

ART UNIT PLAN TITLE

Central Focus	Biodiversity in the Ocean 1pt
Grade Level	1-3, 3rd Grade
Class Size	6
Time	9am-10:50am
Class Demographics	Rural Community

National Visual Arts Standards Addressed 3 pts

VA:Cr1.1.3a

a. Elaborate on an imaginative idea.

VA:Cr2.2.3a

b. Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

VA:Pr6.1.3a

a. Identify and explain how and where different cultures record and illustrate stories and history of life through art.

VA:Re9.1.3a

a. Evaluate an artwork based on given criteria.

VA:Cn10.1.3a

a. Develop a work of art based on observations of surroundings.

Common Core State Standards Addressed 2pts

CCSS.ELA-LITERACY.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.3.2.A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

HYPERLINK "<http://www.corestandards.org/ELA-Literacy/RL/4/9/>" CCSS.ELA-Literacy.RL.4.9

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

HYPERLINK "<http://www.corestandards.org/ELA-Literacy/W/4/2/>" CCSS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

HYPERLINK "<http://www.corestandards.org/ELA-Literacy/W/4/2/b/>" CCSS.ELA-Literacy.W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

UNIT OVERVIEW

Students will learn about ocean art through current artists and childrens books. Next they will create pinch pot fish with clay and we will later display the fish in an ocean box.

Forms	2D	3D	4D	
Frames	Cultural	Subjective	Structural	Postmodern
Conceptual Framework	Artwork	Artist	Audience	World

Student Prior Knowledge and Conceptions 1pt

- Students will not need very much prior knowledge besides basic drawing skills, familiarity with the ocean.
- Activity 1 (drawing) will be a chance for teacher to evaluate students skills.

Interdisciplinary Connections 1pt

- **Geography**- learning about the oceans and where certain areas of the ocean are.
 - Example: The Great Barrier Reef is near Australia.
- **English**- Students will learn new vocabulary words such as kiln, earthen clay, slab, etc. Students will also be listening to stories and relating them to the art that they will be creating.

UNIT OBJECTIVES

As a result of this lesson, students will be able to: 3pts

Students will talk about different fish found in different parts of the world. They will discuss what fish might symbolize from different cultures(VA:Pr6.1.3a - VA:Re9.1.3a).

Students will then draw their own fish with the examples in mind. They will draw and then color in the fish(VA:Cr1.1.3a).

Students will then create pinch pot fish out of clay from their sketches. Students will paint their pinch pot fish after they are fired(VA:Cr2.2.3a).

Students will fill out a small worksheet explaining why they designed their fish the way they did and where you could find their fish and why(VA:Cn10.1.3a).

TEACHER MATERIALS 3pts


<ul style="list-style-type: none"> - Projector - Laptop - Presentation - Hand-Outs - Artist Statement - Artists 	<ul style="list-style-type: none"> -Picture Book -Clay -Acrylic Paint -Paint Brushes -Scoring Tool -Plastic Bags -Different Texture Tools 	<ul style="list-style-type: none"> - Pipe Cleaners - Cotton Balls - Streamers - Pencils - Colored Pencils - Markers - Paper
---	--	--

- Types of fish and their geographic locations	-Spray Bottle	
--	---------------	--

STUDENT MATERIALS 3pts

- Hand outs <ul style="list-style-type: none"> - Artist Statement - Artists - Types of fish and geographic locations 	-Clay -Acrylic Paint -Paint Brushes -Scoring Tool -Plastic Bags -Different Texture Tools -Spray Bottle	- Pencils - Colored Pencils - Markers - Paper - Pipe Cleaners - Cotton Balls - Streamers
---	--	--

ARTISTS IN CONTEXT

Key Artists	List at least 4 diverse artists 4pts Vanessa Barragao Shayne Greco Yusei Nagashima Noriko Kuresumi (Alternative/Extra Artist)
Key Artworks	Artist, <i>Artwork Title</i> , Year (list at least 2) 6 pts 

Yusei Nagashima- *Pristipomoides argyrogrammicus*, 2021



Shayne Greco- Octopus Clam Shell, 2022



	Vanessa Barragão - world map, 2022
Key Critical Questions	<ul style="list-style-type: none"> - How is Yusei Nagashima showing his culture when he creates his work? - How does Vanessa utilize texture in her work? - Why do you think Yusei Nagashima paints the fish that he does? - How does Vanessa promote upcycling in her work? - How does Shayne include detail in his sculptures?

VOCABULARY AND LANGUAGE ACQUISITION 4pts

Vocabulary	<p>Clay - an earthly material that is muddy when wet and hard when fired.</p> <p>Pinch Pot - a bowl made by pinching and pulling the sides of a ball of clay</p> <p>Texture - is the perceived surface quality of a work of art. The feel or look of a work can be a design or pattern but not always.</p> <p>Culture - shared beliefs and qualities within a social group.</p> <p>Scoring - scratching the clay or “hatching” marks into it in order to connect the pieces together.</p> <p>Kiln - a heated enclosure for firing clay.</p> <p>Slip - clay that is watered down to almost a liquid and is used to connect pieces together after scoring.</p> <p>Leather Hard - A stage of hardening in clay when the shrinkage is complete and it has the consistency of leather.</p> <p>Bone Dry - Clay is completely dried out and can not be moved or adjusted anymore. It's ready to go into the kiln.</p> <p>Fired - The process of bringing clay up to a high temperature and curing it in place.</p> <p>Conservation - prevention of wasteful use of a resource.</p> <p>Bisqueware - pottery that has been through an initial firing to become durable, yet is still porous.</p> <p>Textile art- creating something using fibers from natural or synthetic sources</p> <p>Ecosystem- a biological community of interacting organisms and their physical environment</p> <p>Underglazing- a coating that you layer onto ceramics before firing</p>		
Language Functions	<ul style="list-style-type: none"> ● Describe ● Interpret ● Question ● Wonder 		
Language Demands	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Syntax</td> <td style="width: 50%; border: none;">Discourse</td> </tr> </table>	Syntax	Discourse
Syntax	Discourse		
Language Tasks and Activities	<ul style="list-style-type: none"> - How to use clay handouts. This can include a vocab. section that we can fill out as a class. 		

	- Artist powerpoints including new words and definitions.
Language Supports	- Artist powerpoints/handouts with vocab section - How to: handouts that include vocab about clay.

SPECIAL PRE-INSTRUCTION PREPARATIONS

What special preparations need to be made by the teacher before beginning this unit? Schedule a field trip? Schedule a guest speaker? Do students compile/collect special supplies? Have specific equipment on hand? Etc. **1pt**

- Instructional Supports (Posters)
- Artwork examples (Pinch Pot Fish)
- Graphic Organizers

ACCOMMODATIONS FOR SPECIFIC DIVERSE LEARNERS

Adaptations and Accommodations 3pts

List and describe at least 2 adaptations and accommodations you will perform to facilitate all students' learning.

- Student Check In: After instruction, we can speak with each student to ensure their understanding. Many students are too shy to reach out in front of the class but will ask if you are one on one with them.
- If a student is unable to complete a task, we can work with them to create an alternate assignment.

Enrichment and Extensions 1pt

List and describe at least 1 activity you plan to engage advanced students in during and/or after the lesson.

- Advanced students can work on the sky box by adding clouds, birds, rainbows, etc.

Activity for Early Finishers 1 pt

List and describe at least 1 engaging and related activity you plan for early finishers to engage in.

- Early finishers can help with the marine life installations or they can create additional things for the display box.

OBJECTIVE-DRIVEN ASSESSMENTS 3pts

Describe the specific tools and methods you will use as formative and summative assessment of students' mastery of the Lesson Objectives listed above. Correlate each assessment described with the specific objectives above the tool is designed to assess.

4th grade lesson example = Rubric assessing students' finished project originality, conceptual development, craftsmanship, effort, and participation. (Objectives 1, 3, 4)
 Formative - Fish sketch, How to use clay handout (students can fill out vocab)
 Summative - Final Project, Artist statement.

REFERENCES 2pts

You must have references to books, web pages, films, etc. you used in the development and execution of your lesson, to allow you to teach the lesson again, or to allow someone else to teach the lesson. Use APA style in formatting the reference list.

- https://i-share-isu.primo.exlibrisgroup.com/permalink/01CARLI_ISU/1vcthfe/alma9920267886605845 Where the ocean meets the sky - Children's Book
- <https://craftyartideas.com/kid-clay-fish/> - How to make the pinch pot fish
-

** Developed and written by Megan Osborne, Julia Popper, and Brianna Cowser, 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"> ● Introduction Prop Game 10 MIN <ul style="list-style-type: none"> ○ Students introduce themselves. ○ Students and teachers will be given an object, they have to pretend the prop is something else and others have to guess what it is. ● Presentation and Discussion 15 MIN <ul style="list-style-type: none"> ○ Introduce Yusei Nagashima and his work. <ul style="list-style-type: none"> ■ Give students hand-out. ○ Talk about his work. <ul style="list-style-type: none"> ■ What are some ways fish are different from other fish? ■ What do we notice about the fish? ■ What is different/special about each fish? ■ Extra guiding questions: <ul style="list-style-type: none"> ● Do all fins have the same amount of fins? Are they the same color? 	<p>To Do:</p> <p>Create powerpoint about artist and ocean/fish stuff</p> <p>Yusei Nagashima Handout</p> <p>Get prop for game</p> <ul style="list-style-type: none"> ● Teacher Demonstration ● Group Discussion ● Story Time

<ul style="list-style-type: none"> ● Would we find all of these fish in the same part of the world? ● Examples of Aquarium Fish. What colors do you see? What shapes do you see? Where have you seen fish like these before? ○ Connect his work to the project. ○ Connect his work to different types of creature and fish found in the ocean. ○ Show examples of different Fish and where they can be found. ○ Teach students about the different parts of the fish. <ul style="list-style-type: none"> ■ Play naming the parts of the fish game. 	
<p>Instruction 5pts</p>	<p>Instruction Methods 1pts</p>
<ul style="list-style-type: none"> ● Hand out graphic organizers 25 MIN. <ul style="list-style-type: none"> ○ Talk students through the different parts of the fish. ○ Start to draw fish and recognize parts of fish. <ul style="list-style-type: none"> ■ Where are the fins located on fish? ■ What colors are fish? ■ What shapes do you notice in the fish? ■ Where does your fish live in the ocean? ● Short Break 5 MINS ● Student Work with the clay 5 MIN transition <ul style="list-style-type: none"> ○ Teacher will talk to students about the different ways that we can use clay. ○ Teacher will talk through vocab. words pertaining to clay. <ul style="list-style-type: none"> ■ Clay ■ Wet Clay ■ Leather Hard Clay ■ Bone Dry Clay ■ Slip ● Students will start to sculpt their pinch pots 45MINS. 	<p>See <i>Children and Their Art</i> for examples and ideas.</p> <ul style="list-style-type: none"> ● Individual Work ● Group Work ● Hands-on Student Involvement

<ul style="list-style-type: none"> ○ Teacher will stand in front of students and show them how to create a pinch pot. <ul style="list-style-type: none"> ■ Students will follow along with the teacher. <ul style="list-style-type: none"> ● Other teachers and helper will help students create their pinch pot. ○ Teachers will talk about slip/ scoring. <ul style="list-style-type: none"> ■ Teacher will introduce Different Tools. ■ Teacher will take time to make sure students understand how to slip and score. <ul style="list-style-type: none"> ● Teachers and Helpers will work with the students to make sure they fully understand. ○ Teachers will help students attach pots together. 	
---	--

Closure 1pts	Instruction Methods 1pt
<ul style="list-style-type: none"> ● Students wrap up sculptures. 10 MINS <ul style="list-style-type: none"> ○ Teachers will help teach students about protecting their sculptures. ○ Wrap the fish with plastic. ○ Students will label their bag. ● Teacher will help students clean up and then wrap up with final presentation slides. <ul style="list-style-type: none"> ○ What did we learn today? ○ What are the body parts of fish? ○ Do all fish look the same? ○ Where do we find fish? ● Remind students about the importance of the ocean. 	<p>See <i>Children and Their Art</i> for examples and ideas</p> <ul style="list-style-type: none"> ● Teacher Instruction ● Group Discussion

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 2

Launch 1pt	Instruction Methods 1pt
<ul style="list-style-type: none"> ● Pin the fish on the board world game opener. 10 MIN 	<p>To do: Obtain map and fish cutouts</p>

<ul style="list-style-type: none"> ○ Students' knowledge will be challenged from the last class. ○ Each student will be given a fish and asked where they think it is from. ● Shayne Greco 15 MIN <ul style="list-style-type: none"> ○ Talk about artist work and background. ○ Teach Students about different ecosystems and where you can find fish in the world. ○ Questions: Artist: What does the artist want you to think about when viewing his work? ○ Artwork: How would you describe the texture in his pieces? ○ World: How can the world participate in ocean conservation? ○ Audience: Who is the audience for Shayne Greco's work? ○ How can you care for the ocean right here in illinois? ○ How does he create texture on his pieces? ● Introduce ecosystems and examples. <ul style="list-style-type: none"> ○ Great Barrier Reef <ul style="list-style-type: none"> ■ What kind of fish do we find there? ■ What are different plants that we can find here? ■ Do we only find fish in this ecosystem? ● Students will be introduced to the second part of the lesson, adding the parts of their fish and texture. ● Review the parts of the fish and have students name and label them. 	<p style="background-color: yellow;">Shayne Greco Handout/powerpoint to accompany</p>
<p>Instruction 5pts</p>	<p>Instruction Methods 1pts</p>
<ul style="list-style-type: none"> ● Talk about texture. ● Review Stages of Clay and Tools. 	

<ul style="list-style-type: none"> ● Students will continue working on their pinch pots. Remaining time: <ul style="list-style-type: none"> ○ Students will be shown how to make their fins and how to slip and score. ○ Students will add texture, add fins, and smooth out their fish. ○ If students finish early they will write about their fish ● Students' fish will begin to dry after this class session and then will be fired before next class. <ul style="list-style-type: none"> ○ Students can plan what colors they want to paint their fish after it is fired. 	
Closure 1pt	Instruction Methods 1pt
<ul style="list-style-type: none"> ● Clean up and talk about the firing process. <ul style="list-style-type: none"> ○ 10-15Min ○ Showing them what will happen to their pieces. ○ Showing them that they will be painting their fish next class. ● Closing Discussion <ul style="list-style-type: none"> ○ What was something you learned today? ○ If time allows - Have students replay the pin the fish on the board game. ● Review of what we did in class and dismiss. 	

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 3

Launch 1pt	Instruction Methods 1pt
<ul style="list-style-type: none"> ● Last week review ● Color game ● Vanessa Barragao <ul style="list-style-type: none"> ○ Talk about Vanessa's work and the meaning behind it. (she uses recycled materials to limit her waste. Her work is used to promote taking care of the ocean and its life.) ○ Artist- How do you think where Vanessa Barragao grew up and lived affected her artwork? What would inspire her to make this type of art? 	<p>To do: Vanessa Barragao handout/powerpoint to accompany it. Artist statement graphic organizer</p>

<ul style="list-style-type: none"> ○ Artwork- What does Vanessa Barragao's artwork remind you of? What is she trying to replicate? ○ World- What does she try to convey about the world in her art? How does her use of recycled materials help to show this? Audience- Who do you think is meant to view Vanessa' Barragao's work 	
---	--

Instruction 5 pts	Instruction Methods 1pts
--------------------------	---------------------------------

<ul style="list-style-type: none"> ● Fish Painting Demo <ul style="list-style-type: none"> ○ Talk about Primary, secondary and monochromatic colors ○ Students will be shown how to mix and make different colors. <ul style="list-style-type: none"> ■ How do we make orange, green, and purples? ■ How do we make a color brighter or darker? ● Fish painting demo <ul style="list-style-type: none"> ○ Pick our colors <ul style="list-style-type: none"> ■ Mix as needed ■ Don't mix in water ○ Paint our fish <ul style="list-style-type: none"> ■ Less paint is more paint ■ Even brush strokes ○ Switching colors <ul style="list-style-type: none"> ■ Rinse brush ■ Dab on paper towel ● Ecosystem <ul style="list-style-type: none"> ○ Introduce coral reef box ○ Have students draw coral ideas ○ Students create coral stuff ○ Introduce materials for coral ○ Assemble in box ○ Add our fish when dry 	
---	--

Closure 1pt	Instruction Methods 1pt
--------------------	--------------------------------

<ul style="list-style-type: none"> ● Review what we did over the past three weeks. ● Set up a display box, put fish in the habitat. ● Review 	
---	--

90 points

PAGE

Level 3: ART 309 & Student Teaching

EE = Early Elementary grades K-3 • **LE** = Late Elementary grades 4-6 • **MS** = Middle School grades 6-9
EHS = Early High School grades 10-11 • **LHS** = Late High School grade 12