

Unit Plan Outline

I. Enduring Theme: Communication

- a. Topic: Preservation
- b. Grade level: 4th Grade

II. Rationale

In a world full of media messages taking various forms, it is critical that our students develop skills in visual literacy. By teaching them to look at common objects from various historical periods, they will develop skills in more critically examining the visual content of present day. These skills are necessary to be functioning citizens, consumers, and students. We cannot imagine the technology of the future, but we can teach the skills of looking and thinking critically by examining the past.

III. Essential Questions

- a. What is communication?
- b. Why do artists communicate in different forms?
- c. Why is communication important

IV. Unit Objectives

- a. Students will explore the following artists and artworks; Kente cloth, Japanese Woodblocks, Vincent Van Gogh
- b. Students will create a woven tapestry, a styrofoam print, and still life drawing.

- c. Students will study the use of art elements, emphasis and unity in the creation of their art.
- v. GLE's
 - a. See instructional guide
- VI. Assessment
 - a. Informal and formal assessments using multiple devices such as but not limited too:
 - i. Group Participation
 - ii. Rubrics
 - iii. Artist Statements
 - iv. Other teacher chosen assessments
- VII. Lesson 1: What is Communication?
 - a. Artists: Navajo Blankets, Kente Cloth
 - b. Materials: Cardboard looms, fabric strips
 - c. Procedures:

Discuss the use of Navajo Blankets and Kente cloth as tools for communication within a specific culture.

Students will create an a woven tapestry using pattern and color to communicate a specific message.
- VIII. Lesson 2: Why do artists communicate through different forms?
 - a. Artists: Japanese Woodblock Prints
 - b. Materials: Styrofoam sheets, stylus, ink, brayer, paper

c. Procedures:

Students will explore Japanese woodblock prints.

Students will examine how the techniques of printmaking can be used to communicate.

Students will create an edition of prints using symbolic imagery to communicate a specific message.

Students will write a cohesive narrative explaining the printmaking process.

IX. Lesson 3: Why is communication important?

a. Artists: Japanese woodblock prints, Vincent Van Gogh selected works

b. Materials: Pencil, paper, sharpie, colored pencil, floral arrangements

c. Procedures:

Students will compare the Japanese prints with selected Van Gogh paintings. Based on their observations, students will answer “Why is communication important?”

Students will create an observational still life drawing of a floral arrangement.