Amis. Feb. K. Art

Content Area: **Art**
Course(s):
Time Period: **February**
Length: **4-5 Weeks**
Status: **Published**

Unit Overview

Students will study contibutions to art made by African Americans.

Enduring Understandings

Many cultures have influenced American Art.

Essential Questions

What can we learn about cultures through the making of their visual imagery?

Instructional Strategies & Learning Activities

Objectives	Suggested Activities	Evaluations	Resources
Address African-American	Read Tar Beach, Faith Ringold Draw an image of self flying over something	Teacher observation Gallery walk	

month: cultural issues past and current as well as artistic contributions	they'd like to own Paint with tempera	 Share with peers Teacher observation	 Tar Beach Images by Romare Beardon and Jacob Lawrence

Integration of Career Readiness, Life Literacies and Key Skills

9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CT	Critical Thinking and Problem-solving

Technology and Design Integration

Students participate in an interactive smartboard lesson.

Interdisciplinary Connections

LA.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LA.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LA.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of

words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Encourage risk taking in creating thier pictures as opportunities to stretch skills during production.

Support students with motor skills needed to manipulate art materials.

Actively assess to identify student interests, learning preferences and the ability to work independently.

For Gifted:

Encourage students to explore concepts in depth and encourage independent studies or investigations. Use thematic instruction to connect learning across the curriculum. Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. Expand students' time for free reading. Invite students to explore different points of view on a topic of study and compare the two. Provide learning centers where students are in charge of their learning. Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom. Determine where students' interests lie and capitalize on their inquisitiveness. Refrain from having them complete more work in the same manner. Employ differentiated curriculum to keep interest high. Avoid drill and practice activities. Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. If possible, compact curriculum to allow gifted students to move more quickly through the material. Encourage students to make transformations- use a common task or item in a different way. From
http://www.bsu.edu/web/lshasky/Forms/Interventions/Gifted.pdf

Modifications & Accommodations

Follow all IEP and 504 accommodations as specified.

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Benchmark Assessments

DRA, Aimsweb for math and language arts.

Teacher observation and recording of progression of skills

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussions

Frequent conferencing with students throughout the process. Making adjustments to instruction as needed.

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Teacher observation

Gallery walk

Share with peers

Teacher observation

Instructional Materials

Art supplies

Tar Beach

Images by Romare Beardon and Jacob Lawrence

Standards

1.5.2.Cr	Creating
1.5.2.Cr1	Generating and conceptualizing ideas.
	Explore
1.5.2.Cr1a	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
1.5.2.Cr2	Organizing and developing ideas.
	Investigate
1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
1.5.2.Cr2c	Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
1.5.2.Cr3	Refining and completing products.
	Reflect, Refine, Continue
1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
1.5.2.Pr	Presenting
1.5.2.Pr4	Selecting, analyzing, and interpreting work.
	Analyze
1.5.2.Pr5	Developing and refining techniques and models or steps needed to create products.
1.5.2.Pr5a	Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
1.5.2.Pr6	Conveying meaning through art.

1.5.2.Pr6a	Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.
1.5.2.Re	Responding
	Perceive
1.5.2.Re7a	Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
1.5.2.Re7b	Describe, compare and categorize visual artworks based on subject matter and expressive properties.
1.5.2.Re8	Interpreting intent and meaning.
1.5.2.Re8a	Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.
1.5.2.Re9	Applying criteria to evaluate products.
	Analyze
1.5.2.Re9a	Use art vocabulary to explain preferences in selecting and classifying artwork.
1.5.2.Cn	Connecting
1.5.2.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
	Synthesize
1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community.
1.5.2.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
	Relate
1.5.2.Cn11a	Compare, contrast and describe why people from different places and times make art.
1.5.2.Cn11b	Describe why people from different places and times make art about different issues, including climate change.