June: Art Grade 1

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

Unit Overview

This month students will:

Discuss Japanese culture and artistic traditions

Discuss the history of kite making and art as symbolism that reflects cultural beliefs

Enduring Understandings

All cultures have art that reflects who they are and what they believe.

Kites are associated with Japanese Art.

Essential Questions

How do Japanese beliefs and culture affect their art?

How do you make a kite in the Japanese tradition?

Instructional Strategies & Learning Activities

Objectives	Suggested Activities	Evaluations	Resources
Discuss Japanese culture and artistic traditions Discuss the history of kite making and art as symbolism that reflects cultural beliefs	Paint a Carp fish windsocks similar to Japanese boy's day celebration Watercolor and watercolor pencils to add details	Teacher observation Peer critique	Images of Japanese art and kites

Integration of Career Readiness, Life Literacies and Key Skills

Students will learn about non-traditional careers in art.

9.4.2.CI	Creativity and Innovation
9.1.2.CAP	Career Awareness and Planning
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 design and construct a kite.

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.
ED	Engineering Design
	Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions.
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.
8.2.2.ED.4	Identify constraints and their role in the engineering design process.
8.2.2.NT.2	Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.

Interdisciplinary Connections

LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information

	in a text.
LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LA.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

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

    - 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

Differentiation occurring in this unit:

Modifications & Accommodations

Modifications specified in the IEP will be accommodated.

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:

Teacher observation.

Peer critique

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 skill growth using different media.

VPA.1.1.2.D.CS1	The basic elements of art and principles of design govern art creation and composition.
VPA.1.3.2.D.CS4	Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.

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 critique based on final project.

Instructional Materials

Images of Japanese art and kites

Kite making materials

Art supplies

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.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.Pr	Presenting
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.Pr5	Developing and refining techniques and models or steps needed to create products.
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.
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.