

**Instructional Unit Authors**

Harrison School District

Felicia Boudreaux

Roaring Fork School District

Leslie Keery

Pueblo City School District

Crystal Sebastian-Johnson

Colorado State University

Patrick Fahey, PhD

**Based on a curriculum overview Sample authored by**

Adams Five Star School District

Donna Samuels

Denver School District

Capucine Chapman

Cherry Creek School District

Dale Zalmstra

*This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.*

**Colorado’s District Sample Curriculum Project**

date Posted: march 31, 2014

Visual Arts

2nd Grade

Colorado Teacher-Authored Instructional Unit Sample

**Unit Title: Reflecting on Community Experiences**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Content Area** | Visual Arts | | | **Grade Level** | 2nd Grade | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. Observe and Learn to **Comprehend** | 1. Artists make choices that communicate ideas in works of art | | | | | | VA09-GR.2-S.1-GLE.1 |
| 1. Characteristics and expressive features of art and design are used to identify and discuss works of art | | | | | | VA09-GR.2-S.1-GLE.2 |
| 1. Envision and Critique to **Reflect** | 1. Visual arts use various literacies to convey intended meaning | | | | | | VA09-GR.2-S.2-GLE.1 |
| 1. Invent and Discover to **Create** | 1. Use familiar symbols to identify and demonstrate characteristics and expressive features of art and design | | | | | | VA09-GR.2-S.3-GLE.1 |
| 1. Relate and Connect to **Transfer** | 1. Visual arts respond to human experience by relating art to the community | | | | | | VA09-GR.2-S.4-GLE.1 |
| **Colorado 21st Century Skills**    **Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Own Your Learning*  **Invention:** *Creating Solutions* | | The Colorado Academic Standards for Visual Arts are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four visual arts standards to illustrate this process-based philosophy. | | | | | |
| **Unit Titles** | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
| Reflecting on Community Experiences | | | Instructor Choice | | | Instructor Choice | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unit Title** | Reflecting on Community Experiences | | | **Length of Unit** | Instructor Choice |
| **Focusing Lens(es)** | Relationships | **Standards and Grade Level Expectations Addressed in this Unit** | VA09-GR.2-S.1-GLE.1, VA09-GR.2-S.1-GLE.2  VA09-GR.2-S.2-GLE.1  VA09-GR.2-S.3-GLE.1  VA09-GR.2-S.4-GLE.1 | | |
| **Inquiry Questions (Engaging- Debatable):** | * Why do artists reflect on their experiences? (VA09-GR.2-S.1-GLE.1,2) and ( VA09-GR.2-S.2-GLE.1) and ( VA09-GR.2-S.3-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c) * Why are communities different? * What is the artist’s role in the community? | | | | |
| **Unit Strands** | Comprehend/Reflect/Create /Transfer | | | | |
| **Concepts** | Patterns, Symbols, Communication, Reflection, Life Connections/Human Experience, Collaboration, Community, Understanding | | | | |

|  |  |  |
| --- | --- | --- |
| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Reflections on personal experiences inform an individual’s understanding of community. (VA09-GR.2-S.1-GLE.1) and (VA09-GR.2-S.2-GLE.1) and (VA09-GR.2-S.3-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c) | What are some methods for reflecting on experiences? (i.e. discussion, art-making, etc.) | How do reflections of personal experiences inform the understanding of community? |
| Patterns and symbols can communicate the relationships within a community. (VA09-GR.2-S.1-GLE.1,2) and (VA09-GR.2-S.2-GLE.1-EO.a,b,c) and (VA09-GR.2-S.3-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c) | What patterns or symbols would represent community? (i.e. a grouping of silhouetted figures) | What kinds of relationships can people have in a community?  How can symbols and patterns be used to communicate community? |
| Creating community artwork (both individual and collaborative) depicts the values and ideas that make a community unique. (VA09-GR.2-S.1-GLE.1,.2) and (VA09-GR.2-S.2-GLE.1) and (VA09-GR.2-S.3-GLE.1) and(VA09-GR.2-S.4-GLE.1-EO.a,b,c) | What types of art communicates community? (i.e. public art, collaborative, personal, cultural etc.)  What artists have created community-based art?  What are some examples of collaborative art? (i.e. books, murals, etc.) | How can artwork communicate community experiences?  Why does collaboration create community?  What other ways do communities collaborate besides art-making?  What makes some collaboration successful and other not? |

|  |  |
| --- | --- |
| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * Different ways symbols and patterns can be used in a variety of ways to represent community (VA09-GR.2-S.1-GLE.1,2) and (VA09-GR.2-S.2-GLE.1-EO.a,b,c) and (VA09-GR.2-S.3-GLE.1-EO.a,b,c,d) * Different relationships that are found in communities (VA09-GR.2-S.1-GLE.1-EO.a,b,c) and (VA09-GR.2-S.2-GLE.1-E.a,b,c) and (VA09-GR.2-S.3-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c) * Ways different materials and media can be used to create art that reflects personal and collaborative ideas of community. . (VA09-GR.2-S.1-GLE.1) and (VA09-GR.2-S.2-GLE.1-EO.a,b,c) and (VA09-GR.2-S.3-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c) | * Create patterns and symbols to reflect on community (VA09-GR.2-S.1,2) and (VA09-GR.2- S.2-GLE.1) and (VA09-GR.2-S.3-GLE.1-EO.a,b,c,d) * Use appropriate materials and media to communicate their ideas of community. (VA09-GR.2-S.1-GLE.1,2) and (VA09-GR.2- S.2-GLE.1) and (VA09-GR.2-S.3-GLE.1-EO.a,b,c,d) * Create presentation-ready works of art. community (VA09-GR.2-S.1-GLE.1,2) and (VA09-GR.2- S.2-GLE.1) and (VA09-GR.2-S.3-GLE.1-EO.a,b,c,d) |

|  |  |  |
| --- | --- | --- |
| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *Personal experiences and collaboration allows artists to reflect on their community.* |
| **Academic Vocabulary:** | Communication, reflection, life connections, human experience, collaboration | |
| **Technical Vocabulary:** | Media, presentation-ready, murals, patterns, symbols | |

|  |  |
| --- | --- |
| **Unit Description:** | In this unit the students will explore place, space, architecture, city planning and mapping through the experience of community. Student will begin by studying their surroundings and eventually consider how communities, as a whole, are planned and created. Planning and understanding art making as a process are common to each learning experience. Expressive features and characteristic of art, symbols, and mixing media are also key elements in the unit. The unit culminates in a performance assessment that asks students to work collaboratively to design and map out a new community. |
| **Considerations:** | As a 2nd grade unit, the intent is to clearly define community. A working definition might be: a group of people living in the same place or having a particular characteristic in common. Using the community as a central topic, teachers can explain that patterns and symbols can have “agreed upon meaning”. Patterns and symbols can also be personal or both when considering the architecture, mapping arrangements and various aesthetics and needs in planning and creating a community environment. Another emphasis for students is that communities can change for many reasons. |
| **Unit Generalizations** | |
| **Key Generalization:** | Reflections on personal experiences inform an individual’s understanding of community |
| **Supporting Generalizations:** | Patterns and symbols can communicate the relationships within a community |
| Creating community artwork (both individual and collaborative) depicts the values and ideas that make a community unique |

|  |  |
| --- | --- |
| **Performance Assessment:** *The capstone/summative assessment for this unit.* | |
| **Claims:**  (Key generalization(s) to be mastered and demonstrated through the capstone assessment.) | Patterns and symbols can communicate the relationships within a community |
| **Stimulus Material:**  (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization) | You are an explorer and together with a large group of friends and family have landed/discovered in a new environment. You begin to design and build where you will live, what you will do, and where you will work, play, and learn. You and others in your developing community have decided to create a map together with a key (legend) to show all the parts of your community and how to get from place to place. You will put this map on a rocket and launch it in the air so others might find you and your community. |
| **Product/Evidence:**  (Expected product from students) | Students will work in small groups to map a new community. The process to complete this performance assessment will include the following components:   * Create an artwork depicting a special place * Use sketchbooks to recognize and record (list and draw) the environment * Create symbols for the functional features of their community * List elements and purposes of symbols used in maps * List and describe the steps necessary to plan a collaborative art work * Collaboratively create a map with a key (legend) to show all the parts of a community and how to get from place to place |
| **Differentiation:**  (Multiple modes for student expression) | Students may have multiple choices in verbal, artistic and written presentations and products:   * Collage * Sketches * Drawings * Prints * Paintings |

|  |  |
| --- | --- |
| **Texts for independent reading or for class read aloud to support the content** | |
| **Informational/Non-Fiction** | **Fiction** |
| *Amazing Buildings*-Kate Hayden (DK Readers, Level 2)  *The Map As Art: Contemporary Artists Explore Cartography*- Katharine Harmon  *The Art of the Map: An Illustrated History of Map Elements and Embellishments*-Dennis Reinhartz  *From Mud Huts to Skyscrapers*-Christine Paxmann  *Building on Nature: The Life of Antoni Gaudi-R. Rodriguez* | *Beautiful Oops-*Barney Saltzberg (40L Lexile Level)  *From Mud Huts to Skyscrapers*-Christine Paxmann  *Building on Nature: The life of Antoni Gaudi*-Rachel Victoria Rodriguez (AD550L Lexile Level)  *Me on the Map*- Joan Sweeney (Developing reader)  *Where do I Live*? –Neil Chesanow (Developing reader)  *My Neighborhood: Places and Faces*: Lisa Bullard (730L Lexile level)  *As the Crow Flies: A First Book of Maps*- Gail Hartman (320L Lexile level)  *As the Raodrunner Runs” A First Book of Maps-* Gail Hartman (320L Lexile level)  *Follow That Map: A First Book Of Mapping Skills*-Scot Richie  *You Are Here: Personal Geographies and Other Maps of the imagination*-Katharine Harmon  *Wonderful Houses around the World*- Y. Komatsu  *Amazing Buildings*- K. Hayden  *Famous Buildings of Frank Lloyd Wright-* B. LaFontaine |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Ongoing Discipline-Specific Learning Experiences** | | | | |
| 1. | Description: | Think like an artist: The characteristics and expressive features in works of art and design and an understanding of media, processes and tools that are needed to express ideas in the visual arts and help to determine artistic intent | Teacher Resources: | *Making Art: Form and Meaning -* Barrett, T.  *Talking About Student Art -* Barrett, T |
| Student Resources: |  |
| Skills: | Create, analyze, interpret and make meaning of art and design | Assessment: | Throughout the unit students will use journaling and sketchbooks to:   * Provide written and verbal arguments for works of art * Give reasons for their artistic decisions and the artistic decisions of other artists * Research and document their ideas and primary source information in sketchbooks/journals to inform their decisions in making art |
|  | | | | |
| 2. | Description: | Create like an artist: Develop appropriate studio habits | Teacher Resources: | *Studio thinking 2: The real benefits of visual arts education* - Hetland, l., Winner, E., Veenema, S., & Sheridan, K. |
| Student Resources: | N/A |
| Skills: | Develop craft, engage and persist, envision, express, observe, reflect, stretch and explore, persistence, and understand art worlds | Assessment: | Throughout the unit students will use journaling and sketchbooks to reflect upon the creative process utilized in all art making. |
|  | | | | |
| 3. | Description: | Research like an artist: Historical and cultural (contemporary) ideas, artworks and artists can be sources for, and are evident in, works of art | Teacher Resources: | *Making Art: Form and Meaning -* Barrett, T.  *Talking About Student Art -* Barrett, T <http://www.core77.com/blog/sketchnotes/sketchnotes_101_the_basics_of_visual_note-taking_19678.asp> (Sketchnotes 101)  <http://sachachua.com/blog/2013/08/resources-for-getting-started-with-sketchnoting/> (Resources for getting started with sketchnoting)  [https://www.google.com/search?q=sketchnoting&rls=com.microsoft:en-us:IE-Address&rlz=1I7GFRC\_enUS363 &tbm=isch&tbo=u&source=univ&sa=X&ei=M\_BJUpOgF-r7yAGFxIDYBQ&ved=0CEYQsAQ&biw=1536&bih=845&dpr=1](https://www.google.com/search?q=sketchnoting&rls=com.microsoft:en-us:IE-Address&rlz=1I7GFRC_enUS363%20&tbm=isch&tbo=u&source=univ&sa=X&ei=M_BJUpOgF-r7yAGFxIDYBQ&ved=0CEYQsAQ&biw=1536&bih=845&dpr=1) (Sketchnote images)  <https://medium.com/lets-make-things/2a87e47c0a25> (What to Put in a Sketchbook: For Beginners) |
| Student Resources: | N/A |
| Skills: | Use specific criteria to discuss and evaluate works of art | Assessment: | Throughout the unit students will use journaling and sketchbooks to critique and evaluate the creative process utilized in all art making. |
|  | | | | |

|  |
| --- |
| **Prior Knowledge and Experiences** |
| These ongoing learning experiences build upon a presumed (student) working knowledge of the *basic* components and purposes of making art regarding 1) the characteristics and expressive features in works of art and design; 2) the use of media, processes and tools that are needed to express ideas in the visual arts; and 3) knowledge of historical and cultural (contemporary) ideas for source material in creating art appropriate for this grade level. Depending on when this unit is taught in 2nd grade, students may or may not have been taught the basic concepts about maps. Students may need to be taught these concepts prior to beginning this unit. |

|  |
| --- |
| **Learning Experiences # 1 – 9**  **Instructional Timeframe: Teacher Determined** |

|  |  |  |
| --- | --- | --- |
| **Learning Experience # 1** | | |
| The teacher may provide images of place created by artists so that students can explain that exploring place/space is one of many types of subject matter and areas of interest that artists explore. | | |
| **Generalization Connection(s):** | Reflections on personal experiences inform an individual’s understanding of community. | |
| **Teacher Resources:** | [https://www.google.com/search?q=drawings+and+paintings+of+place+by+artists&rls=com.microsoft:en-us:IE- Address&source=lnms&tbm=isch&sa=X&ei=bW1IUqjrAoG9qQHZ64FA&ved=0CAkQ\_AUoAQ&biw=911&bih=419&dpr=1#q=cityscapes+paintings&rls=com.microsoft:en-us%3AIE-Address&tbm=isch&facrc=\_&imgdii=\_&imgrc=WcoQa\_rFntUssM%3A%3B6EJH9dFxsAnPzM%3Bhttp%253A%252F%252Fwww.platris.com%252Fimages%252FCityscapesManhattanNewYork\_r3\_c15.jpg%3Bhttp%253A%252F%252Fwww.platris.com%252FArtCollectionsCityscapesCityChic.html%3B491%3B394](https://www.google.com/search?q=drawings+and+paintings+of+place+by+artists&rls=com.microsoft:en-us:IE-%20Address&source=lnms&tbm=isch&sa=X&ei=bW1IUqjrAoG9qQHZ64FA&ved=0CAkQ_AUoAQ&biw=911&bih=419&dpr=1#q=cityscapes+paintings&rls=com.microsoft:en-us%3AIE-Address&tbm=isch&facrc=_&imgdii=_&imgrc=WcoQa_rFntUssM%3A%3B6EJH9dFxsAnPzM%3Bhttp%253A%252F%252Fwww.platris.com%252Fimages%252FCityscapesManhattanNewYork_r3_c15.jpg%3Bhttp%253A%252F%252Fwww.platris.com%2) (Manhattan/New York cityscape images)  <https://www.google.com/search?q=landscape&rls=com.microsoft:en-us:IE-Address&source=lnms&tbm=isch&sa=X&ei=BXFIUouSJdKJrQHX6IG4CQ&ved=0CAkQ_AUoAQ&biw=911&bih=419&dpr=1#q=contemporary+landscape+paintings&rls=com.microsoft:en-us%3AIE-Address&tbm=isch> (Landscape images)  <https://www.google.com/search?q=drawings+and+paintings+of+place+by+artists&rls=com.microsoft:en-us:IE-Address&source=lnms&tbm=isch&sa=X&ei=bW1IUqjrAoG9qQHZ64FA&ved=0CAkQ_AUoAQ&biw=911&bih=419&dpr=1#q=place%20map&revid=299168905&rls=com.microsoft%3Aen-us%3AIE-Address&tbm=isch&imgdii=_> (Map Images) | |
| **Student Resources:** | *Tar Beach* by Faith Ringgold | |
| **Assessment:** | Students will create an artwork depicting a special place to them and explain through journaling/sketchbook the decisions made in its creation.  <http://www.abcteach.com/free/p/port_26pt_line_story.pdf> (Blank, lined paper with room for illustrations/visuals and writing) | |
| **Differentiation:**  (Multiple means for students to access content and multiple modes for student to express understanding.) | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| <http://isearch.avg.com/images?s=sideNav&cid=%7b35597DD8-0A27-48D4-89F4-7A4C162AC5E2%7d&mid=243e96cc48b4fae0a86518f68ddd720b-06ce4fc639803a2e3563922518183d8e94088cb9&lang=en&ds=AVG&pr=fr&d=2012-0930+09%3a41%3a29&v=15.3.0.11&pid=avg&sg=0&sap=dsp&q=google+image+search+for+cityscapes%2c+landscapes+and+maps&tc=test10> (Google image search for cityscapes, landscapes and maps) | Students may review images of different environments (place/space) and homes from a variety of cultures identifying what might make them important to the artist |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| <http://thehelpfulartteacher.blogspot.com/2011/01/three-point-perspectivethe-really.html> (The Helpful Art Teacher-Three Point Perspective)  <http://creativity.denverartmuseum.org/?lesson-plan+a-spiders-perspective> (Denver art museum spider’s perspective) | Students may create images of special place/space from multiple vantage points; demonstrating bird’s eye and worm’s eye view |
| **Critical Content:** | * Different relationships that are found in communities * Ways different materials and media can be used to create art that reflects personal and collaborative ideas of community | |
| **Key Skills:** | * Use appropriate materials and media to communicate their ideas of community | |
| **Critical Language:** | Communication, reflection, life connections/human experience, community | |

|  |  |  |
| --- | --- | --- |
| **Learning Experience # 2** | | |
| The teacher may provide examples of art work and journals/sketchbooks that explore how place is discovered by artists so that students can investigate how elements found in places and spaces (swing, stove, bed) can identify their use (play, cook, sleep, dream, etc.) or misuse. | | |
| **Generalization Connection(s):** | Reflections on personal experiences inform an individual’s understanding of community  Patterns and symbols can communicate the relationships within a community | |
| **Teacher Resources:** | *How to be an explorer of the world* - Smith, K.  <http://www.pinterest.com/mdridlen/artist-journals/> (Pinterest site with examples of artwork journals) | |
| **Student Resources:** | *Make Art Make Mistakes: A Creativity Sketchbook* - Museum of Modern Art  *Beautiful Oops -* Saltzberg, B. | |
| **Assessment:** | Students will use their journal/sketchbooks to recognize and record (list and/or draw) whatever catches their attention in the space around them (e.g., wads of gum under desk, graffiti, paper litter, flag, desk) | |
| **Differentiation:**  (Multiple means for students to access content and multiple modes for student to express understanding.) | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Students may use fill-in-the-blank sentences to guide students in creating a list:  I see \_\_\_\_\_\_\_\_ in/by/on/under the \_\_\_\_\_\_\_\_\_\_\_.  Students may be provided examples of images with translations | Students may work in small groups or in pairs to create a list  Students may be allowed to draw rather than list objects |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| <http://www.readwritethink.org/parent-afterschool-resources/printouts/nature-story-30248.html> (Resource for observational writing) | After creating the list, students may more completely describe the context the item was found by writing about or drawing/painting the item in its context |
| **Critical Content:** | * Different ways symbols and patterns can be used in a variety of ways to represent community * Different relationships that are found in communities * Ways different materials and media can be used to create art that reflects personal and collaborative ideas of community | |
| **Key Skills:** | * Research components of community * Create patterns and symbols to reflect on community * Use appropriate materials and media to communicate their ideas of community | |
| **Critical Language:** | Patterns, symbols, communication, reflection, life connections/human experience, community, documentation, observation, memory | |

|  |  |  |
| --- | --- | --- |
| **Learning Experience # 3** | | |
| The teacher may use the art work of favorite place to allow students to consider where each place resides in the larger context of a community so that students can begin thinking about how artists might visually depict how places, building, and structures can be placed (on a map) using the expressive features and characteristics of art. | | |
| **Generalization Connection(s):** | Reflections on personal experiences inform an individual’s understanding of community  Patterns and symbols can communicate the relationships within a community | |
| **Teacher Resources:** | *Follow That Map: A First Book Of Mapping Skills-* Scot Richie  Community maps  <http://www.brainpickings.org/index.php/2011/09/06/everything-sings-david-wood/> (*Everything Sings*, Denis Wood)  <http://education.nationalgeographic.com/education/map/?ar_a=1&map_types=52> (Thematic Mapping)  *You Are Here: Personal Geographies and Other Maps of the imagination* by Katharine Harmon,  *The Map As Art: Contemporary Artists Explore Cartography* by Katharine Harmon,  *The Art of the Map: An Illustrated History of Map Elements and Embellishments* by Dennis Reinhartz | |
| **Student Resources:** | <http://www.brainpickings.org/index.php/2011/09/06/everything-sings-david-wood/> (*Everything Sings*, Denis Wood)  <http://education.nationalgeographic.com/education/map/?ar_a=1&map_types=52> (Thematic Mapping) | |
| **Assessment:** | Students will create a visual map (e.g., this is a map without text or required map elements such as compass rose, legend etc.) of a place (e.g., the art room, home, school) that explains how the space is organized. | |
| **Differentiation:**  (Multiple means for students to access content and multiple modes for student to express understanding.) | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| N/A | Students may create a map of a smaller section of a locale |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| <http://education.nationalgeographic.com/education/mapping/?ar_a=1> (Resource for creating maps) | Students may plan and create more elaborate detail and themes on map including cartography elements (compass rose, legend etc.) |
| **Critical Content:** | * Different ways symbols and patterns can be used in a variety of ways to represent community * Different relationships that are found in communities * Ways different materials and media can be used to create art that reflects personal and community culture | |
| **Key Skills:** | * Research components of community * Create patterns and symbols to reflect on community * Use appropriate materials and media to communicate their ideas of community. | |
| **Critical Language:** | Patterns, symbols, communication, reflection, life connections/human experience, community, documentation, observation, memory | |

|  |  |  |
| --- | --- | --- |
| **Learning Experience # 4** | | |
| The teacher may provide examples of places, structures and buildings so that students can identify how a building’s or structure’s purpose and function relates to its form. | | |
| **Generalization Connection(s):** | Reflections on personal experiences inform an individual’s understanding of community  Patterns and symbols can communicate the relationships within a community | |
| **Teacher Resources:** | Pictures of blueprints and elevation level designs:  <http://www.construction53.com/wp-content/uploads/2011/08/082311_2102_LayoutofCon1.jpg>  <http://m.rgbimg.com/cache1oCAJS/users/t/ta/tacluda/600/mx8sxAa.jpg>  <http://m.rgbimg.com/cache1oCAJY/users/t/ta/tacluda/600/mx8sxGC.jpg> | |
| **Student Resources:** | Photocopies of buildings from the community, web searches or from resource books  *From Mud Huts to Skyscrapers-* Paxmann, C.  *Building on Nature: The Life of Antoni Gaudi -* Rodriguez, R.  *Wonderful Houses around the World* - Komatsu, Y.  *Amazing Buildings* - Hayden, K.  *Famous Buildings of Frank Lloyd Wright -* LaFontaine, B.  [www.commons.wikimedia.org/wiki/File:Eiffel\_Tower\_(72\_names).jpg](http://www.commons.wikimedia.org/wiki/File:Eiffel_Tower_(72_names).jpg) (Eiffel Tower)  <http://www.alaska-in-pictures.com/data/media/9/inupiat-eskimo-igloo_438.jpg> (Igloo)  <http://www.2x4architecture.com/2x4blog/wp-content/uploads/2013/02/village_surveys_015p.jpg> (Mud Hut)  <http://www.wright-house.com/frank-lloyd-wright/fallingwater-pictures/F1SW-fallingwater-in-fall.html> (Falling Water)  <http://upload.wikimedia.org/wikipedia/commons/thumb/5/5a/Porch_of_Maidens.jpg/800px-Porch_of_Maidens.jpg> (Maidens at the Acropolis)  <http://www.make-my-own-house.com/images/permarchitectsym.jpg> (Images of architectural blueprints of interior symbols) | |
| **Assessment:** | Students will complete a T-Chart identifying one aspect of a building’s form and connecting it with a particular function  <http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf> (T-Chart template example) | |
| **Differentiation:**  (Multiple means for students to access content and multiple modes for student to express understanding.) | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Students may use a pre-populated T-Chart (e.g., forms of architecture) | Students may work in pairs to fill in the T-Chart |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| <http://www.make-my-own-house.com/images/permarchitectsym.jpg> (List of blueprint symbols) | Students may design their own blueprint |
| **Critical Content:** | * Different ways symbols and patterns can be used in a variety of ways to represent community * Different relationships that are found in communities * Ways different materials and media can be used to create art that reflects personal and collaborative ideas of community * Architectural functions and terminology * Balance , repetition, pattern * Function and human experience dictate architectural design | |
| **Key Skills:** | * Research components of community * Create patterns and symbols to reflect on community * Use appropriate materials and media to communicate their ideas of community | |
| **Critical Language:** | Patterns, symbols, communication, form and function, blueprint | |

|  |  |  |
| --- | --- | --- |
| **Learning Experience # 5** | | |
| The teacher may use photographs of places and buildings in the community so that students can think about how communities can be organized around education, government, recreation/ entertainment, health and commerce. | | |
| **Generalization Connection(s):** | Reflections on personal experiences inform an individual’s understanding of community  Patterns and symbols can communicate the relationships within a community | |
| **Teacher Resources:** | *Follow That Map: A First Book Of Mapping Skills* -Scot Richie  <http://geography.about.com/od/studygeography/a/mapparts.htm> (Wikipedia-“Basic Needs”, Sarvodayausa.org) | |
| **Student Resources:** | *Follow That Map: A First Book Of Mapping Skills* by Scot Richie | |
| **Assessment:** | Students will revisit the visual map they created in learning experience #3 and create symbols for the functional features of their community (education, government, recreation/ entertainment, health and commerce) journaling/sketching their design decisions | |
| **Differentiation:**  (Multiple means for students to access content and multiple modes for student to express understanding.) | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| N/A | Students may pair/share to create symbols |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| <http://www.nationalgeographic.com/xpeditions/lessons/09/g68/cartographyguidestudent.pdf> (Mapping techniques) | Students may add more traditional mapmaking elements besides key, orientation, and aerial view, such as grid, scale, index, etc. to the map |
| **Critical Content:** | * Different ways symbols and patterns can be used in a variety of ways to represent community * Different relationships that are found in communities * Ways different materials and media can be used to create art that reflects personal and collaborative ideas of community * City are organized in specific ways for purpose | |
| **Key Skills:** | * Create patterns and symbols to reflect on community * Use appropriate materials and media to communicate their ideas of community. * Use map-making formats such orientation, key, aerial view to represent a real place | |
| **Critical Language:** | Symbol, form and function, blueprint, design, orientation, key, aerial view | |

|  |  |  |
| --- | --- | --- |
| **Learning Experience # 6** | | |
| The teacher may lead a discussion about meaning of universal symbols/elements (e.g., key/legend, compass rose, longitude and latitude) that are used in maps so that students can analyze the purposes and meanings of symbols in design. | | |
| **Generalization Connection(s):** | Reflections on personal experiences inform an individual’s understanding of community  Patterns and symbols can communicate the relationships within a community | |
| **Teacher Resources:** | PROMPT for discussion**:** “You are the community map reader and need to explain what a legend or key is and how to read a map.” | |
| **Student Resources:** | Variety of types of maps  <http://www.youtube.com/watch?v=txsmjOItqWE&list=PLCE3CCE0F5C10BAEC> (How to read a map) | |
| **Assessment:** | Students will journal/sketch a list of common map elements and purposes of symbols used in maps. Example prompt for response**:** “You are the community map reader and need to explain what a legend or key is and how to read a map.” | |
| **Differentiation:**  (Multiple means for students to access content and multiple modes for student to express understanding.) | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| <http://ada.osu.edu/resources/fastfacts/Sensory_Impairments.htm> (Resources and tips for accommodations) | Students may respond verbally  Students may use partner scribes for help writing list |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| <http://en.softonic.com/s/graphic-design-kids:mac> (Graphic Design Kids, free software downloads) | Students may create symbols on a computer |
| **Critical Content:** | * Different ways symbols and patterns can be used in a variety of ways to represent community * Different relationships that are found in communities * Ways different materials and media can be used to create art that reflects personal and collaborative ideas of community * Symbols are used in mapping to represent physical features, places, and locations on maps | |
| **Key Skills:** | * Create patterns and symbols to reflect on community * Use appropriate materials and media to communicate ideas of community * Use map-making formats such orientation, key, aerial view to represent a real place | |
| **Critical Language:** | Analyze, symbol, form and function, blueprint, design, orientation, key, aerial view, design | |

|  |  |  |
| --- | --- | --- |
| **Learning Experience # 7** | | |
| The teacher may lead a discussion on how artists and designers have used maps as inspiration so that students can compare and contrast different approaches to create “artistic variations and interpretations” of maps that incorporate symbolic and pictorial elements not found in traditional maps. | | |
| **Generalization Connection(s):** | Reflections on personal experiences inform an individual’s understanding of community  Patterns and symbols can communicate the relationships within a community  Creating community artwork (both individual and collaborative) depicts the values and ideas that make a community unique | |
| **Teacher Resources:** | <http://www.amazon.com/Remedios-Varo-Unexpected-Janet-Kaplan/dp/0789206277> (Remedios Varos, surrealist painter)  <http://www.pbs.org/art21/artists/trenton-doyle-hancock> (Trenton Doyle Hancock)  <https://www.google.com/search?q=fantastic+maps&rls=com.microsoft:en-us:IE-Address&source=lnms&tbm=isch&sa=X&ei=OdZIUtu7J4WnqQHBwYHwAQ&ved=0CAkQ_AUoAQ&biw=911&bih=419&dpr=1> (Fantastic map images)  <https://www.google.com/search?q=fantastic+maps&rls=com.microsoft:en-us:IE-Address&source=lnms&tbm=isch&sa=X&ei=OdZIUtu7J4WnqQHBwYHwAQ&ved=0CAkQ_AUoAQ&biw=911&bih=419&dpr=1#q=fantastic+pictorial+maps&rls=com.microsoft:en-us%3AIE-Address&tbm=isch> (Fantastic pictorial map images) | |
| **Student Resources:** | N/A | |
| **Assessment:** | Students will create a mixed media map (including a key, map symbols and artistic elements- drawings/icons of bridge, stairs, places of interest etc.) of how to get to all their favorite places in the community | |
| **Differentiation:**  (Multiple means for students to access content and multiple modes for student to express understanding.) | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| N/A | Students may create a map key in small groups or with another student to create their maps |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| <https://www.google.com/search?q=fantasy+worlds&rls=com.microsoft:en-us:IE-Address&source=lnms&tbm=isch&sa=X&ei=MddIUqvDMcXHrQG92IGAAg&ved=0CAkQ_AUoAQ&biw=911&bih=419&dpr=1> (Fantasy world images) | Students may create a map and key based on an imaginary place |
| **Critical Content:** | * Different ways symbols and patterns can be used in a variety of ways to represent community * Different relationships that are found in communities * Ways different materials and media can be used to create art that reflects personal and collaborative ideas of community * Symbols are used in mapping to represent physical features, places, and locations on maps | |
| **Key Skills:** | * Create patterns and symbols to reflect on community * Use appropriate materials and media to communicate their ideas of community * Create presentation-ready works of art | |
| **Critical Language:** | Inspiration, variation, interpretation, pictorial | |

|  |  |  |
| --- | --- | --- |
| **Learning Experience # 8** | | |
| The teacher may lead a discussion on collaborative art making by showing videos and/or bringing in a guest speakers so that students can identify elements essential to the collaborative art making process. | | |
| **Generalization Connection(s):** | Reflections on personal experiences inform an individual’s understanding of community  Patterns and symbols can communicate the relationships within a community  Creating community artwork (both individual and collaborative) depicts the values and ideas that make a community unique | |
| **Teacher Resources:** | <http://www.wikihow.com/Collaborate-With-Artists> (“How to Collaborate with Artists”)  *Artist to Artist: 23 Major Illustrators Talk to Children about Their Art-* Eric Carle  <http://edition.cnn.com/2009/TECH/08/19/online.collaborative.art/> (Strangers gather on Web to make collective art) | |
| **Student Resources:** | *Artist to Artist: 23 Major Illustrators Talk to Children about Their Art-* Eric Carle | |
| **Assessment:** | Students will continue journaling/sketchbook to describe the differences between the individual and collaborative art making processes. | |
| **Differentiation:**  (Multiple means for students to access content and multiple modes for student to express understanding.) | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| N/A | N/A |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| N/A | N/A |
| **Critical Content:** | * Different relationships that are found in communities * Ways different materials and media can be used to create art that reflects personal and collaborative ideas of community | |
| **Key Skills:** | * Use appropriate materials and media to communicate their ideas of community * Create presentation-ready works of art | |
| **Critical Language:** | Collaborative art, public art, community | |

|  |  |  |
| --- | --- | --- |
| **Learning Experience # 9** | | |
| The teacher may show various examples of project planning notes so that students can analyze and document their own planning process necessary for collaborative art making. | | |
| **Generalization Connection(s):** | Reflections on personal experiences inform an individual’s understanding of community  Patterns and symbols can communicate the relationships within a community  Creating community artwork (both individual and collaborative) depicts the values and ideas that make a community unique | |
| **Teacher Resources:** | <http://sdst.libguides.com/content.php?pid=326920&sid=3191365> (Good examples of visual note taking modifiable for grade level)  <http://insidetheclassroomoutsidethebox.wordpress.com/2012/03/04/teaching-communication-collaboration-in-elementary-school/> (Collaboration in elementary classrooms) | |
| **Student Resources:** | N/A | |
| **Assessment:** | Students will list and describe the steps necessary to plan a collaborative art work such as the creation of a community mural.  <http://www.pbs.org/parents/arthur/activities/acts/collaborate.html> (Collaborative art projects) | |
| **Differentiation:**  (Multiple means for students to access content and multiple modes for student to express understanding.) | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| <http://www.eduplace.com/graphicorganizer/pdf/sequence.pdf> (Sequence template)  Students may use fill in the blank sentences to guide students in creating a list.  I would do this \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ first.  I would do this \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ second.  I would do this \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ third. | Students may fill in an incomplete procedure list for creating a collaborative art work  Students may complete a list without describing each step for creating a collaborative art work  Students may draw a storyboard, rather than write a list, of the steps necessary for creating a collaborative art work |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| N/A | After creating the list, students may more completely describe how each item is to be accomplished |
| **Critical Content:** | * Different ways symbols and patterns can be used in a variety of ways to represent community * Different relationships that are found in communities * Ways different materials and media can be used to create art that reflects personal and collaborative ideas of community * Symbols are used in mapping to represent physical features, places, and locations on maps * Sketchbooks are an integral part of the * planning process for artists | |
| **Key Skills:** | * Create patterns and symbols to reflect on community * Use appropriate materials and media to communicate their ideas of community * Use map-making formats such orientation, key, aerial view to represent a real place * Effectively plan | |
| **Critical Language:** | Primary and secondary source materials | |