

## Unit Plan Outline

- I. Enduring Theme: Community
  - a. Topic: Our School
  - b. 3<sup>rd</sup> grade, 1<sup>st</sup> nine weeks
  
- II. Rationale: Third graders are very social beings. They love to visit with their friends, have lots to talk about, but aren't always appropriate in their timing. They are also on the beginning edge of forming cliques, leaving some fellow students out. The purpose of this unit is to bring students into a sense of community, understanding that we work better when we have common goals and operate in an atmosphere of trust and respect.
  
- III. Essential Questions
  - a. What is community?
  - b. Why is community important?
  - c. How can we shape our community?
  
- IV. Unit Objectives
  - a. Students will understand the importance of community
  - b. . . . how artists express their feelings and ideas about community
  - c. . . . a still life can be a collection of objects with symbolic meaning
  
- 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: Knowledge building
  - a. Artists
    - i. Phillip Evergood, The Sunny Side of the Street
    - ii. Allan Crite, Parade on Hammond Street
    - iii. Pieter Breugel the Elder, Childrens's Games
  - b. Materials
    - i. Paper for sketching
    - ii. Pencils
  - c. Procedure
    - i. Discuss Sunny Side of the Street, Parade on Hammond Street, and Children's Games and how they represent community. Compare/contrast artists' images, considering activities, clothing, type of community depicted

- ii. Ask, How is our school a community? Who is part of our school community? How can we shape our community? (rules, making friends, common activities, etc)
      - iii. Students will sketch a place at our school (indoors or outdoors) where we gather as a community. This is preparation for the next class.
- VIII. Lesson 2: Production – Group Portrait
- a. Artists: same as last lesson; could add one or two others
  - b. Materials
    - i. 12x18 paper
    - ii. pencils
    - iii. sharpies
    - iv. crayons
  - c. Procedure
    - i. Draw 3-5 people (including yourself) in our school community: friends, teachers, staff. They should be full body, but consider proportion (i.e., your head is not bigger than your body) and overlapping
    - ii. Using sketch as reference, show where your group is- cafeteria, gym, in front of the school . . .
    - iii. Use a variety of shape, color, and line. Make sure the composition is balanced. Begin with pencil, outline in sharpie, and color with crayons.
- IX. Knowledge Building/Production
- a. Artists
    - i. Janet Fish, Fish Vase
    - ii. Willem Kalf, any painting
    - iii. Paul Cezanne, Still Life with Onions
    - iv. Audrey Flack, Marilyn
  - b. Materials
    - i. Crayons or oil pastels
    - ii. Watercolors
    - iii. 9x12 or 12x18 paper
    - iv. viewfinders
  - c. Procedures
    - i. Look at still life paintings by Fish, Kalf, and Cezanne. Discuss objects, use of color, shape, line, placement for balance. Tell students these are still lifes – what might that mean? Explain we can find clues about time periods and what people consider important when we look at still lifes.
    - ii. Look at Flack. Ask students to name as many objects as they can. Explain who Marilyn was, and ask why Flack included these objects in this still life. Discuss the importance of symbols.
    - iii. Discuss objects that could be symbols of our school community (mascot, school colors, place of learning, friends, etc.) Have some

likely objects on hand; ask students to suggest placement in a still life arrangement. Ask if it makes a balanced composition from their vantage point. If not, how could it become balanced?

Demonstrate “cropping” with a viewfinder to obtain balance.

- iv. Students will draw still life and table surface with crayons or oil pastels. They will create a resist painting using watercolor when they have finished coloring.

X. Assessment and Reflection

- a. Discussions: assess according to degree of participation.
- b. Production: rubric based on skills and objectives (see sample)