

## Unit Plan Outline

- I. Enduring Theme: Structure
  - a. Topic: Frameworks
  - b. 3<sup>rd</sup> Grade, 2nd nine weeks
- II. Rationale
  - a. Structure is an essential part of our lives. Students thrive on a structured environment in which they can feel safe, nurtured, and able to learn. As human beings we gravitate toward structure in our lives and our surroundings. This unit will help students to understand the different aspects of structure both in the natural world and the manufactured world. They will realize that art, from all cultures, has a structure as well, which is manifested through the elements and principles.
- III. Essential Questions
  - a. What is structure?
  - b. How does structure shape art?
- IV. Unit Objectives
  - a. Students will understand there are many different kinds of structure.
  - b. Students will understand everything, whether from nature or human made, has structure.
  - c. Students will understand how we use the elements and principles of art to shape the structure of our art.
- V. GLEs
  - 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
  - b. other teacher chosen assessments
- VII. Lesson 1: Knowledge Building
  - a. Artists and resources
    - i. Photos from nature
    - ii. Photos of manufactured objects
    - iii. Weaving, masks (African, Pacific NW native American, Asian)
    - iv. Frank Lloyd Wright buildings
  - b. Materials
    - i. Journals or notebook paper
    - ii. Pencils
  - c. Procedures

- i. Demonstrate no structure i.e., go “boneless”, say a sentence that is all jumbled up – Tree the climb I blue saw cat a – one or two more. Ask what’s missing from these examples.
- ii. Show photos or powerpoint showing manufactured and natural structures; have students compare and contrast. What do all these things have in common? (structure)
- iii. Show FLW images, weaving, masks. How do their structures compare with the others?
- iv. Review elements: students then can illustrate each element in their journals.

VIII. Lesson 2: Production

a. Artists and resources

- i. Masks from several cultures

b. Materials

- i. Clay
- ii. Rolling pins
- iii.  $\frac{1}{4}$ " dowels
- iv. old toothbrushes or other scoring devices
- v. water
- vi. clay tools
- vii. (later) glaze or paint to finish masks

c. Procedures

- i. Discuss functions of masks (disguise, celebration, ritual, protection)
- ii. Look at examples of masks; ask students to identify elements.
- iii. Review/introduce principles: proportion, balance, pattern
- iv. Demonstrate physical and visual balance; define symmetry
- v. Demonstrate creating a clay slab mask: rolling between guides for even thickness, scoring to add pieces, using clay tools for incising texture, pattern
- vi. Students will create their own clay mask.

IX. Lesson 3: Production

a. Artists and resources

- i. Angela Weaves a Dream, by Michele Sola
- ii. Abuela's Dream, by Omar S. Castaneda
- iii. Examples of Navajo weaving

b. Materials

- i. Circular Chinette plates or circle looms marked with odd # of slashes around edge (19 is a good number)
- ii. String for warp
- iii. Scissors
- iv. Masking tape
- v. Yarn

c. Procedures

- i. Discussion: review symmetry as used in the masks. Introduce radial symmetry. Show excerpts from the books.
- ii. Ask questions:
  1. What is weaving?
  2. What is produced? (cloth, baskets)
  3. How long have people been weaving? (thousands of years)
  4. What might have been an early product of weaving?  
(basket)
  5. What is the vocabulary of weaving?
- iii. Show plate; explain that students will be weaving on a circular loom, creating a piece that exhibits radial symmetry. The warp threads and the loom create the framework or structure of the weaving.
- iv. Students will cut marks around the edge of the plate. Demonstrate warping the loom. (This will end the 1<sup>st</sup> session)
- v. Demonstrate over-and-under technique of weaving. Students will choose a color scheme as part of their overall design. (this can take anywhere from 2 to 4 sessions)