Mar/April Gr. 4 Art

Content Area: **Art**
Course(s):
Time Period: **March**
Length: **5-6 Weeks**
Status: **Published**

Unit Overview

Using clay, students will represent popular culture of today through the sculpture of a popular food.

Enduring Understandings

Pop culture was an artform in the 1950's and 60's and took popular items of the day for inspiration.

Essential Questions

How can we represent our current culture using the style of "pop culture" artwork?

Instructional Strategies & Learning Activities

Objectives	Suggested Activities	Evaluations	Resources
What are the possible outcomes when art imitates popular culture?	Examine the work of Claes Oldenburg and other Pop Artists of the 50s and 60s	Clay must be skillfully constructed to create most realistic sculpture of the food that was chosen be each group.	Slide show presentation
Work with peers to brainstorm and decide on one idea	Create a cultural web of current day culture	Description of how it reflects popular culture and why this was chosen.	
Handbuilding with clay skills: slab, pinch, coil, slip, score, blend	Chose one food item that best reflects current culture and explain why		

Integration of Career Readiness, Life literacies and Key Skills

Students will explore art careers of the 60's and how popular culture influences the artist's work.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
WRK.9.2.5.CAP	Career Awareness and Planning
WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
TECH.9.4.8.CI	Creativity and Innovation
TECH.9.4.8.CT	Critical Thinking and Problem-solving
TECH.9.4.8.GCA	Global and Cultural Awareness
TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
	Multiple solutions often exist to solve a problem.
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

Technology and Design Integration

Students will interact with the unit using the Smartboard.

Students will research pop art using the computer.

TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to

	create and communicate knowledge.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.

Interdisciplinary Connections

LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
SOC.6.1.4	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

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:

Students will be encouraged to improve and challenge thier art skills as they proceed.

Simpler instructions and tasks will be assigned for struggling students

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

Individual IEP's and 504 accommodations will be utilized.

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

Modifications and Accommodations used in this unit:

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:

Students will be assessed on the standard for growth.

VPA.1.3.2.D.CS3	Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.

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 observations during the process

Discussion

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:

Evaluations

Clay must be skillfully constructed to create most realistic sculpture of the food that was chosen be each group.

Description of how it reflects popular culture and why this was chosen.

Instructional Materials

Slide show presentation

Art materials as required

Standards

VA.3-5.1.5.5.Cr	Creating
VA.3-5.1.5.5.Pr	Presenting
VA.3-5.1.5.5.Re	Responding
VA.3-5.1.5.5.Cr1	Generating and conceptualizing ideas.
VA.3-5.1.5.5.Cr2	Organizing and developing ideas.
VA.3-5.1.5.5.Cr3	Refining and completing products.
VA.3-5.1.5.5.Pr4	Selecting, analyzing and interpreting work.
VA.3-5.1.5.5.Pr5	Developing and refining techniques and models or steps needed to create products.
VA.3-5.1.5.5.Pr6	Conveying meaning through art.
VA.3-5.1.5.5.Re7	Perceiving and analyzing products.
VA.3-5.1.5.5.Re8	Interpreting intent and meaning.
VA.3-5.1.5.5.Cr1a	Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
VA.3-5.1.5.5.Cr1b	Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
VA.3-5.1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
VA.3-5.1.5.5.Cr2b	Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
VA.3-5.1.5.5.Cr2c	Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
VA.3-5.1.5.5.Cr3a	Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
VA.3-5.1.5.5.Pr5a	Prepare and present artwork safely and effectively.
VA.3-5.1.5.5.Re7a	Speculate about artistic processes. Interpret and compare works of art and other responses.
VA.3-5.1.5.5.Re7b	Analyze visual arts including cultural associations.
	Reflect, Refine, Continue