Amber Lemser Art 3rd Grade Ocean/ Sea Unit 10/24-12/11/15

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| **Stage 1 Desired Results** |
| ESTABLISHED GOALS Students will gain knowledge about the ocean.Students will gain knowledge about movement, and how to create it.Students will gain knowledge about colors, and values of colors.Students will become more aware of pollutions and toxins, and how they affect the ocean life.Students will create artwork based on the theme of Oceans/Sea | ***Transfer*** |
| *Students will be able to create own individual artwork about sea life. Students will be able to identify colors and movement in their artwork. Students will be able to identify what inspired them to create their artwork. Students will interpret artworks and the stories they tell a viewer.*  |
| ***Meaning*** |
| UNDERSTANDINGSStudents will better understand the use of color and movement in an artwork. Students will have a better understanding of meanings behind images. Students will have a connections to how people effect environments. | ESSENTIAL QUESTIONS What kinds of materials from the ocean could you use to make an artwork?What ways could you create movement in an artwork?How can an artist help the ocean by creating artwork? |
| ***Acquisition*** |
| *Students will know…* Students will know how to create movement in an artwork.Students will know more about colors and values of colorsStudent will know more about ocean life and how it is affected. | *Students will be skilled* *Students will be skilled in creating individual artworks, answering questions about their artwork, and others artwork. Students will be skilled in materials and subject matter of the project. Students will be skilled at creating artworks with ocean themes.* |
| **Stage 2 - Evidence** |
| **Evaluative Criteria** | **Assessment Evidence** |
| ArtworkAnd Centers | PERFORMANCE TASK(S): Students will work in different centers o and demonstrate understanding of the theme ocean in each center by creating a new artwork based on the theme for each center they enter. There are four centers painting, drawing, sculpture, and fiber. In these centers students will demonstrate understanding of materials, and supplies to create artwork. Students will also use visuals and ideas from each center to create their artwork. |
| Pre Discussion sheetExit sheetObservationDiscussionJournals | OTHER EVIDENCE: Pre discussion worksheet are done at the beginning of the unit to determine what students know and don’t know about the topic.The exit allows the students to self asses on their artwork and knowledge of the unitThrough observation the teacher will see if students are grasping the understanding of the unit and the artwork they are making.Discussions will help student and teacher have better understandings about oceans and how it plays a part in their art.Students have art notebooks for references, and a place to create ideas about artwork as sketches or outlines to a plan for an artwork. |
| **Stage 3 – Learning Plan** |
| *Summary of Key Learning Events and Instruction*Each week the teacher will either have a discussion or demonstration about the ocean/ specific idea about a center at the beginning of class. Then students will work in their centers on ocean inspired artwork. Then clean up and put away at the end of each classWeek one will be the opening of the unit with a discussion, visuals, and pre-discussion worksheet. The breaking into centers and clean up.Week two-five working in centers and teacher demonstration/ discussion.Week six critique projects with students and have students do exit sheet.Frameworks:CR.1.3.1 Extend an imaginative idea into a broader solution (e.g., water color picture weavings, crayon resist, printmaking)CR.1.3.2 Investigate personal interests and ideas using materials and tools (e.g., *traditional media*, *new media*) resulting in art or designCR.2.3.1 Create personally meaningful artwork through various media using grade-level appropriate *elements of art* and *principles of design** drawing
* painting
* sculpture
* printmaking

*mixed media*CR.2.3.2 Examine, with guidance, safe and responsible use of *traditional* and/or *new media* and tools * *conservation*
* *norms*

*craftsmanship*CR.3.3.1 Revise personal artwork based on insights gained through peer discussion R.7.3.2Identify the message communicated by a visual image (e.g., poster art, art prints, graffiti, advertisements)R.8.3.1 Interpret art by considering a variety of components* subject matter
* form
* mood
* *traditional* and/or *new media*

R.9.3.1 Evaluate an artwork based on teacher-provided criteria |