

ART UNIT Nature

Central Focus	This plan focuses on observing and recording the natural world.
Grade Level	4th 1pt
Class Size	7 students 1pt
Time	1.5 2 days 1pt
Class Demographics	1pt

National Visual Arts Standards Addressed 3 pts
<p>VA:Cr2.1.4a: Explore and invent art-making techniques and approaches.</p> <p>VA:Re.7.1.4a: Compare responses to a work of art before and after working in similar media.</p> <p>VA:Pr5.1.4a: Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats</p> <p>K-4: 1a, 1b, 3a, 3b, 5a, 6a</p>

Common Core State Standards Addressed 2pts
<p>Use http://www.corestandards.org/ELA-Literacy to copy and paste the <i>codes and standard text</i> for the level-specific Common Core State Standards this lesson will address. 4th grade lesson example:</p> <ul style="list-style-type: none"> · 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. · CCSS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. · 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 be practicing print making and pattern techniques to complete a variety of fall related prints to form a connection between themselves and nature

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

Student Prior Knowledge and Conceptions 1pt

<ul style="list-style-type: none"> -Painting skills -concept of nature -concept of patterns
Interdisciplinary Connections 1pt
<ul style="list-style-type: none"> -Natural Science -Environmental Science

UNIT OBJECTIVES

<i>As a result of this lesson, students will be able to: 3pts</i>
<p>Objective for VA:Cr2.1.4a: Students will create a print that displays one of three techniques that they learned during the lesson.</p> <p>Objective for VA:Re.7.1.4a: At the end of the lesson, students will describe how they feel about the work they have created in comparison of how they felt about it before.</p> <p>Objective for VA:Pr5.1.4a: After being shown different art installations by various artists, students will successfully display their artwork in a way that will enable an audience to notice their work.</p>

TEACHER MATERIALS 3pts


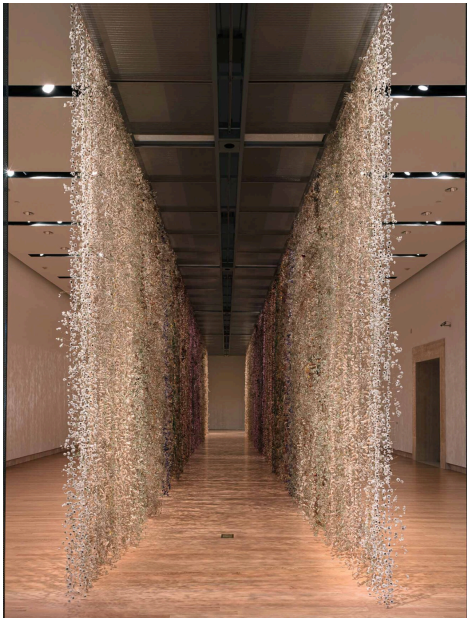
	<ul style="list-style-type: none"> -paper -stencils -computer -paint -color pencils -markers -pipe cleaners -handouts -nature items -t-shirts 	
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STUDENT MATERIALS 3pts

	<ul style="list-style-type: none"> -paper -stencils -paint -color pencils -markers -pipe cleaners -nature items -t-shirts 	
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ARTISTS IN CONTEXT

Key Artists	Rebecca Law
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	<p>Walter Mason Lorenzo Duran Andy Goldsworthy</p>
<p>Key Artworks</p>	<p>Artist, <i>Artwork Title</i>, Year (list at least 2) 6 pts</p>  <p>(Walter Mason, Found- Land art, 2014)</p>  <p>(Rebecca Law, The Journey, 2021, Cummer Museum of Art & Gardens, USA)</p>
<p>(Key Critical Questions</p>	<p>1. List at least 6 critical questions about key artworks that ground writing and discussion activities 6pts</p> <p>Artist: What about her work tells you she's interested in nature?</p> <ul style="list-style-type: none"> ● Artwork: Does the artwork feel different when it's on the wall vs. walking through it? ● World: Do these pieces take you anywhere? Remind you of somewhere you've been? What is she telling us about the world? ● Audience: Could anyone enjoy these works? Where are these works seen?

	<p>Artist: What is similar between this artist and the artist from last week?</p> <ul style="list-style-type: none"> • Artwork: What kind of nature art is this? (Of the types we discussed (listed above) What does this artwork make us think about? How is this artwork different from art seen in galleries or museums? • World: Have you ever seen these kinds of art in nature before? Where? Where might you see this? What time of year? • Audience: Does the audience matter when looking at these works? How does the artist make the work easier for more people to see?
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VOCABULARY AND LANGUAGE ACQUISITION 4pts

Vocabulary	<p>Environment: All the things that surround animals and humans in the natural world, including the air, the water, and the soil, together.</p> <p>Installation: the act of installing or condition of being installed.</p> <p>Land Art: Land art is made directly in the earth by sculpting the land itself or by making structures in the landscape with natural materials.</p> <p>Nature: the physical world and living things in their natural state; all things that are not made by people.</p> <p>Perspective: The way things are seen from a particular point of view.</p> <p>Preserved (flowers): to keep something as it is, usually to prevent it from decaying or being damaged or destroyed.</p> <p>Prints: Print is a generic term for an image made using a board previously engraved and inked, obtained on paper</p>	
Language Functions	analyze, compare/contrast, critique, describe, interpret, question, etc. 1pt	
Language Demands	Syntax	Discourse
Language Tasks and Activities	Vocab mix and match	

Language Supports	Vocab support in posters Artist statement questions
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SPECIAL PRE-INSTRUCTION PREPARATIONS

<ul style="list-style-type: none"> · -Nature walk to collect materials -t-shirts
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ACCOMMODATIONS FOR SPECIFIC DIVERSE LEARNERS

Adaptations and Accommodations 3pts
<ul style="list-style-type: none"> · -Material alternatives like paper to collage instead of printing. Using rubbing plates -Independent station ·
Enrichment and Extensions 1pt
<ul style="list-style-type: none"> · -Crown activity, the students will be able to utilize and put to practice the skills they learned at their stations when they're done
Activity for Early Finishers 1 pt
<ul style="list-style-type: none"> -If they finish everything they can make nature paint brushes using their leftover materials.

OBJECTIVE-DRIVEN ASSESSMENTS 3pts

<p>Objective for VA:Re.7.1.4a: At the end of the lesson, students will describe how they feel about the work they have created in comparison of how they felt about it before. -Formative Discussion</p>

REFERENCES 2pts

<p>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.</p>
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* *Developed and written by (Julia Tomal, Jessica Torres), Art Education, Illinois State University, 2014 **

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY /

LESSON 1

Launch 1pt	Instruction Methods 1pt
<ul style="list-style-type: none"> • Intro/Ice breakers: The teachers will go through the introduction -introducing themselves and letting students introduce themselves as well 	<ul style="list-style-type: none"> · Direct instruction

<ul style="list-style-type: none"> -the teachers will ask a student relevant question or play a game -teachers will go over the to-do list for the day 	
<p>Instruction 5pts</p> <ul style="list-style-type: none"> · The teachers will continue powerpoint and beginning going into lesson -The teachers will pass out the artist handouts and introduce the artist -The teachers will go over the information on the handout and show the artist slide and examples on the board • The teachers will ask discussion questions related to the artist/art being discussed: What stands out to you about her work? -The students will respond with their answers -The teacher will ask "How is her work related to nature?" -The students will respond with their answers -The teacher will ask, "What age group of people would enjoy these pieces the most? Why do you think that?" • The teacher will go over important vocabulary and ask if they have any questions about it • The teachers will take the students out on a 15 minute nature walk • Students will collect different nature objects • After the nature walk teachers will explain the three different stations they will be working at and what they have to do • Teachers will demo the different stations • Students will use the three stations to create printmaking examples for the rest of the class 	<p>Instruction Methods 1pts</p> <ul style="list-style-type: none"> · Direct instruction/teacher demonstration/hands-on student involvement/independent student work
<p>Closure 1pt</p>	<p>Instruction Methods 1pt</p>
<ul style="list-style-type: none"> · Teacher will discuss what will happen in the next class - Students will ask questions if they have any 	<ul style="list-style-type: none"> · Direct Instruction

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 2

<p>Launch 1pt</p>	<p>Instruction Methods 1pt</p>
<ul style="list-style-type: none"> • Intro questions/ ice breaker The teachers will lead with a small game to get the students ready <ul style="list-style-type: none"> • The teacher will lead a discussion to remind students about what they learned the week prior. • The teacher will ask questions like, "What do you remember from last week?" or they will say, "Last week we went over ____" 	<ul style="list-style-type: none"> · Direct instruction/class discussion

<ul style="list-style-type: none"> The teacher will also ask about their weekend, or other conversational questions that will ease students into the lesson. 	
<p>Instruction 5 pts</p>	<p>Instruction Methods 1pts</p>
<ul style="list-style-type: none"> The teacher will start the class off with the powerpoint: which will include the new artist for the week and new vocabulary. The teachers will pass out the artist handouts and introduce the artist -The teachers will go over the information on the handout and show the artist slide and examples on the board The teachers will ask discussion questions related to the artist/art being discussed The teacher will ask if the students have any questions The students will ask the questions they have The teachers will give their answers The teachers will introduce the final project in relation to what they worked on the last week They teachers will go over the stations once again The students will take the rest of the time in class to printmake using the station on t-shirts 	<ul style="list-style-type: none"> Direct instruction/independent work time
<p>Closure 1pt</p>	<p>Instruction Methods 1pt</p>
<ul style="list-style-type: none"> The students will leave their shirts on the desks to dry will they complete their reflection questions The teachers will ask a few reflection questions for the students to write down: -What is one thing you learned? -What is one thing you liked about the class? -What is one thing about your t-shirt prints that you enjoyed? Students will discuss responses as a class 	<ul style="list-style-type: none"> Direct instruction/independent work time/class discussion

72 points -12 pts for lateness = 60 pts Provide more information to define the project and printing styles. What will each day's projects be? Will you demonstrate the printing processes?