

Unit Plan Outline

- I. Enduring Theme: Identity
 - a. Topic: Who am I?
 - b. Grade level: First Grade
- II. Rationale: Young students are very, very egocentric at this age. They are at the beginning stages of awareness of others and their feelings, but they still only think of themselves. At this stage in their life, although they are egocentric, they really have no idea of what their identity is. This unit will begin introducing the idea of identity, and how to portray one's identity through the use of artwork.
- III. Essential Questions
 - a. What is identity?
 - b. How can identity be shown through subject matter other than self-portraiture?
 - c. How do artists show identity?
- IV. Unit Objectives
 - a. Students will learn how artists use their artwork as a vehicle to show parts of their identity to the world.
 - b. Students will understand and demonstrate their ability to create a self-portrait, patterns, collage, illustration and cityscape.
 - c. The students will understand and demonstrate the use of texture, line, shape, color, pattern, proportion and balance in their artwork.
- V. GLE's
 - a. See instructional guide
- VI. Assessment
 - a. Informal and formal assessments using multiple devices such as but not limited to:
 - i. Group participation

- ii. Rubrics
 - iii. Artist statements
 - iv. other teacher chosen assessments
- VII. Lesson 1 Self-Portrait
- a. Henri Rousseau, Vincent van Gogh
 - b. pencils, crayons, markers
 - c. Students will observe and discuss the self-portraits of the selected artists. They will then draw a self-portrait making sure to add a variety of details.
- VIII. Lesson 2: Knowledge Building
- a. group discussion
 - b. worksheets
- IX. Lesson 3: Revealing Identity Through Patterns
- a. Matisse's *Purple Robe*
 - b. paper, pencils, tempera paint, sharpies
 - c. Students will look at Matisse's work and look for all of the patterns contained within. Students will then brainstorm and list aspects of their identity, and then will create patterns that represent those aspects. After sketching a full body self-portrait, the students will paint using tempera, and once dry, will add their patterns with sharpies.
- X. Lesson 4: Identity Through Architecture
- a. Gaudi, Gehry, Wright, Roberto the Insect Architect by Nina Laden
 - b. paper, crayons, watercolor
 - c. Students will look at a variety of architectural images, which will include the chosen artists, and read Roberto the Insect Architect. After discussing how the architecture can show identity, students will create a 2 part cityscape. Students will fold paper in half horizontally, and draw a "normal" cityscape on the midline. The students will then rotate the paper, and draw a new cityscape that shows aspects of their identity. The cityscape will be colored in with crayons, and a watercolor wash will be added.

- XI. Lesson 5: Identity Through Collage
 - a. Bobbi Adams
 - b. variety of papers, scissors, glue, pencils
 - c. Students will first brainstorm ideas about their identity, with the thought of a family portrait in mind. After brainstorming, the students will sketch out a design and then watch a teacher led demonstration of collage techniques. The students will then create their family portrait collage.

- XII. Identity Through Illustration
 - a. The Art Lesson by Tomie dePaola
 - b. watercolor paper, markers, sharpies, pencils
 - c. Students will listen to The Art Lesson by Tomie dePaola, which is a “mostly autobiographical” book (the author’s words). Students will try to look for aspects of the author/illustrator’s identity within the pictures. The students will then write (or orally dictate) a short story- one or two paragraphs, about themselves and then illustrate the story.