

Friendship Garland

Central Focus	Building Friendships represented in a garland with clay charms
Grade Level	Kindergarten
Class Size	1 (as of 9/6)
Time	9-10:50
Class Demographics	unknown

National Visual Arts Standards Addressed 3 pts

Copy and paste the codes for the grade-specific [National visual arts standards](#) this unit will address.

VA: Cr1.1.Ka: Engage in **exploration and imaginative play** with materials.

VA: Cr2.1.Ka: Engage **collaboratively** in creative art-making in response to an artistic problem.

VA: Re.7.2.Ka: Describe what an **image** represents.

VA: Re.8.1.Ka: Interpret art by identifying subject matter and describing relevant details.

Common Core State Standards Addressed 2pts

Use <http://www.corestandards.org/ELA-Literacy> to copy and paste the *codes and standard text* for the level-specific Common Core State Standards this lesson will address.

CCSS.ELA-LITERACY.SL.K.1

Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.K.3

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

CCSS.ELA-LITERACY.SL.K.4

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CCSS.ELA-LITERACY.SL.K.6

Speak audibly and express thoughts, feelings, and ideas clearly.

UNIT OVERVIEW

Student(s) will be introduced to clay and make clay charms with cookie cutters. Next, they will take the day to paint/glaze their charms, and finally, collaborate as a class to assemble a garland with yarn, beads, etc, to represent friendship. After the lesson, students will have the opportunity to take home their charms along with a bag of supplies like yarn and beads to create a necklace, ornament, or anything of their choosing with a family member or friend.

Forms	2D	3D	4D
--------------	----	-----------	----

Frames	Cultural	Subjective	Structural	Postmodern
Conceptual Framework	Artwork	Artist	Audience	World

Student Prior Knowledge and Conceptions (1pt)
Students will have motor skills to roll and squish clay with their hands, and they will have previous interactions with kids their age (friendships).
Interdisciplinary Connections 1pt
<ol style="list-style-type: none"> 1. Geometric Shapes - Math 2. History

UNIT OBJECTIVES

<i>As a result of this lesson, students will be able to: 3pts</i>
<ol style="list-style-type: none"> 1. Students will be able to use their motor skills to squish and shape a slab of clay and then use cookie cutters to cut out shapes (VA: Cr1.1.Ka). 2. Students will be able to paint/glaze their charms (VA: Cr1.1.Ka). 3. Students will be able to describe and make connections with the art examples we see (VA: Re.7.2.Ka; VA: Re.8.1.Ka). 4. Students will be able to collaborate with one another in order to create a garland (VA: Cr2.1.Ka).

TEACHER MATERIALS 3pts


<ul style="list-style-type: none"> · Computer/Internet Access · Projector · Handouts Printed · Plastic Covers (for tables) 	<ul style="list-style-type: none"> · Clay Block · Paper Towels · Water Cups · Cutting Tools · Rollers · Stamping tools 	<ul style="list-style-type: none"> · Paint/Glazes · Paintbrushes · Yarn · Bead assortment · Scissors · Construction paper · Tape
----------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

STUDENT MATERIALS 3pts

<ul style="list-style-type: none"> · Artists Handouts 	<ul style="list-style-type: none"> · Clay blobs · Paper Towels 	<ul style="list-style-type: none"> · Paint/Glazes · Paintbrushes
----------------------------------------------------------------------	----------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> · Water Cups · Cutting Tools · Rollers 	<ul style="list-style-type: none"> · Yarn · Bead assortment · Scissors
--	------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------

ARTISTS IN CONTEXT

Key Artists	<ul style="list-style-type: none"> ● Brittany Harris ● Rafael Lopez ● Kyle Scott Lee ● Kevin Snipes
Key Artworks	<p>Artist, <i>Artwork Title</i>, Year (list at least 2) 6 pts</p>  <p>Kyle Scott Lee, <i>Monday Morning Eye Candy</i>, 2020</p>



Rafael Lopez, *Maybe Something Beautiful*, 2016



Brittany Harris, *The Village*, 2020



Kevin Snipes, *Nappy Head 01*, 2015

<p>Key Critical Questions</p>	<ol style="list-style-type: none"> 1. What shapes do you see in Kyle Scott Lee's vase? 2. What do the colors make you feel in KSL's piece? 3. How do you think Rafael Lopez's murals are connected to friendship? 4. How does collaboration make Rafael's mural more meaningful? 5. How many of you have seen Disney's SOUL? What do you notice about these characters? How are they relevant to the story? 6. What do you notice about Kevin Snipes's ceramics? What textures do you see?
--------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

VOCABULARY AND LANGUAGE ACQUISITION 4pts

<p>Vocabulary</p>	<ul style="list-style-type: none"> ● Friends: a person you can have fun with (trust, etc) ● Slab (of clay): a flat piece of rolled out clay ● Coil: a rolled piece of clay, snake like shape ● Ceramic: a form of clay hardened by heat ● Sculpture: a 3D artwork created by shaping materials ● Digital media: art created using technology (tablet, computer, etc.) ● Illustrator: an artists who draws pictures for books ● Collaboration: working together as a team ● Garland: a hanging decoration made out of different objects
<p>Language Functions</p>	<p>analyze, compare/contrast, critique, describe, interpret, question, etc. 1pt</p>

Language Demands	Syntax	Discourse
Language Tasks and Activities	<ol style="list-style-type: none"> 1. Gesture/Movement routine - learning artists and vocab like Kyle Scott Lee and Ceramics to connect ideas together, rolling motion for coils 2. Connecting on the whiteboard - pictures to words 	
Language Supports	<ol style="list-style-type: none"> 1. Presentation 2. Ceramics Handout (on Padlet) 	

SPECIAL PRE-INSTRUCTION PREPARATIONS

- | |
|----------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ● Have clay wedged before class ● Set and prepare materials aside on supply table |
|----------------------------------------------------------------------------------------------------------------------------------------------|

ACCOMMODATIONS FOR SPECIFIC DIVERSE LEARNERS

Adaptations and Accommodations 3pts
<ol style="list-style-type: none"> 1. Students who have trouble using the roller may use a book or flat surface to squish clay and create a slab. 2. Students who have trouble using paintbrushes may use stamps to decorate their charms
Enrichment and Extensions 1pt
<ol style="list-style-type: none"> 1. Make another charm of a different size/scale and texture from their previous charms.
Activity for Early Finishers 1 pt
<ol style="list-style-type: none"> 1. Choose and gather materials for their at-home activity (creating a necklace - for when they take home their charm(s)).

OBJECTIVE-DRIVEN ASSESSMENTS 3pts

- | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. Observation of participation in art-making (Objective 1 - 4). 2. One on One discussion (Objective 3). 3. Vocab activity (Objective 3). |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

REFERENCES 2pts

<p><i>About.</i> (2019, March 13). <i>Maybe Something Beautiful... Fresno.</i> https://ancmural.org/about-2/</p> <p><i>About Rafael López.</i> (n.d.). Retrieved September 5, 2022, from https://rafaellopez.com/about/</p>

Rafael López community mural || art in public places. (n.d.). Retrieved September 14, 2022, from

<https://www.fcgov.com/artspublic/gallery/?view=rafael-lopez-community-mural>

Soul. Disney, 2020

Developed and written by (Liv Shouse, Hilene Quiroz, & Alondra Quezada), Art Education, Illinois State University, 2022

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 1

Launch 2pts	Instruction Methods 1pts
<ul style="list-style-type: none"> ● Introduce Teachers ● Engage with student (Kindergarten Slide of Presentation) 	<ul style="list-style-type: none"> ● Class discussion <ul style="list-style-type: none"> ○ Introduce our big idea
Instruction 5pts	Instruction Methods 1pts
<ul style="list-style-type: none"> ● Prompt: What does friendship mean to you? <ul style="list-style-type: none"> ○ Class discussion, ask student questions: <ul style="list-style-type: none"> ■ Who are your friends? ■ Where did you meet them? ■ How long have you been friends? ● Vocabulary: Friends, Ceramic, Sculpture, Digital Media, Slab, Coil <ul style="list-style-type: none"> ○ Ask if they need clarification on a word ● Introduce Artist: Brittany Harris (presentation slide) ● Artist works: <i>The Village</i>, <i>Sisterhood</i> <ul style="list-style-type: none"> ○ How does Brittany use the big idea of relationships in her work? ○ What similarities do you see between these two works? How are they different? ○ How does this impact the world? Where might you recognize some of the figures? ○ Who were these works made for? ● Ask students how their relationships to those in Brittany Harris's images <ul style="list-style-type: none"> ○ Have 3 sketches - worksheet practice ● Begin rolling clay into slabs ● Cut slabs into shape of charm ● Carve charm into sketched idea 	<ul style="list-style-type: none"> -- aided instruction with presentation Class discussion
Closure 1pt	Instruction Methods 1pt

<ul style="list-style-type: none"> ● Grab a paper towel and get it wet from the sink ● Cover your charm like its wearing clothes to keep it wet if still need to work on this for next week. ● Think of ways that you could add onto this for next week. 	<ul style="list-style-type: none"> · See <i>Children and Their Art</i> for examples and ideas. ●
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 2

<p>Launch 1pt</p>	<p>Instruction Methods 1pt</p>
<p>Announce to class our objectives/goals of the day:</p> <ul style="list-style-type: none"> ● We will be painting our charms with acrylic paint & set them aside to dry for next class' activity 	<p>Direct Instruction</p>
<p>Instruction 5pts</p>	<p>Instruction Methods 1pts</p>
<ul style="list-style-type: none"> ● Step One: <i>Set up - have supplies set on our supply table with paint, palettes, water cups, and paper towels ready. Put a table cover on table(s) for easy clean up (before class comes in)</i> ● Step Two: Via Smartboard: we will go over our goals, vocab, and artists of the day: Kyle Scott Lee & Kevin Snipes with a presentation <ul style="list-style-type: none"> o Vocabulary of the Day <ul style="list-style-type: none"> ▪ Ceramic: a form of clay hardened by heat ▪ Color: ▪ Texture: ▪ Shape: o Together, we will come up with gestures to better understand our vocab words <ul style="list-style-type: none"> ▪ Ex: Shape of a vase for "ceramics" o Kyle Scott Lee's biography (Artist, Artwork, & Audience) o Artwork no. 1: Kyle Scott Lee, Monday Morning Eye Candy, 2020 <ul style="list-style-type: none"> ▪ What shapes do you see in Kyle Scott Lee's vase? ▪ What do the colors make you feel in KSL's piece? o Kevin Snipes' Biography (Artist, Artwork, & Audience) o Artwork no. 2: Kevin Snipes, Nappy Head 01, 2015 <ul style="list-style-type: none"> ▪ What do you notice about Kevin Snipes's ceramics? ▪ What textures do you see? ▪ How do you think they did it? 	<p>Direct Instruction/Demo Whole Class Individual Work</p>

<ul style="list-style-type: none"> o Next slide, I will go over tips on how to paint ↓ ● Step Three: Go over tips for painting <ul style="list-style-type: none"> o Pick up paintbrush (hold into the end, opposite of the bristles/brush part) o Dip paint brush into paint, circular motion in paint o Paint charm (swich, swish with the tip of the bristles) o Clean paintbrush by swirling in water cup o Dry by tapping on paper towel o Repeat to Paint! ● Step Four: Take our charms from the tray, hand them out, hand out painting items, & let them paint ● Step Five: Encourage individual work time <ul style="list-style-type: none"> o as a teacher, I will walk around and help students one on one, answer questions, and encourage them to do their best o Students can talk amongst themselves as they work on painting their individual charms 	
Closure 1pt	Instruction Methods 1pt
We will set off finished painted charms on a cart to dry & put supplies back onto the supply table.	Direct Instruction Whole Class

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 3

Launch 1pt	Instruction Methods 1pt
<ul style="list-style-type: none"> ● The teacher will greet students and ask how they are ● The teacher will ask students if they remember what they worked on last week in class ● The teacher will ask students what they remember about friendship ● Then, the teacher will ask if they have ever heard of the word collaboration and then explain what it means 	<ul style="list-style-type: none"> ● Class discussion ● Direct instruction
Instruction 5 pts	Instruction Methods 1pts
<ul style="list-style-type: none"> ● The teacher will introduce artist Rafael Lopez and explain what an illustrator is ● The teacher will show a picture of his mural, <i>Maybe Something Beautiful</i>, and as a class, discuss how his mural shows examples of collaboration 	<ul style="list-style-type: none"> ● Direct instruction ● Class discussion ● Hands-on student involvement

<ul style="list-style-type: none"> • The teacher will also show pictures of Rafael's illustrations from the book they will read • As a class, we will read <i>Just Ask</i>, by Sonia Sotoma, illustrated by Rafael Lopez and talk about how different people can be friends and work together • The students will then do a matching activity where they will match artworks they learned about to the artists who created them • Afterward, the students will pick up their finished charms • The teacher will then explain to the students what a garland is and let them know that they will be collaborating with each other to create one with their charms • As a class, we will add our charms along with other materials like beads and bells to our garland • After the garland is complete, the class will decide where to hang it 	
<p>Closure 1pt</p>	<p>Instruction Methods 1pt</p>
<ul style="list-style-type: none"> • Each student will collect their charms when it is almost time to go home. • The student will grab a plastic bag and pick beads, yarn, and other desired materials to take home and create their own art pieces with a family member or friend of their choice in order to bond and collaborate. • Afterwards, students may share with the class why they picked the objects they did to take home 	<ul style="list-style-type: none"> • Direct instruction • Independent student work • Class discussion

90 points