# Jan. Art Grade 1

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

## Unit Overview

Students will identify and use repeating patterns using color, shape and line to create works of art that tell a story.

## Enduring Understandings

The use of symmetry can help create visually interesting shapes.

Certain aesthetic qualities of different groups of people can help a viewer distiguish a culture.

Identifiable patterns in nature can be found everywhere, but particularly in cultural works of art.

## Essential Questions

How does repeating patterns of color, shape and line help create aesthetically pleasing works of art?

How does the use of patterns help the viewer distiguish a culture?

How is storytelling used to create visual art?

## Instructional Strategies & Learning Activities

| Objectives | Suggested Activities | Evaluations | Resources |
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| Identify and use repeating patterns using color, shape and line<br><br>Discuss aesthetic qualities | Aboriginal Art: students discuss the Aboriginal philosophy about how the world began and discuss the common characteristics of Aboriginal art. | Gallery walk-hang on wall for display | Images of Aboriginal art<br><br>Books<br><br>Youtube video about a group of Aboriginal |

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| that distinguish a culture<br><br>Storytelling as a visual art form and symbolism to relate the ideas of the story | Using theatrical drama, students reinact the beginning of the world as animals through an Aboriginal story.<br><br>Use markers to create a pattern of lines and colors across 12”lizard.<br><br>Fold lengthwise and glue to large leaf cut out | | artists |

## Integration of Career Readiness, Life Literacies and Key Skills

Students explore theater as a career choice.

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| 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

Students will utilize Youtube as a means of gathering information.

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| 8.1.2.CS.1 | Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. |
| 8.1.2.NI.1 | Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. |
| 8.1.2.NI.2 | Describe how the Internet enables individuals to connect with others worldwide. |

## Interdisciplinary Connections

Students will explore the Aboriginal culture through theater.

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| 6.1.2.HistorySE.1 | Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. |

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| 6.1.2.HistorySE.2 | Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays). |

## 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:**

Art creation will be encouraged based on skills.

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

IEP modifications will be followed and differentiation will be based on 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

Teacher observation

Gallery walk-hang on wall for display

## 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:**

Teacher records of advancement of skills using various mediums to create art.

## 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 of Theatrical performance

Final art project

## Instructional Materials

Images of Aboriginal art

Books

Youtube video about a group of Aboriginal artists

## Standards

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| 1.5.2.Cr1 | Generating and conceptualizing ideas. |
| 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.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. |

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| 1.5.2.Pr6 | Conveying meaning through art. |
| 1.5.2.Re7 | Perceiving and analyzing products. |
| 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.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. |
| 1.5.2.Re9a | Use art vocabulary to explain preferences in selecting and classifying artwork. |
| 1.5.2.Cn10 | Synthesizing and relating knowledge and personal experiences to create products. |
| 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. |
| 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. |