1. Materials: A 12" x 18" paper (white, manila or light blue), tempera paint (red/magenta, yellow, blue/turquoise, white and black), a palette for mixing and three sizes of brushes will be used to create a landscape that includes at least three land and/or water features and the fauna that is appropriate. Small squares, rectangles in various colors and strips of yellow and black paper, scissors and glue.
2. A large variety of landscapes painted by a diverse group of artists, need to be displayed, showing a mix of colors, moods, seasons, etc. Several 9" x 12" prints should be laminated for students to work on.
3. Group students into pairs and give each pair two different laminated prints. One should only include natural things and the other with made-made forms. Painting showing pollution (Google – paintings of pollution) should be part of the conversation. Ask each pair to talk about the questions you ask. Below are some questions you could ask. Give them a couple minutes to talk about each one then they could report to the whole group or start on next question.
 - a. How do the landscapes make you feel?
 - b. Do the colors the artist chose make a difference in how you feel?
 - c. If you painted this landscape what colors would you have chosen?
 - d. What are some things in the painting that were made by nature?
 - e. What are some things that were made by people? How are they different from the natural objects?
 - f. Describe how they are the same and different?
 - g. Find and describe the lines in the paintings.
 - h. What shapes did the artist use to create mountains, trees, houses, fields, etc?
4. Students start by painting a horizon lines then the sky, using nice fluid, horizontal, wavy lines. The foreground is added below the horizon line using short fat vertical lines the first week.
5. The midground, mountains, hills, etc are added using a variety of wavy and zigzag lines, next.
6. The trees, grasses, water, etc are added last.
7. Demonstrations are given at intervals as needed.
8. Man made forms can be added after a digital photo is taken of the piece or the paper can be folded in half and they can be added to half of the paper.
9. A box of various colored small squares, rectangles and strips of yellow and black paper should be placed on each table for the buildings, etc. A demo of how to cut paper into smaller squares, rectangles, strips, circles and triangles.

10. After matting, student work is held up to show how they solved an art problem, mixed a wonderful color, used a shape or line to create a geographic feature, used shapes and lines to create man-made articles, used repetition or used a new technique.
11. See tips for activities for students who finish early

Samples without man-made items.





Lesson Two: My Stormy Cityscape

1. Materials: 9"x12" watercolor paper, black crayons. White and yellow oil pastels, black, magenta, blue and turquoise watercolors and large brushes. (cardboard rectangles in various sizes can be placed on tables for students to trace for buildings if you think it is necessary)
2. Revisit what was learned in the last unit and remind students about the performance task.
3. After review, show the students prints/photos of city skylines. Discuss how city landscapes are different than rural landscapes. How they the same?
<http://outdoors.webshots.com/album/16013077QyqHtPVkbt>
4. Explain that they will be creating a crayon resist painting of a stormy city with watercolors, oil pastels and black crayons. It will show a big man-made city in front of a wild natural sky. Some questions to ask:
 - a. Has anyone seen lightning?
 - b. How would you describe it? (Color, shape, direction, smooth, jagged, etc.)
 - c. What did the sky look like? What colors were in it?
5. Show photos of lightning. Google -lightning images for some excellent ones.
6. Steps: (Teacher demo is essential at each step)
 - a. Draw a horizon line approximately 1/3 up from the bottom and color the bottom section with the black crayon.

- b. Draw lightning starting at the top of the paper and going down to the ground with yellow and white oil pastels.
 - c. Wet the paper above the horizon line and drop in lots of color. Recommend black plus any of the other colors but the students can choose the combination they think looks best.
http://video.google.com/videosearch?hl=en&rlz=1T4ADBR_enUS318US319&q=watercolor+landscape+paintings&revid=640917883&resnum=0&um=1&ie=UTF-8&ei=7bm7SoeeEtDFIAfO-52kDQ&sa=X&oi=video_result_group&ct=title&resnum=17#
7. Draw buildings using squares, rectangles, triangles. Color them black/gray except for windows that could be yellow. Remind them to leave plenty of beautiful stormy above their buildings.
 8. Brainstorm what else do people make that could be in the picture.
 9. Students choose mat color and then work on display.
 10. Share artwork with a partner then work together to write a list of words that describe your picture.

Lesson Three: Orange Sun over My Dream Place.

1. Materials: 12"x18" white paper, yellow, red and magenta tempera paint, a 6" oak tag circle, broken paper-free crayons, regular crayons, and scrap boxes.
2. Review what was learned in the previous two lessons and remind students about the performance task. Mixing two primary colors to create a secondary color and lines will be important in this lesson.
3. Students will be creating a drawing of an imaginary place under a big painted sun. Again, we will be start with the natural world and add the man-made items. Explain that only the sun will be painted today. Challenge them to make a plethora of oranges.
4. Trace the circle in the top section of the paper using one of the warm color crayons and fill in with the orange colors created.
5. The rays of the sun will be painted (**not drawn**) in a radial design. Discussion about radial design and the types of lines that could be used for the rays. Demo several as students respond. Two or three types of lines painted in a pattern should also be a choice.
6. Students who finish can begin their rough draft of their "Dream Place". Tell them to think about where their place would be. The only rule is that it has to be on Earth. Brainstorm some choices: desert, jungle, mountains, beach, plains, forest, lake, island, river, valley, etc. They need to then decide what they will build there. Homework: imagine, think about and visualize what their "Dream Place" looks like. Brainstorm some ideas: House, park, ball park, candy land, city, farm, airport, mall, zoo, resort, theme park, etc.
7. The day before class remind the students that they should be thinking about their "Dream Place" for the next day.
8. Review size and perspective before the students start to create.
9. They should color the sky with the broken crayons before they draw and/or collage their "Dream Place". **No Pencils**

10. Place a box of fairly small scraps and collage materials for those who want to collage.
11. Name their "Dream Place", explain where it might be and tell about how they changed the natural world to build it.



Lesson Four:

1. Materials: Bulletin board paper, matted student artwork, pieces of white paper for written information, computer and printer. Depending on ability level of the students, some statements could be partially written and the students can fill in the missing information. For example:
 - a. I painted my landscape using green, _____ and _____.
 - b. The man-made items are _____, _____ and _____.
2. Students will be placed into groups of three to create their display.
3. Each poster needs to include:
 - a. An artwork from each of member of the group and at least one piece from each lesson. They will need to negotiate this within their group.
 - b. Written or typed Information about each picture
 - c. How and why they were created
 - d. What is natural and what evidence of people modification is in each picture.
4. Students lay out design and conference with teacher before adhering everything to the paper.

5. A display of the posters can be set up and the kindergarten students and other adult school personnel invited in to view them, ask questions and listen to presentations.

	Criteria	5	4	3	2	1
Basic Skills	Follows Directions, Requirements Craftsmanship	Complete understanding Exceptional skill with media	Very Good Understanding Above average art skills	Average Understanding Average art skills	Barely Understanding Shows some skill	Does not meet expectations
Higher Level Thinking Skills	Originality Creativity	Very original and unique ideas and skills	Usually original and some unique ideas	Average ideas and skills	Seldom original or creative	No original ideas
Applies Knowledge	Display and Presentation	Complete understanding and applies knowledge	Usually understands and applies knowledge	Some understanding and application of knowledge	Very little understanding and application of knowledge	No concept of knowledge
Basic Social Skills	Teamwork/ Communication	Always contributes Always cooperative	Usually Contributes Usually cooperative	Contributes Cooperative	Seldom Contributes Sometimes uncooperative	Does not contribute Not cooperative
Responsible Citizen	Attitude/ Attendance	Very helpful, positive and considerate. Makes up missed work.	Helpful, positive and considerate. Usually makes up missed work	Usually helpful, positive and considerate. Sometimes makes up missed work	Sometimes helpful, positive and considerate. Doesn't usually make up work	Not helpful positive and considerate. Does not make up missed work.

Name _____ Grade _____ Room # _____

Artwork _____

Resources and Teaching Tips

- Helpful websites are embedded in the lessons so that teachers can link to them as needed, mostly to show students examples of artworks as models. Those below include photos of the local area from many decades.
<http://www.oldwilmington.net/>
<http://outdoors.webshots.com/album/16013077QyqHtPVkbt>
http://www.dehistory.org/DHM_NewCastle.htm
http://www.dehistory.org/Library_Map_Main.htm
http://www.dehistory.org/past_exhibits.htm
Google – landscape images
- The teacher will also need access to a variety of prints to locate landscapes with mountains and trees that demonstrate horizontal, vertical and diagonal lines. Personal galleries can be created through many museum websites
- Students should be encouraged to take risks with their artworks. Demonstrate taking a risk as you model. Demonstrate making mistakes and how to fix them. If students are very tentative about “making a mistake”, read them the book The Dot by Peter H. Reynolds. Explain to the students that you are very good at fixing mistakes because you make so many of them. Those mistakes have also turned into some of the most creative pieces.
- Give the students as many choices as you can. They will feel more motivated and be more creative. Scrap boxes of a variety of materials and accessibility to a wide choice of drawing materials will also help to stimulate their imagination. **No PENCILS** – young children draw small and erase when given a pencil. Their artwork is much more fluid and has more life when they draw with a paintbrush.
- If the additional materials are in a convenient place and the proper procedures for using them and cleaning up are taught and reviewed, the students will be able to do this in an orderly manner without disrupting the class.
- Since this unit will take quite some time, have mini-goals along the way to help the students manage their time. For those working quickly, suggests ways to improve the level of difficulty, the presentation, or rendering in order to meet the guidelines of the project. They could also begin to work on the display, be the teacher’s assistant to help the students who are having difficulty. For those working slowly, provide teacher support and assist students to make choices (possibly simplify) that reflect their interest, skill, and ability.

Differentiation

Ideas for differentiation are embedded in the lessons. In addition, this unit addresses all three types of learners.

Visual Learners: Demonstration and modeling along with sample artworks projected on the wall will be provided. Directions will also be written on a smart board, white board or chart paper. This helps all students since they can refer to it all during the unit.

Oral Learners: Hearing impaired students would be placed closer to the teacher. All materials would be read aloud to students. Brainstorming, conversation and question and answer opportunities should be a component during each class.

Kinetic Learners: Hands-on practice will be a large component of the unit as students practice and apply the concepts.

- Teachers making regular use of contextual clues such as gestures, facial expressions, and body language; and of concrete referents such as props, realia, manipulatives and visuals (especially with entry level students)
- Providing hands on experiences for students, accompanied by oral and written language use
- Using linguistic modifications when necessary to make the target language more comprehensible for the students in the beginning stages of the program such as controlled, standardized vocabulary, controlled sentence length and complexity, slower speech rate, and restatements, expansions and repetitions
- Accelerated students communication by teaching functional chunks of language
- Constant monitoring of student comprehension through interactive means, i.e. checking comprehension with non-verbal responses, personalizing questions, and using a variety of questioning types
- Using a holistic approach to literacy instruction
(Curtain, Helena, and Dahlberg, Carol Ann (2004). Strategies Taken from Languages and Children Making the Match, Third Edition, 289-294)

Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- **International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures in to provide cross-cultural communicative competence.
- **Universal Design for Learning** - the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.
- **21st Century Learning** – the ability of to use skills, resources, & tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth.(AASL,2007)
- Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth.(AASL,2007)

Universal Design – Students will be working in different modalities of expression and engagement designed to give them access to the concepts. Differentiation is embedded in the lessons and all modes of learning are addressed.

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

1st Grade Technology Literacy - the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century (SETDA, 2003).

Content Connections

Content Standards integrated within instructional strategies

This unit fits in well, thematically within an art program designed to integrate with a social studies curriculum that begins with the student and expands to include the family, the community, the country, and the world. This first grade art unit focuses on the unique nature of places and how humans modify those places. The number of lessons attempted will need to be determined by the art teacher in conjunction with the classroom teacher.

Delaware Model Unit Gallery Template

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: Art Relationships
Designed by: Innovative Schools
Content Area: Visual Arts
Grade Level(s): 4

Summary of Unit

This unit is an introduction to art for fourth grade students. Its aim is to guide students through the relationships and connections between art and life. Students will utilize technology in order to access necessary information on history and cultures. This unit will describe how the arts and artists influence each other across history and cultures and highlight a variety of characteristics of art, different times and places, and people within their cultures. Students will compare the purpose of works of art and design in both history and cultures. Students will experience an assortment of art work as well as art making that will reinforce learning concepts and offer a variety of learning styles.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

- 1.1 D** – Select and use different media, techniques and processes that are used to create works of art
- 2.2 D** – Select and use the elements of art in works of art
- 2.7 D** – Select and use the principles of design in works of art
- 3.2 D** – Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art
- 4.1D**- Identify historical and cultural characteristics of works of art
- 4.2 D**- Describe how the arts and artists influence each other across history and cultures
- 4.3D**- Compare the purpose of works of art and design in history and cultures.
- 4.4 D**- Speculate on how history and culture give meaning to a work of art.
- 4.5 D**- Describe and differentiate the roles of artists in society and across history and cultures
- 4.6 D**- Describe how history and cultures influence the visual arts
- 4.7 D**- Describe how the visual arts influence history and cultures.
- 5.3D** - Describe personal responses to selected works of art

Big Idea(s)

- The relationship between art and everyday living.

Unit Enduring Understanding(s)

- Art has been created by all peoples, in all times and in all places.
- Art preserves and depicts history in ways words cannot.
- Art celebrates the unique characteristics of all cultures.
- Subject matter, symbols and ideas are all rooted in culture.
- Natural resources have influenced the creation of indigenous art forms.

Unit Essential Questions(s)

- To what extent does history reflect upon and have an influence on art?
- To what extent does art reflect upon and have an influence on history?

Knowledge and Skills

Students will know...

- The jobs/roles of an artist and why they create artwork.
- That different people make different art.
- That art correlates with history and provides us with information of different times, places, and peoples.
- That history and culture influence art.
- That people give meaning to artwork based on past experiences and relationships.
- Art is created for a variety of reasons.
- The relationships between history, culture, and art.

Students will be able to...






















- Identify the many characteristics of Buddhist and Hindu art.
- Create a Mandala that signifies their own personal cultures.
- Identify the mediums used by ancient Aborigines to create artwork.
- Understand the influence of nature on Aborigine paint and paintings.
- Create a mixed media art work that utilize the natural colors found in the Aborigines art.
- Identify characteristics of Mexican masks and recognize the use of mosaic stones to signify meaning.
- Use mosaic techniques and Mexican influences to create a three-dimensional mask.
- Identify meaning behind Mexican and American murals.
- Use different perspective techniques to create a mural of one's life.
- Identify different artistic and human points of view.

Stage 2 – Assessment Evidence

Suggested Performance/Transfer Task(s)

- You have just landed on an undiscovered island that is extremely hot in climate. Draw a picture of what you see around you.
- You must create a Mandala that describes everything about you. Think of images that you would want people to remember you by.

Rubric(s)

Criteria	Exceeds (3)		Meets (2)		Approaching (1)		Student Score	Teacher Score
Understanding the BIG Idea: Art Relations		The student has complete understanding of creating connections.		The student can create connections in art.		The student is confused about creating connections in art.		
Use of Mediums		The student used the available materials in a safe way.		The student used the available materials.		The student used some of the available materials.		
Organization		The project was organized, and planned.		The project was organized.		The project was not organized.		
Process		The student completely followed directions.		The student followed directions.		The student did not follow directions.		
Artistic Skill		The student used a lot of their art knowledge to create their project.		The student used their art knowledge to create their project.		The student did not use their art knowledge.		
Creativity		Project is extremely creative.		Project is creative.		Images are copied, not creative.		
Quality		The project is extremely neat.		The project is neat.		The project is messy.		
Score							/21pts.	/21pts.
TOTAL SCORE							/ 30PTS.	

Other Evidence

- Multiple formative assessments both written and oral are used throughout this unit to provide feedback of both pre and post assessment.
- Performance assessments are given during each lesson for students to practice, apply, and demonstrate newly learned knowledge and information provided by the teacher.
- Summative assessments are multiple-choice and provide assessment information based on the entire unit.

Student Self-Assessment and Reflection

- Student teacher interaction each class period, discussion of student work and time to edit work.
- Self-assessment of summative performance task.

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Key learning events needed to achieve unit goals

Lesson One: The Many Faces of Art

- Students learn about the many purposes art has fulfilled.
- Class discussion and examples provide in-depth information about the numerous purposes art can fulfill.
- Class discusses what it means to be an international artist and each artist creates for multiple reasons.

Lesson Two: Canadian Indian Art

- Students begin by locating Canada on a world wide map.
- Students discuss the climate and landscape of Canada and understand the time frame in which Canadian Indians lived.
- Students view a Quilled Birch Bark Box made by the Indians and discuss its design and function.
- Students create a quilling design using glue and colored toothpicks, they must decide the function of their design.

Lesson Three: American Indian Art

- Students view a Hopi Jar made by the ancient American Indians named the Mimbres.
- They identify the different shapes, patterns, colors, and animals painted on the pottery.

- Students discuss why these paintings might have had significance in the Mimbres culture.
- Students create their own Mimbres design, utilizing the colors, shapes, patterns, and even animals found on the Indian pottery.

Lesson Four: Art That Tells Time

- Students identify the purpose and design of a calendar, they discuss how calendars might have come to be.
- Students view a calendar made by the Cheyenne Indians, they discuss its purpose and influence on calendars made today.
- Students create a winter count that resembles the same elements identified with the Cheyenne Indians. Students draw simplified pictures of significant images to represent an important day, week, or month of their life.

Lesson Five: Art to Wear

- Students view three tribal masks: Peru, Funerary Mask; Mexico, Mosaic Stone Mask; and Alaskan, Kaigani-Haida Peoples.
- Students discuss the purpose of each mask and what it means for each tribe/culture.
- Students create their own mask with their own purpose. Students decide the shape, form, color, and patterns of their mask.

Lesson Six: Layers and Layers of Crayon

- Students discuss the Aborigines and where they live. Students identify geography of Australia and discuss what types of animals might be found there.
- Students view an Aboriginal Bark Painting and discuss the importance of the subject matter, location, and mediums used to create this art work.
- Students create a bark painting by layering crayons and etching simplified images into the layers of crayon to depict an Aboriginal scene.

Lesson Seven: Chinese Paper Art

- Students discuss ancient Chinese art and the use of papermaking.
- Students view a series of three-dimensional Chinese dragons and discover the purpose and design of these creatures.
- Students create a three-dimensional dragon with a Chinese influence.

Lesson Eight: Your American Story

- Students view a variety of images that symbolize the United States. Students discuss why artists might have chosen these images to represent America.
- Students understand how art can represent multiple cultures and significant times in history.
- Students create a work of art that symbolizes what country they live in and who they are as a person, maybe what they want to be and who they will help.

Lesson Nine: Japanese Prints

- Students view The Great Wave by Hokusai, they discuss the multiple reasons why this chose to create this print.
- Students discuss the emotional and physical meanings behind this piece and identify the work as Japanese.
- Students create a mono-print using a Japanese influence of line, color, and shapes.

Lesson Ten: Buddhist Mandala.

- Students view the process of two Buddhist Monks creating a Mandala within a museum setting. Students discuss the significance of the images the Buddhist have chosen to depict.
- Students discuss why these monks are creating this Mandala and the process they must go through in order to produce this Mandala.
- Students create their own Mandala by selecting images that they would want people to remember them by.

Lesson Eleven: Colorful Cloth

- Students view a cloth made by Michi Ouchi, they discuss the type of cloth used and the images found within the cloth. Students discuss Batiking and Tie-Dying techniques, and how this process would be used during the time the cloth was made.
- Students create their own cloth using shapes and colors to depict a historically correct scene.

Resources and Teaching Tips

- Art in Action: Guy Hubbard Indiana University
- Art Image by Google: Anna Tuell, Marriage Quilt, Wadsworth Atheneum
- Art Image by Google: Otto Prutscher, Wine Goblet, The Museum of Modern Art, New York
- Art Image by Google: Micmac Indians, Quilled Birch Bark Box, Museum of the American Indian
- Art Image by Google: Micmac Indians, Quilled Chair Cover, Nova Scotia Museum, Halifax
- Art Image by Google: Rachel Nampeyo, Hopi Jar, Museum of Northern Arizona Collections.
- Art Image by Google: Helen Naha, Hopi Wedding Vase, Museum of Northern Arizona Collections
- - Students may not be familiar with open discussions of essential questions. This is a skill that will be developed over time. Ask probing questions with the main essential questions to help student along until they get the idea of this learning style.
 - Students will need to review each essential question at the beginning and end of each lesson, this helps reinforce learning and to develop concept targets.

- An LCD project will make viewing images of PowerPoint presentations easier.

Differentiation

Differentiation can be accomplished in three different areas of instruction. Differentiation of the content, Differentiation of the process and differentiation of the product.

Teachers are welcomed to alter whatever they choose depending on their student population, materials and technology available, and the physical layout of the classroom and school building.

- Teachers making regular use of contextual clues such as gestures, facial expressions, and body language; and of concrete referents such as props, realia, manipulatives and visuals (especially with entry level students)
- Providing hands on experiences for students, accompanied by oral and written language use
- Using linguistic modifications when necessary to make the target language more comprehensible for the students in the beginning stages of the program such as controlled, standardized vocabulary, controlled sentence length and complexity, slower speech rate, and restatements, expansions and repetitions
- Accelerated students communication by teaching functional chunks of language
- Constant monitoring of student comprehension through interactive means, i.e. checking comprehension with non-verbal responses, personalizing questions, and using a variety of questioning types
- Using a holistic approach to literacy instruction
(Curtain, Helena, and Dahlberg, Carol Ann (2004). Strategies Taken from Languages and Children Making the Match, Third Edition, 289-294)

Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- **International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures in to provide cross-cultural communicative competence.

This unit focuses on Visual Arts Content Standard 4: Understanding the visual arts in relation to history and cultures.

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

- Technology is used as a teaching tool on a class by class basis on the part of the teacher.

Content Connections

Content Standards integrated within instructional strategies

Social Studies Grade-Level Expectations:

- Civic Standard Two 4-5a: Students will understand that respect for others, their opinions, and their property is a foundation of civil society in the United States.
- Geography Standard Four 4-5a: Students will be able to apply geographic skills to develop a profile of the local community by placing it in the context of physical, cultural and other types of regions.
- History Standard One 4-5a: Students will study historical events and persons within a given time-frame in order to create a chronology and identify related cause-and-effect factors.

Delaware Model Unit

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: Discovering Japanese Culture Through Manga

Designed by: Jody Crawford

District: Smyrna School District

Content Area: Art

Grade Level(s): 4–6 (5th Grade)

Summary of Unit

Students will discuss how visual arts interact with written word to communicate culture, especially that of Japan. This will be accomplished by studying comics, or Manga, from Japan as well as other media combining text and image. After students discuss relevant information, they will express something about the school culture by creating a Manga of their own.

Stage 1 – Desired Results (What students will know, do, and understand)

Delaware Content Standards

- Include those addressed in Stage 3 and assessed in Stage 2.

Primary Standards and GLEs

- **Visual Art Standard 1** - Understanding and applying media, techniques, and processes.
 - 1.1 – Select and use different media, techniques and processes that are used to create works of art
 - 1.2 – Use selected two-dimensional and three-dimensional media to communicate ideas
 - 1.3 – Use media and tools in a safe and responsible manner
 - 1.4 – Demonstrate how a single medium or technique can be used to create multiple effects in works of art
 - 1.5 – Compare and contrast the different effects created by various two-dimensional and three-dimensional works of art
 - 1.6 – Identify different media, techniques and processes that are used to create works of art
 - 1.7 – Describe how media and techniques are used to create two-dimensional and three-dimensional works of art
- **Visual Art Standard 2** – Using knowledge of structures and functions
 - 2.1 – Identify the elements of art
 - 2.2 – Select and use the elements of art in works of art
 - 2.7 – Select and use the principles of design in works of art
 - 2.8 – Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art
 - 2.9 – Plan, design and execute multiple solutions to challenging visual arts problems
- **Visual Art Standard 3** – Choosing and evaluating a range of subject matter, symbols, and ideas.
 - 3.1 – Identify subject matter, symbols and ideas in works of art
 - 3.2 – Integrate a variety of sources for subject matter, symbols and/or ideas that best communicate an intended meaning in works of art
 - 3.4 – Select and use subject matter, symbols and ideas to communicate meaning in works of art
 - 3.6 – Analyze how the use of subject matter, symbols and ideas are used in works of art
- **Visual Art Standard 4 – Understanding the visual arts in relation to history and cultures**
 - 4.1 – Identify historical and cultural characteristics of works of art
 - 4.2 – Describe how the arts and artists influence each other across history and cultures
 - 4.3 – Compare the purpose of works of art and design in history and cultures
 - 4.4 – Speculate on how history and culture give meaning to a work of art
 - 4.6 – Describe how history and cultures influence the visual arts

- **Visual Art Standard 5** – Reflecting upon and assessing the characteristics and merits of their work and the work of others.
 - 5.1 – Discuss how individual experiences influence personal works of art
 - 5.2 – Identify ways the visual arts are used as communication
 - 5.3 – Describe personal responses to selected works of art
 - 5.4 – Analyze works of art to speculate why they were created
 - 5.6 – Apply visual arts vocabulary when reflecting upon and assessing works of art
- **Visual Art Standard 6** – Making connections between visual arts and other disciplines
 - 6.1 – Compare and contrast relationships and characteristics between the visual arts and other disciplines
 - 6.3 – Describe and/or demonstrate how skills transfer between the visual arts and other disciplines
 - 6.4 – Describe how learning in the visual arts helps develop essential skills for life and the workplace

Big Idea

- Transferable core concepts, principles, theories, and processes from the Content Standards.
- Images and text often combine to communicate more effectively and transmit culture.

Unit Enduring Understandings

- Full-sentence, important statements or generalizations that specify what students should understand from the Big Ideas (s) and/or Content Standards and that are transferable to new situations.

Students will understand that:

- Text and pictures work together to give something meaning
- Images can be construed differently based on cultural assumptions
- Personal experience can influence how someone views or interprets a work of art
- There are many points of view both of opinion and visually

Unit Essential Questions

- Open-ended questions designed to guide student inquiry and learning.
- How do written word and the visual arts combine to create meaning and communicate culture?
- To what extent does art reflect culture or shape it?
- What things in our culture should be represented in media?

Knowledge and Skills

- Needed to meet Content Standards addressed in Stage 3 and assessed in Stage 2.

Students will know...

- How pictures and words work together to give something meaning
- That ideas and cultures can be conveyed in artwork
- Artwork can be viewed in many different ways depending on point of view and life experiences

Students will be able to...

- Discuss how issues in society are portrayed through the media
- Show how images and text combine to transmit culture
- Tell how a piece of literature uses both text and images to convey meaning
- Create a comic based on their ideas

Stage 2 – Assessment Evidence
(Evidence that will be collected to determine whether or not Desired Results are achieved)

Suggested Performance/Transfer Task(s)

- Performance/transfer tasks as evidence of student proficiency

An effective assessment for ALL students should be designed to include:

- Complex, real-world, authentic applications.
- Assessment(s) for student understanding of the Stage 1 elements (Enduring Understandings, Essential Questions, Big Ideas) found in the Content Standards.
- Demonstration of high-level thinking with one or more facets of understanding (e.g., explain, interpret, apply, empathize, have perspective, self-knowledge).

Performance Task #1 – Comic Strip Writing Prompt

As a class, the ways that text and images are combined to give information and transmit culture will be discussed. Examples such as newspapers, magazines, and books will be given. The focus will be comic books, especially Japanese Manga. Images and text will be studied. Students will be asked what information they can get from the pictures that they might not get from the words and vice versa. We will look at different types of Manga, and discuss what the purpose of each might be. After the class discussion, each individual student will be given a comic strip in which the words have been blanked out. Each student will be asked to look at the pictures and fill in what they think is happening.

Performance Task #2- Creating a Comic

Each student will create a comic strip. Each student will create a minimum of 6 panels or frames in their comic. They must use proportions that have been discussed previously for the characters as well as one point perspective for the backgrounds. The comic must focus on some aspect of school culture or show individual experience.

Rubrics

- Scoring guide to evaluate performance/transfer tasks used as evidence of student proficiency.

An effective scoring guide should:

- Measure what is appropriate for the Content Standard that is assessed.
- Provide opportunities for differentiation of the performance/transfer tasks used as evidence of student proficiency.

Task #1 Comic Strip Writing Prompt Rubric

4	Student filled in every word bubble using the pictures. The words in the bubbles make sense and go along with the picture.
3	Student filled in most word bubbles using the pictures. The words in the bubbles make sense and go along with the picture. Or, the bubbles are filled in but do not make sense when combined with the pictures.
2	Student filled in very few bubbles but the writing goes along with the pictures.
1	Student filled in very few bubbles and the writing does not go along with the pictures.
0	Student was present but did not make an attempt to answer the prompt.

Task #2 Comic Strip Artwork Grading Rubric

4	Student worked hard on the project. It is finished neatly, has a name on it, and shows creativity. Student has gone above and beyond project requirements.
3	Student has all basic requirements of the project and meets expectations but shows little creativity.
2	Student did the project, but either did not work neatly, was not creative, or is missing some of the project requirements.
1	Student did the project but did not use the project requirements or creativity and neatness.
0	Student was present but did nothing.

Other Evidence

- Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations and supplements the evidence provided by the task).

Students will...

- Participate in class discussions
- Complete a worksheet on one point perspective

Student Self-Assessment and Reflection

- Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self-editing—based on ongoing formative assessments).

Students will...

- Write a journal entry reviewing items discussed
- Create a rough copy of a comic to plan for their final copy

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Key Learning Events Needed to Achieve Unit Goals

- Instructional activities and learning experiences needed to align with Stage 1 and Stage 2 expectations.

Include these instructional elements when designing an effective and engaging learning plan for ALL students:

- Align with expectations of Stage 1 and Stage 2.
- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding.
- Include a wide range of research-based, effective, and engaging strategies.
- Differentiate and personalize content, process, and product for diverse learners.
- Provide ongoing opportunities for self-monitoring and self-evaluation.

Lesson One: Representation of Culture Throughout Media

Students will discuss ways that text and images are combined to give information and transmit culture. Examples such as newspapers, magazines, and books will be discussed. The focus will turn to comic books, especially Japanese Manga. Images and text will be studied. Students will be asked what information they can get from the pictures that they might not get from the words and vice versa. Students will be given time to look at and study the Manga. The class will discuss how issues in society are portrayed through the media and what of their school culture might they want to show in their own Manga. One 50-minute lesson.

Goal

Students will be able to discuss how issues in society are portrayed through the media. They will also be able to show how images and text combine to transmit culture.

Objectives

Students will be able to tell how a piece of literature uses both text and images to convey meaning. They will add words to a comic to show what meanings they got from the images.

Prior Knowledge or Skills Needed

Students will need to be familiar with some forms of media such as newspapers and comic books.

Materials Needed

Examples of newspapers, magazines, books, and Manga. Student art journals, comic strip with the words blocked out, and the original to compare.

Process

1. Each student will write in his or her art journal. The art journal question will be posted on the whiteboard: How are words and pictures used together to give something meaning? Give examples and answer in complete sentences.
2. As a class, we will discuss ways that text and images are combined to give information and transmit culture. Examples such as newspapers, magazines, and books will be discussed. Images and text will be studied. Students will be asked what information they can get from the pictures that they might not get from the words and vice versa. We will talk about where the articles and books are from and what might be different if they were from another culture.

3. Students will receive a copy of a comic strip with the words blocked out in which they will fill in their own words. Students should look at the pictures to determine what they think the characters are saying.
4. The class will go over what the real comic said and what things in the pictures showed what the conversation might be.
5. The class will discuss and look at Manga, the Japanese form of comic books. We will look at several examples and discuss what the students think the purpose of each may be and how they can tell.

Accommodations

Students that have difficulty reading or writing may work with a partner, both writing in their journals, but helping one another.

Assessments

Individual writing prompts, participation in class discussion, and journal entries.

Post-Lesson Extension or Reinforcement

When students finish writing, they may create a few sketches in their art journals about the images and text that they have observed in the class. They may also choose to read one of the Manga comics used as an example.

Lesson Two: Backgrounds in Perspective

Description

This will be a lesson on perspective, focusing on one-point perspective. Students will look at the Manga drawings from the Japanese culture and will discuss backgrounds in the pictures. Students will learn how to create dimension with one-point perspective. Students will practice one-point perspective by creating boxes. Two to three 50-minute lessons.

Goal

Students will learn to draw backgrounds in one-point perspective so that, in a later lesson, they can combine images and words to convey meaning through a comic strip that they will make.

Objectives

At the end of the lesson, students should be able to draw boxes and different images in one-point perspective, including a scene of a town or the inside of a room that they may later use in the background of a comic they will produce in a later lesson.

Prior Knowledge or Skills

Students should be able to use a ruler to draw a straight line. They should also know the difference between backgrounds and foregrounds in pictures.

Materials Needed

Pencils, rulers, paper, whiteboard, and markers to demonstrate examples of one-point perspective.

Process

1. Students will look at Manga comics from Japanese culture and will discuss the backgrounds in the pictures. Pictures of buildings and other things in one-point perspective will also be shown and discussed.
2. The uses of one-point perspective will be explained as well as the definitions of eye-level, horizon line, and vanishing point.
3. The teacher will demonstrate and explain how to draw boxes in one-point perspective.
4. Students will practice by creating boxes in one-point perspective.
5. A demonstration will be given on how to create buildings or a room using one-point perspective boxes and altering them.
6. Students will create a picture or design using one-point perspective.

Accommodations

Students will have options of things to draw. Those students that really struggle to get the concept of one point perspective will be given a worksheet to trace to get the feel of the directions that lines should be drawn.

Assessments

Students will turn in a finished perspective drawing at the end of class.

Extensions or Reinforcement

Students will try to draw the art room in one-point perspective.

Lesson Three: Proportions of the Human Figure Relating to Manga Characters and Real People

Students will discuss proportion of the human figure as related to characters in the Manga that they will be drawing. They will be given time to practice drawing figures. Examples of realistic figures and comic figures will be shown. Three 50-minute lessons.

Goal

Students will learn to draw figures so that in a later lesson they can combine images and words to convey meaning in a Manga that they will create.

Objectives

At the end of the lesson, students should be able to draw the human figure in some form as it relates to Manga characters and to demonstrate proportions of the human figure.

Prior Knowledge or Skills

Students should know what the definitions of human figure and portraits.

Materials Needed

Drawing the human figure sheet, pencil, drawing paper, eraser, whiteboard and markers, and drawing Manga figures packet.

Process

1. As a class, the teacher and students will discuss proportion of the human figure. Examples of realistic figures and comic figures will be shown.
2. The teacher will demonstrate drawing human proportions on the board.
3. Students will be given handouts showing the proportions of Manga characters to look at for practice.
4. Students will be given time to practice drawing figures, completing at least one character in the Manga style.
5. A finished drawn human form will be turned in at the end of class.

Accommodations

Students may need to begin practicing forms by first tracing and breaking the figure into simple shapes, and then redrawing.

Assessments

Students will turn in a finished drawing of a human figure at the end of class. This should show proportions of the human figure.

Extensions or Reinforcement

With any extra time, students should practice drawing figures, both realistic and cartoon. They may also create backgrounds in one-point perspective to reinforce the previous lesson and practice for the lesson following.

Culminating Lesson/Activity—the final lesson/activity that ties all lessons together):

Lesson Four: Creating a Manga Comic

Students will create a Manga of their own. Each student will create a minimum of 5 panels or frames in their Manga. They must use proportions that have been discussed previously for the characters as well as one-point perspective for the backgrounds. The Manga must focus on some aspect of school culture. Three 50-minute lessons.

Goal

Students will use their own images and text combined in a Manga to create meaning. They will choose some aspect of their culture to represent with original artwork and text. When finished, students will explain to the class the message that they were trying to send with their Manga.

Objectives

Students will produce a short Manga with at least 6 panels or frames. Each Manga will convey some aspect of our culture to the viewer through images and text.

Prior Knowledge or Skills

Students will need to know how to create figures in their drawings (from Lesson Three of this unit). They will also need to know how to draw in one-point perspective (Lesson Two).

Materials Needed

Pencils, erasers, paper, rulers

Process

1. A short review of prior lessons will take place. This will include a reminder of images and text combining to give meaning in Manga as well as using one point perspective to create backgrounds, and proportions of human figures.
2. A discussion on storylines will take place. Students should have some sort of problem or situation the characters must face.
3. Requirements for the Manga will be given
 - a. Minimum of 6 frames of comic (3 must include dialog).
 - b. Minimum of 2 characters (one must be a person and neither can be a stick figure).
 - c. Backgrounds must be in every frame and some must include one-point perspective.
4. Students will have time to sketch out a storyline and ideas for characters.
5. Students will each create a Manga using their own ideas. The Manga must have a focus on some aspect of the student's culture.

Accommodations

Students may need to work together on the stories, each creating their own drawings to go along with the story.

Assessments

Students will turn in a completed Manga. Each Manga should include the requirements mentioned previously and convey some aspect of the student's culture.

Extensions or Reinforcement

If time allows, students may work together to create another Manga, or they may add more to the original.

Resources and Teaching Tips

- A variety of resources are included (texts, print, media, web links).
- Help in identifying and correcting student misunderstandings and weaknesses.

- A variety of Manga for examples
- Website: <http://omu.kuiki.net/class.shtml>
- Website: <http://home.wi.rr.com/clipartngraphics/Drawing/Perspective.html>
- Worksheets on human proportions and packets on Manga characters
- Worksheets on perspective
- Comic outlines
- Help in identifying and correcting student misunderstandings and weaknesses
- Demonstrations for individuals on drawing techniques

Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Instruction is varied to address differences in readiness, interest, and/or learning profiles.
- Accommodations and differentiation strategies are incorporated in the design of Stage 2 and 3.

Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- **International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures in order to provide cross-cultural communicative competence.
- **Universal Design for Learning** - the ability to provide multiple means of representation, expression, and engagement to give learners various ways to acquire and demonstrate knowledge.
- **21st Century Learning** – the ability to use skills, resources, and tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth. (AASL, 2007)

Students will be studying the culture of Japan through Manga comics. They will be creating a similar comic based on an aspect of their own culture. At the end of the unit, we will discuss the final comics and how each student’s differs depending on their background, and we will look at how our Mangas are different from the ones that we had studied.

Content Connections

Content Standards integrated within instructional strategies

Delaware Model Unit

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: Let's Face It!

Designed by: Julie O'Leary

District: Brandywine School District

Content Area: Visual & Performing Arts

Grade Level: 5th Grade—7 classes (45-minute class periods)

Summary of Unit

Students will learn about the artists Frida Kahlo, Chuck Close, and Giuseppe Arcimboldo, and how they were influenced by their cultures, times, and/or places. Students will learn to create their own self-portrait using different elements and principles of design. This unit should be taught in the beginning of the year to introduce the students to portraiture and using the different media. Students will create portraits inspired by artists studied in class using their choices of media.

Stage 1 – Desired Results

(What students will know, do, and understand)

Delaware Content Standards

- Include those addressed in Stage 3 and assessed in Stage 2.

Primary Standards and GLEs

- **Visual Art Standard 1** - Understanding and applying media, techniques, and processes.
 - 1.1 – Select and use different media, techniques and processes that are used to create works of art
- **Visual Art Standard 2** – Using knowledge of structures and functions
 - 2.2 – Select and use the elements of art in works of art
 - 2.7 – Select and use the principles of design in works of art
- **Visual Art Standard 3** – Choosing and evaluating a range of subject matter, symbols, and ideas.
 - 3.2 – Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art
- **Visual Art Standard 5** – Reflecting upon and assessing the characteristics and merits of their work and the work of others.
 - Describe personal responses to selected works of art

Big Idea

- Transferable core concepts, principles, theories, and processes from the Content Standards.
- Identity: Who are you and how can you convey yourself in a portrait?

Unit Enduring Understandings

- Full-sentence, important statements or generalizations that specify what students should understand from the Big Ideas(s) and/or Content Standards and that are transferable to new situations.

Students will understand that...

- The expressive qualities of a portrait can be determined through the use of design elements and principles like color, line quality, emphasis, and proportion.
- Works of art are created through thoughtful choices and decisions derived from studying other artists, personal style, or an integration of styles.
- Artists are influenced by their cultures, times, and/or places.

Unit Essential Questions

- Open-ended questions designed to guide student inquiry and learning.
- How can the elements and principles help in the creation of portraits? How are certain effects achieved in artwork?
- How do artists use tools, techniques, observation, and media to express ideas and communicate meaning?
- How does art reflect the artists' culture, time, and/or place?

Knowledge and Skills

- Needed to meet Content Standards addressed in Stage 3 and assessed in Stage 2.

Students will know...

- Background information on Frida Kahlo, Chuck Close, and Giuseppe Arcimboldo.
- That culture, times, and places affect the making of portraits.
- A variety of ways artists create portraits.
- The proper proportions and placement of facial features.
- The proper vocabulary in relation to portraits.
- How to use materials appropriately.

Students will be able to...

- Compare, analyze, and discuss artworks.
- Make a connection between medium and the desired effect in the finished portrait.
- Create a portrait that is expressive of the individual and artists studied.
- Critique their work and the work of others.
- Identify historical and cultural characteristics of works of art.

Stage 2 – Assessment Evidence
(Evidence that will be collected to determine whether or not Desired Results are achieved)

Suggested Performance/Transfer Tasks

- Performance/transfer tasks as evidence of student proficiency.

An effective assessment for ALL students should be designed to include:

- Complex, real-world, authentic applications
- Assessment(s) for student understanding of the Stage 1 elements (Enduring Understandings, Essential Questions, Big Ideas) found in the Content Standards
- Demonstration of high-level thinking with one or more facets of understanding (e.g., explain, interpret, apply, empathize, have perspective, self-knowledge)

Written Analysis of 3 Artworks: Through the use of a graphic organizer, students will analyze and compare artworks by Kahlo, Close, and Arcimboldo and identify characteristics of their style and ways they were influenced by their cultures, times, and/or places.

Portrait Artwork: Students will use information learned from their analysis to generate ideas for their portraits. They will create their own portraits and select a medium (collage, colored pencil, paint, and/or mixed media). Students will prepare the work for an exhibit and critique.

Rubrics

- Scoring guide to evaluate performance/transfer tasks used as evidence of student proficiency.

An effective scoring guide should:

- Measure what is appropriate for the Content Standard that is assessed.
- Provide opportunities for differentiation of the performance/transfer tasks used as evidence of student proficiency.

Portrait Rubric

	Use of Media	Use of Elements and Principles	Content	Personal Critique of Work
4	Use of media is mastered.	The elements and principles are used in a highly effective way.	Content of the piece is sophisticated and insightful.	Reflection is thorough and complete. Art vocabulary and criteria are consistently used.
3	Use of media is skilled.	The elements and principles are used effectively.	Content of the piece is logical and interesting.	Reflection is adequate. Art vocabulary and criteria are frequently used to support ideas.
2	Use of media is proficient.	The elements and principles are adequately used.	Content of the piece is generally accurate.	Reflection is vague. Art vocabulary and criteria is generally used.
1	Use of media is inadequate.	The elements and principles are rarely used.	Content of the piece is not evident.	Reflection is incomplete. Art vocabulary is rarely used.

Portrait Checklist

Complete the following checklist after you finish your sketch of yourself.

	Yes	Somewhat	No	Feedback	Comments
Shape of the face is an egg shape (oval)					
Eyes in the middle of the head and one eye apart					
Nose is width of the space between the eyes					
Mouth is width of the space from the middle of each eye					
Hair starts one-third of the way down the forehead					

Other Evidence

- Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations and supplements the evidence provided by the task).
- Sketches of portraits and notes from class.
- Teacher observation of ongoing work and one-on-one discussions.
- Practice and experimentation with materials.
- Class critique.
- Student reflection in a journal or sketchbook.
- Graphic organizer.

Student Self-Assessment and Reflection

- Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self-editing—based on ongoing formative assessments)

When finished, students will create self-reflections about their own artwork. Students will reflect on the process of finishing their artwork by responding to the following:

- Why did you choose particular artists?
- Why did you choose certain materials?
- Why did you choose certain art elements and principles of design?

Stage 3 – Learning Plan (Design learning activities to align with Stage 1 and Stage 2 expectations)

Key Learning Events Needed to Achieve Unit Goals

- Instructional activities and learning experiences needed to align with Stage 1 and Stage 2 expectations.

Include these instructional elements when designing an effective and engaging learning plan for ALL students:

- Align with expectations of Stage 1 and Stage 2
- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding
- Include a wide range of research-based, effective, and engaging strategies
- Differentiate and personalize content, process, and product for diverse learners
- Provide ongoing opportunities for self-monitoring and self-evaluation

Lesson 1 (Background and Research, Analyze, Observe)

The unit will begin with the students drawing a quick sketch of a person. This will be used as a pre-assessment tool. The class will view a PowerPoint presentation on the artists Kahlo, Close, and Arcimboldo and record their findings on a graphic organizer. The teacher will point out several ways the portraits are reflections of the times, places, and culture of the artists (including materials used, settings, body/facial posture). They will be introduced to the unit and final project. They will then work in small groups studying, comparing, and contrasting the art. At the end of the lesson, the students will do a think/pair/share to review the concepts learned in class.

Lesson 2 (Observe, Generate Ideas, Reflect)

The teacher will demonstrate to the class how to draw an accurate self-portrait. The students will work on their own sketching their self-portraits using individual mirrors. They will complete checklists to ensure accuracy.

Lesson 3 (Plan, Experiment, Reflect)

Students will begin the lesson by brainstorming and sketching different symbols and ideas that represent themselves. The teacher will then review the three artists studied and present how some of the art elements and/or principles affected the success of the portraits (like color, emphasis, composition, and texture). The teacher will demonstrate how to use the different materials and techniques (paint, collage, and colored pencils). Next, the students will sketch their final artworks. They will incorporate stylistic elements and/or media choices observed in their analysis of Kahlo, Close, and Arcimboldo. When finished, they will experiment with the materials on their sketches. They will share with a partner what they have created thus far.

Lesson 4, 5, 6 (Studio Time: Experiment, Revise, Refine, Reflect)

Students will continue experimenting with the materials. The teacher will provide ongoing feedback while students are working in class. Students will share their work in progress with other students and the teacher.

Lesson 7 (Reflect, Self-Evaluate, Critique)

Students will complete a self-reflection using their findings from each step. Classmates will critique each student's work using a checklist.

Resources and Teaching Tips

- A variety of resources are included (texts, print, media, web links).
- Help in identifying and correcting student misunderstandings and weaknesses.
- Art reproductions of Frida Kahlo, Chuck Close, and Giuseppe Arcimboldo (other focus artists might be Vermeer, Raphael, Picasso, Rembrandt, Van Gogh, Modigliani, Warhol)
- Strand, Claudia. *Hello, Fruit Face!: The Paintings of Giuseppe Arcimboldo (Adventures in Art)*. Fort Worth: Prestel Publishing, 1999
- Frida Kahlo Artwork and information (www.fridakahlo.com)
- National Portrait Gallery (<http://www.npg.si.edu/>)
- National Galleries exhibit of hip Hop Portraits, (<http://www.npg.si.edu/exhibit/recognize/paintings.html>)
- Portraits from magazines, book jackets, CD covers, and posters
- A PowerPoint program of portraits
- Examples of student portraits

Tips to Teachers of the Unit and How to Troubleshoot Those Issues

- Students may feel afraid of “facial realism.” It is important to assure them that the practice and exercises are part of the process to help them, because it is expected that it is a challenging task.
- Give the students choices when they are working on their portraits. They will feel more motivated and be more creative.
- It can be challenging having more than one material available for students to choose from. Make sure to demonstrate how to use all the materials and the different techniques. Go over proper usage, safety, and clean-up procedures.
- Students will progress at different paces. It is important to have guideposts—mini-deadlines, progress grades, or progress “conferences” to keep students focused. For those working quickly, suggest ways to improve the level of difficulty, the presentation, or rendering in order to meet the guidelines of the project. For those working slowly, provide teacher support and assist students to make choices (possibly simplify) that reflect their interest, skill, and ability.

Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Instruction is varied to address differences in readiness, interest, and/or learning profiles.
- Accommodations and differentiation strategies are incorporated in the design of Stage 2 and 3.
- **Visual Learners:** Demonstration, handouts, and PowerPoint presentations will be provided.
- **Oral Learners:** Hearing impaired students would be placed closer to the teacher. All materials would be read aloud to students.
- **Kinetic Learners:** Hands-on practice will be a large component overall.

Each student selects his/her media and style of art used for the portrait assignment. This allows the individual to pick their interests and strengths.

Design Principles for Unit Development

- At least one of the design principles below is embedded within unit design.
- **International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures in order to provide cross-cultural communicative competence.
- **Universal Design for Learning** - the ability to provide multiple means of representation, expression, and engagement to give learners various ways to acquire and demonstrate knowledge.
- **21st Century Learning** - the ability to use skills, resources, and tools to meet the demands of the global community and tomorrow's workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth. (AASL, 2007)

(Briefly explain how design principle(s) are embedded within the unit design.)

PowerPoint Presentation to the class. Computers available for individual students to research more in-depth about the three artists studied.

Content Connections

Content Standards integrated within instructional strategies

- **History/Social Studies** - Looking at and discussing portraits from various historical times and events.
- **Language Arts** - Writing self-reflections and critiquing.