Feb. Gr. 5 Art

Content Area: **Art**
Course(s):
Time Period: **February**
Length: **4-5 Weeks**
Status: **Published**

Unit Overview

Students continue to explore self portraiture.

Enduring Understandings

Many artists have used self portaits as a subject using different styles.

Essential Questions

How do different artists create unique self portraits, and why?

Instructional Strategies & Learning Activities

Objectives	Suggested Activities	Evaluations	Resources
Experiment with various mediums to create a self portrait. Identify common and distinctive characteristics of an artists work. Culture's influence on art and vice-versa Incorporate personal life	Use self portrait to convey a surrealistic image. Discuss dreams Discuss the 1920's culture, Freud, and science's impact on art of the time. Create a Surrealistic collage using magazine cut-outs and/or drawing/painting. 3D	Peers exchange artwork and write a short story based on each other's art. Teacher observation	Surrealism powerpoint Dali magazines

experiences into artwork	opportunities as well after discussing Max Ernst.		

Integration of Career Readiness, Life Literacies and Key Skills

Students will be introduced to psychology and the career of Sigmond Freud. Students will learn that Freud influenced Dali's artwork.

9.2.5.CAP	Career Awareness and Planning
9.4.5.CI	Creativity and Innovation
	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
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.
9.4.5.CT	Critical Thinking and Problem-solving
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Technology and Design Integration

Students will interact with the unit through the Smartboard.

ITH	Interaction of Technology and Humans
	Societal needs and wants determine which new tools are developed to address real-world problems.

Interdisciplinary Connections

1.1	Recognize one's feelings and thoughts
3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds

5.5	Identify who, when, where, or how to seek help for oneself or others when needed
LA.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

ndividual 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:

Teacher observation for growth

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 during 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:

Peers exchange artwork and write a short story based on each other's art.

Teacher observation

Instructional Materials

Surrealism powerpoint

Dali

magazines

Art suplies as required

Standards

1.5.5.Cr	Creating
	Explore
1.5.5.Cr1a	Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
1.5.5.Cr1b	Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
1.5.5.Cr2c	Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
1.5.5.Cr3	Refining and completing products.
	Reflect, Refine, Continue

1.5.5.Pr	Presenting
1.5.5.Pr6	Conveying meaning through art.
1.5.5.Re7a	Speculate about artistic processes. Interpret and compare works of art and other responses.
1.5.5.Re7b	Analyze visual arts including cultural associations.
1.5.5.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.5.5.Cn11a	Communicate how art is used to inform the values, beliefs and culture of an individual or society.