Amis. P.Cert: Art Grade 1 February

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

Unit Overview

February is African American History Month. Students will study a prominent African American artist, Romare Beardon, and create a work of art based on cities, patterns and mixed media.

Enduring Understandings

Many African Americans have contributed significant works of art to respresent the American culture.

Romare Beardon represented cities in unique ways using mixed media and repeating patterns.

Art can be seen as a visual representation fo music patterns, rhythm and soft and loud colors.

Art reflects societal values and beliefs.

1	Students will develop positive social identities based on their membership in multiple groups in society.
ID.K-2.1	I know and like who I am and can talk about my family and myself and name some of my group identities.
3	Students will recognize that people's multiple identities interact and create unique and complex individuals.
4	Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

Essential Questions

How did Beardon use patterns to represent city life in repeating patterns, colors and mixed media?

How do we create art in Beardon's images?

Instructional Strategies & Learning Activities

Objectives	Suggested Activities	Evaluations	Resources

Identify repeating patterns Within patterns Create a city landscape Learn about Black artists throughout the year, but this lesson addresses why many are marginalized Experiment with mixed media collage and paint See art as a visual representation of music-patterns, rhythm, soft and loud colors Recognize art as a reflection of societal values, beliefs, and circumstances	Romare Bearden:city landscapes Watch video about Beardon Use collage, painting, printmaking to replicate a city landscape like Beardon Add photo of each student to the city Bearden-style	Gallery walk Teacher Observation	Bearden images and video Jazz cd –as Bearden made his art listening to Jazz

Integration of Career Readiness, Life Literacies and Key Skills

Students will learn about Roman Bearden's life and career choice to express himself through art.

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.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
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

Students will gather information about Bearden through video and audio.

Interdisciplinary Connections

Students will explore the Black American experience through Bearden's life and art.

SOC.6.3.4.CS1	Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
SOC.6.3.4.CS6	Demonstrate understanding of the need for fairness and take appropriate action against unfairness.
VPA.1.1.2.B.CS1	Ear training and listening skill are prerequisites for musical literacy.
VPA.1.2.2.A.CS1	Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.
VPA.1.4.2.A.CS1	Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.

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

Encourage differentiation based on student skill set.

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 base differentiation on skills.

Refer to QSAC EXCEL SMALL SPED ACCOMMODATIONS 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:

eacher observation

Discussion

Benchmark Assessment

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:

Teacher recorded observations on increased skills using various mediums.

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:

Gallery walk

Teacher Observation

Instructional Materials

Bearden images and video

Jazz cd –as Bearden made his art listening to Jazz

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.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.Pr5	Developing and refining techniques and models or steps needed to create products.
1.5.2.Pr6	Conveying meaning through art.
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.
	Interpret
1.5.2.Re9	Applying criteria to evaluate products.
1.5.2.Re9a	Use art vocabulary to explain preferences in selecting and classifying artwork.