Oct.: Art Grade 1

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

Unit Overview

Students will take inspiration from the fall leaves to create art.

Students will study facial expressions through an author study of David Shannon's Uh-oh David.

Enduring Understandings

Artists take inspiration from nature and literature to create personal art.

Essential Questions

What can an artist see and recreate when looking at nature?

How did the Author David Shannon depict facial expressions in his book, Uh-oh David, and how can we re-create them?

Instructional Strategies & Learning Activities

Objectives	Suggested Activities	Evaluations	Resources
Week 1 and 2: Identify warm and cool colors Practice skills for working in oil pastel Discuss the science behind	Identify various shapes of leaves by viewing tracing plates of common leaves. Trace one leaf on 9x12 white paper using pencil, Use warm colors on the leaves and cool colors in	Gallery walk	Georgia O'Keefe paintings Scientific diagrams of leaves Week 3 and 4: Uh Oh David

the changing of the leaves and the anatomy of a leaf Week 3 and 4: Collaborate with 2nd grade classroom teachers: study of David Shannon Identify similarities and differences in facial expressions	the sky using blended oil pastels. Draw the veins using black oil pastels smeared lightly with finger. Week 3 and 4: Intro self portraits: read David Shannon's *Uh-Oh David* Identify shapes used to represent features Paint a portrait of David one of the facial expresssions		Photographs of one person making a variety of facial expressions

Integration of Career Readiness, Life Literacies and Key Skills

Students will learn about David Shannon's career as a children's book illustrator.

9.4.2.CI	Creativity and Innovation
9.1.2.CAP	Career Awareness and Planning
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT	Critical Thinking and Problem-solving
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Technology and Design Integration

Smart board interactive lesson

Interdisciplinary Connections

Students will observe and study the structure of a leave and its function.

Students will use David SHannon's illustrations to interpret the movement of facial features to depict an emotion.

8.2.2.ED.1	Communicate the function of a product or device.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process.
NT	Nature of Technology

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 and differentiate by ability and skills when using the media.

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 IEP and 504 accommodations and differentiate by skills.

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

Modifications and Accommodations used in this unit:

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:

Discussion

Observation

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a

standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

No Benchmark Assessment is used for this unit

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:

Final project

Gallery walk

Instructional Materials

Georgia O'Keefe paintings

Scientific diagrams of leaves

Week 3 and 4: Uh Oh David

Photographs of one person making a variety of facial expressions

Standards

1.5.2.Cr1	Generating and conceptualizing ideas.
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.
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.
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.Pr4	Selecting, analyzing, and interpreting work.
1.5.2.Pr4a	Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.
1.5.2.Pr6	Conveying meaning through art.
1.5.2.Re7	Perceiving and analyzing products.
1.5.2.Re7b	Describe, compare and categorize visual artworks based on subject matter and expressive properties.