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| **UNIT PLAN****Guide to Support Lesson Plan Implementation** |
| **Title of Unit: Creative Thinking** | **Grade Level: 4th** |
| **Curriculum Area:****VISUAL ART** | **Time Frame: First 6 weeks of the school year** |
| **Content Standards:*****Standard 2 (Perceiving): The student will analyze, reflect on, and apply the structures of art.****Objective 1: Analyze and reflect on works of art by their elements and principles.**a. Discuss how height placement creates an illusion of depth in artworks.**c. Analyze how artists have varied the space divisions to create a more interesting composition.**d. Identify evidence of depth, shadow, color, and mood in artwork.**Objective 2: Create works of art using the elements and principles.**a. Draw the base of a distant object higher up on the drawing page than the bases of objects that are meant to be in the foreground.**b. Portray a consistent light side closest to the light source and dark side opposite the source of light in artwork.**c. Alter the intensity of any color by adding gray to it.**d. Create dominance in a painting by adding gray to* ***Standard 3 (Expressing): The student will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purposes.****Objective 1: Explore possible content in art prints or works of art.**a. Determine and explore a variety of sources of inspiration for making art; e.g. panoramic view, microcosm, people, imagination, experimentation, decoration, celebration, events, interpretation of emotions, education, religion.**Objective 2: Discuss, evaluate, and choose symbols, ideas, subject matter, meanings, and purposes for artworks.**b. Interpret how artists use symbols to express moods, feelings, and ideas in art.**c. Create and invent symbols to represent ideas, moods, or thoughts in artwork.**d. Classify works of art according to media and genre; e.g., portrait, landscape, abstract, realistic, painting, sculpture, drawing, print.**e. Identify themes in works of art.**g. Predict why some people enjoy significant works of art that don't****Standard 4 (Contextualizing): The student will interpret and apply visual arts in relation to cultures, history, and all learning****.* *Objective 3: Recognize the connections of visual arts to all learning.****CCRAS – W. 2 = College and Career Readiness Anchor Standards for Writing #2 (Text Type and Purposes):*** *Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.****CCRAS – SL. 1 = College and Career Readiness Anchor Standards for Speaking and Listening #1 (Comprehension and Collaboration):*** *Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.****Creativity Instructional Matrix: The student**** *Explains how changing an artwork’s visual language changes its meaning; see Madden (2005)*
* *Adapts/uses a visual language to connect one idea to other ideas using a range of strategies, such as metaphor, narrative, irony, appropriation, etc.; seeks/employs visual and conceptual patterns to make connections*
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| **Understandings:** *Overarching Understandings**Creativity is a form of open-ended research in which a creator shapes the creative process as it unfolds. (Wallace and Gruber, 1989; Dasgupta, 2008).**Changing an artwork’s visual language changes its meaning**A visual language connects one idea to other ideas* | *Related Misconceptions**Creativity is just coming up with strange, weird ideas**Creativity is just brainstorming**Creativity does not require critical thinking and deep exploration, but* ***only*** *relies on talent and “Eureka” moments* |
| **Essential Questions:** *Overarching*How do you come up with new ideas?Why do artists make art that does not look exactly like what we can see with our eyes?How does changing the visual language an artwork uses change its meaning?How can I connect ideas in art?**Five Core Questions for Creativity Development:**1. What more can you do?
2. Did you take a chance?
3. What else can you connect it to? (What more can you add?)
4. What is another way of doing it? Can it be better?

Are you letting your personality come through? | *Topical*The 4th grade is exploring different environments and habitats on different continents. Students will be encouraged to explore different IMAGINATIVE environemnts in their artwork to better understand the concept “environment” – but in order to cultivate inquiry and a creative mindset, they will not be asked to reproduce environments they have studied. Rather, they will be reminded that they can draw on learning in Science class for ideas if they so wish – to cultivate self-directed inquiry, the choice will be the students. |
| **Knowledge:** *Students will know . . .**Given experiential engagement activities, instruction, and examples, students will recall and apply (DOK Level 2): Distortion; Exaggeration Horizon Line; Value; Rhythm; Foreground, Middle ground, Background, Realism, Surrealism* |
| **SKILLS**1. **Psychomotor Skills:** *Students will be able to . . .* **Draw, Paint, Cut/Glue, Distort, Exaggerate**
2. **Creativity Skill/Objective:** *Students will be able to….Employ distortion and exaggeration to connect ideas and change their meaning in a Surrealist artwork.*
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| **Performance Task Description:***Given experiential engagement activities, examples, and practice, students will generate Exquisite Corpse drawings, explore distortion and exaggeration, reflect on surrealist paintings by Salvador Dali and other artists, explore Surrealist juxtaposition in realistic space by using a horizon line, foreground, middle ground and background in a collage, generate ideas for a Surrealist painting by using the Exquisite Corpse Sentence Construction activity and exploring ideas in their Visual-Verbal Sketchbook, and completing an original Surrealist painting (using imagery different for each student in the class)that employs elements of perspective, distortion or exaggeration, cast shadows and color values. Students will write about and critically discuss the process, products, and exemplars provided throughout the unit.* |
| **Resources:** *List all resources (posters, websites, textbooks, works of art, etc) – also, include a content paper that you write - outlines the content covered in the lesson. At the elementary level, this could be a 1-2 page double-spaced paper that could be read by older elementary students. This could include the what, who, where, why, when and how of works of art and how these are used to develop the cognitive skill targeted in the lesson. This information could be communicated in a PowerPoint presentation.* ***ALSO INCLUDE A WELL EXECUTED TEACHER SAMPLE OF A FINISHED PRODUCT*** |
| **Where are your students headed? Where have they been? How will you make sure the students know where they are going?** | *Based on prior learning, students will engage in the creative process (see Understandings) to generate an original Surrealist painting (using imagery different for each student in the class)that employs elements of perspective, distortion or exaggeration, cast shadows and color values. Essential understandings and questions will be used throughout each lesson building up to the Surrealist painting.* |
| **How will you hook students at the beginning of the unit?** | *Exquisite Corpse Drawing, engagement with Salvador Dali paintings* |
| **What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?** | *Hands on activities, critiques, practice, idea-generation techniques* |
| **How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?** | *Students will explore various options in Verbal-Visual Sketchbook before starting final painting; throughout the unit, students will view and discuss each other’s work and the work Surrealist artists; the teacher will use the Five Core Questions for Creative Development in each lesson, encouraging students to challenge assumptions and push boundaries* |
| **How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?** | *At regular intervals, students will be asked to journal on two questions in their Verbal- Visual Sketchbook – What is going well? What is not going as well as I would like? At regular intervals, the class will view and discuss the class’ work as a whole* |
| **How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?** | *Adaptions based on/guided by IEP’s will be used throughout. Advanced students will be challenged to incorporate prior learning and experiences from personal lives (i.e. beyond tapping prior learning about environments); they will also be challenged to generate additional variations prior to selecting a final Surrealist composition.* |
| **How will you organize and sequence the learning activities to optimize the engagement, creative mindset, and achievement of ALL students?** | *Please see individual lesson plans. The first 5 lessons provide experiences and practice to develop skills used in the culminating lesson.* |

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| **Lesson Plan** **Alignment of the Teacher Performance Standards with the Georgia Performance Standards** |
| **Date:** | **Teacher:**  | **Developed By:** |
| **Curriculum Area:** **VISUAL ART** | **Unit:** | **Grade:** |
| **Lesson Focus:** *(What is the most important thing that you will emphasize throughout the lesson? What is the most important thing students will learn?)***Lesson Objective:** *Given 45 minutes, teacher demonstration, a planning grid, white paper, and painting supplies* **(Conditions)** *the 5th grade student* **(Subject)** *will synthesize by painting* **(Cognitive Level and Verb)** *a well crafted expressive portrait that 1) shows shapes that can be visually understood as head and shoulders, 2)shows two contrasting emotions, 3) uses tints and shades based on a complementary color scheme, 4) uses exaggeration or distortion, and 5) integrates either previous learning, experiences or innovative ideas that support the expressive theme of contrasting emotions.* **(Criteria)** |
| **Utah Art Standard:****Common Core Standard/Element(s):** |
| **INSTRUCTIONAL STRATEGIES**Researched-based strategies to engages student in active learning  | **Literacy/ELA Integration***Student will write reflectively by answering three questions about the process of completing the expressive portrait -* ***CCRAS – W. 2 = College and Career Readiness Anchor Standards for Writing #2 (Text Type and Purposes) (Common Core Standard):*** *Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**AWL (***Common Core Academic Word List***): Proportion, Style, Transform….* |
| **Technology Integration**1. ***Teacher delivered PowerPoint***
2. ***Student research on internet***
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| **OPENING**Getting students ready to learn | **What is your Activating Approach/Warm Up/Engagement and why are you using it? (*Build Commitment and Engagement*):****When will you talk to students about what they will learn and do (*Communication of Learning Intentions*)****How will you know when they have learned it? (*Communication of Success Criteria)*****How/When/Why will you give students new information *(Teacher Presentation Strategies-includes* *Academic Vocabulary)*** |
| **CHALLENGE AND DIFFERENTIATION**Providing Rigor and Differentiation | **Critical Thinking and Extension Questions *(Differentiation and Academically Challenging Environment)*****Five Core Questions for Creativity Development:**1. What more can you do?
2. Did you take a chance?
3. What else can you connect it to? (What more can you add?)
4. What is another way of doing it? Can it be better?
5. Are you letting your personality come through?

Other critical thinking prompts:*How can you use size, shape, value, and brush marks in your painting to express emotional feelings or point of view?* *How does our reaction change to the portrait change when you exaggerate or distort?* |
| **Supporting Student Learning *(How will you differentiate learning for students needing remediation, students with disabilities or for those who are gifted?)*** |
| **TIMELINE**Specify what the teacher does, what the students do, and when it happens | **Have students use their knowledge and skills** |
| **MATERIALS** And Materials Management | **Include all the materials and equipment needed to conduct the lesson - both the quantity and size of each as well as your plans for distribution and clean-up.** |
| **CLOSING**Helping students make sense of their learning | **How will you make sure they can do it (*Closure,* *Assessment, Evaluation Strategies, Rubric, Summarizing Strategy ) PROVIDE 4 LEVEL RUBRIC WITH LEVEL 2 = Student meets minimum requirements.*****Also include how you will have students practice at home (*Independent Practice)*** |