

**SILVER SPRING ELEMENTARY ART
HOLLY TATE**

Unit:	Shape
Unit Learning Goals- Key Learning	
<p>9.1.3 The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.</p> <hr/>	
9.1.3	<div style="border: 1px solid black; display: inline-block; padding: 2px;">6337</div> Artists use tools and resources as well as their own experiences and skills to create art.
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9.2.3	<div style="border: 1px solid black; display: inline-block; padding: 2px;">6339</div> People have expressed experiences and ideas through the arts throughout time and across cultures.
<p>Anchor: MC.1 Analyze characteristics and properties of two- and three- dimensional geometric shapes and demonstrate understanding of geometric relationships.</p>	
Essential Questions	
<p>UEQ: How do artists use shapes? How can shapes be classified? How can I make shapes to make images?</p>	<p>DBAE: How do you identify the elements of art? Why does each person's opinion have importance? Where do we find art?</p>
Knowledge and Skills	
<p>(Prior knowledge and skills, and new knowledge and skills needed to be successful.) Prior Knowledge: (Day 6 Classes) Know how lines can be turned into shapes. Prior Skill: Day 6 Classes have all used watercolor before New Knowledge: Understand the difference between organic and geometric shapes. New Skill: Glue a shape made from laying down string</p>	
Adaptations	
<p>Scaffolding support: students practice together on class mural making organic shapes Kinesthetic learners- move like a geometric shape, move like an organic shape ELL: point to vocabulary Challenge: Make smaller organic shapes out of larger shapes</p>	

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Essential Vocabulary	
Organic, geometric, shape	
Assessment Evidence	
Formative Assessments: Shape Sorting activity: identify/ sort geometric and organic shapes into piles. Class mural activity	Summative Assessments: Rubric for Joan Miro string drawings attached
Resources and Materials	
Lesson 1: Class Mural: large roll of butcher paper, markers and colored pencils, vocab words to show- geometric, organic Project: large watercolor paper, assorted colors of strings (2 arms length long), glue, scissors, watercolor paint, brushes, cups of water Summary: cut shapes- organic and geometric- for sorting (set for each table) Lesson 2: Watercolors, water cups, brushed, oil pastels, student's work, class mural, markers, critique cube (numbered)	
Connections to the World of the Child	
TAB (Teaching Artistic Behavior) An artist will try to make visual balance and know when to stop by stepping back and reflecting on their work in the middle of working. When the string moves while gluing- students will be encouraged that in art it is not a mistake but an opportunity. (Demonstrated in "think aloud" while modeling how to do the project) DBAE (Discipline Based Art Education) Production: Creating organic shapes through the use of continuous lines- adding more lines to make shapes into creatures like Joan Miro History: Looking at the work of Joan Miro Aesthetics: Each person has a different response to artwork- see different creatures in their lines and shapes Criticism: Discussion of group mural through use of cubing strategy	

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Previewing/ Acceleration: (build prior knowledge)

Lesson 1: Use group mural created on floor to build on prior knowledge of studying line (day 6 classes)

Lesson 2: Joan Miro Notebook- mentioning automatic drawing and connecting it to what students did last week

Activating Strategies: (link to prior knowledge)

Lesson 1: Students get to create art on the floor (in a different environment) by creating group mural

Lesson 2: Student will turn parts of their mural into creatures on the floor like Joan Miro

Summarizing Strategies: (checking for understanding)

Lesson 1: Sorting through organic and geometric shapes by table groups (ticket to leave by table)

Lesson 2: Group critique (cube activity)

Art Project: Joan Miro String Drawings

Lesson 1

LEQ: How can shapes be classified?

Motivation: 5-8 mins

When students walk in the room there will be a large piece of butcher paper filling the center of the room **on the floor**. Teacher will be already working on the paper- (slowly) using continuous line to cross over itself and creates shapes. Teacher will explain how she is using continuous line and letting the shapes flow organically.

-What kind of shapes am I making with my continuous line? Students will have trouble naming the shapes, maybe they will describe them

Teacher will explain that they are called organic shapes, they don't have set names like triangle, square, rectangle- those are geometric shapes. (point to learning map or have words next to teacher)

- Organic shapes are curvy and found in nature- everyone move like an organic shape
- Geometric shapes have straight lines and sharp points and names- move your body like you're a geometric shape

Teacher will explain that they are going to be learning all about shapes and today they are focusing on **organic** shapes.

-Teacher will then have the students join her in making the mural of organic shapes and lines with marker on the floor. The whole first grade will be adding to the mural.

Students will color in the shapes that were made with lines.

Modeling: 3

Teacher will explain that now we are going to be making our own individual works of art about organic shapes. Teacher will model how to use string to create shapes that will turn into creatures later on.

- Choose one color string
- Cut into 3 pieces **small, medium, and large**
- Stand while laying string on paper in a figure 8 (large string first) - this will lend itself as the head and body of our creature
- This is a shape that we can name- its an 8 – organic shapes don't have set names so we need to change our 8 into something that's even more organic. Use fingers to move string around.
- Glue down this string by tracing the glue along the string and moving the string into it.
- Add more shapes with the other two strings- **gluing down the second string before adding a third**
- Can I cross over my shapes I've made? Yes
- **Paint in all the shapes you have made with watercolors.**

What kind of shapes are we making with the string? Organic

Jobs: (Watercolor, brushes, and water will already be on tray at table)

Each student will grab a color string from the piles.

Green: Get paper

Blue: Get supply caddy, return caddy

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<p>Lesson 1 LEQ: How can shapes be classified?</p>	<p>Motivation: 5-8 mins When students walk in the room there will be a large piece of butcher paper filling the center of the room on the floor. Teacher will be already working on the paper- (slowly) using continuous line to cross over itself and creates shapes. Teacher will explain how she is using continuous line and letting the shapes flow organically. -What kind of shapes am I making with my continuous line? Students will have trouble naming the shapes, maybe they will describe them Teacher will explain that they are called organic shapes, they don't have set names like triangle, square, rectangle- those are geometric shapes. (point to learning map or have words next to teacher)</p> <ul style="list-style-type: none"> - Organic shapes are curvy and found in nature- everyone move like an organic shape - Geometric shapes have straight lines and sharp points and names- move your body like you're a geometric shape <p>Teacher will explain that they are going to be learning all about shapes and today they are focusing on organic shapes. -Teacher will then have the students join her in making the mural of organic shapes and lines with marker on the floor. The whole first grade will be adding to the mural. Students will color in the shapes that were made with lines.</p> <p>Modeling: 3 Teacher will explain that now we are going to be making our own individual works of art about organic shapes. Teacher will model how to use string to create shapes that will turn into creatures later on.</p> <ul style="list-style-type: none"> - Choose one color string - Cut into 3 pieces small, medium, and large - Stand while laying string on paper in a figure 8 (large string first) - this will lend itself as the head and body of our creator - This is a shape that we can name- its an 8 – organic shapes don't have set names so we need to change our 8 into something that's even more organic. Use fingers to more string around. - Glue down this string by tracing the glue along the string and moving the string into it. - Add more shapes with the other two strings- gluing down the second string before adding a third - Can I cross over my shapes I've made? Yes - Paint in all the shapes you have made with watercolors. <p>What kind of shapes are we making with the string? Organic</p> <p>Jobs: (Watercolor, brushes, and water will already be on tray at table) Each student will grab a color string from the piles. Green: Get paper Blue: Get supply caddy- return cady Yellow: return brushes and get wash cloths Red: Return watercolor paint</p> <p>Guided Practice: 15 mins Students will work on gluing down their strings and painting in their shapes for the rest of the period.</p> <p>Summary: Students will sort the collect of paper organic and geometric shapes into two piles with the group at their table. When they are done and teacher has checked their piles the table can line up.</p>
<p>Lesson 2 LEQ: How can I use shapes to make</p>	<p>Motivation: 3 (Vancosky&Fisher- Have watercolor sets out on table and demo how to fill in color into organic shapes)</p> <p>Teacher will show a power point on our inspiration artist Joan Miro.</p> <ul style="list-style-type: none"> - Teacher will talk briefly on surrealism

Silver Spring Elementary
Art Unit Rubric

First Grade Shape Unit- Joan Miro String Drawing

	4 Exemplary	3 Meets	2 Approaching	1 Below
Art Concepts	Student has created organic shapes by overlapping/intersecting string. There are <i>many shapes</i> to be found of <i>varying shapes and sizes</i>	Student has created organic shapes by overlapping/intersecting string. There are two or more shapes to be found.	Student has created organic shapes by overlapping/intersecting string. Some of the shapes are not connected – have gaps.	Student has not created any shapes or has created geometric shapes.
	Student has changed and manipulated the string to create smaller and bigger organic shapes (the piece is no longer recognizable as a figure 8 shape)	Student has changed and manipulated the string to create smaller and bigger organic shapes (the piece is only vaguely seen in a figure 8 shape)	Student has changed not changed or manipulated the basic figure 8 shape	Student does not have any shapes or has geometric shapes
	Student has used oil pastels to <i>selectively</i> add more lines, shapes, and details to the string lines in order to create creatures out of the organic shapes.	Student has used oil pastels to add more lines, shapes, and details to the string lines in order to create creatures out of the organic shapes.	Student has used oil pastels but has not used them to create a creature out of the organic shapes. (no suggestion of eyes)	Student has not used oil pastels to create a creature with their shapes.
Art Processes	Student has used string as a continuous line to form organic shapes- the shapes vary in size and shape	Student has used string as a continuous line to form organic shapes.	Student has used string to create some shapes but they are broken and not complete	Student has not created any shapes
	Student has indicated organic shapes by filling them in with varying color (not just one block of color and there is also forms inside the shapes)	Student has indicated organic shapes by filling them in with color.	Student has not completely filled in their organic shapes and has color outside of the shapes.	Student has not filled in any color in any shape
	Student has left significant white spaces and detail lines of the oil pastel are planned out and executed well- not scribbled.	Student has left some white space in the drawing free of lines and organic shapes- the piece is not “over done” with scribbled lines all over.	Student has left very little white space, there are lines and shapes all over.	Student has left little white space and has scribbled with oil pastels all over.
Fine Motor	Student has glued down all strings on the paper. No Glue is found in the white spaces and very little glue seen around strings.	Student has glued down all strings on the paper. Glue is not found on paper in large amounts, except closely around string lines.	Student has not glued down all parts of the string. Glue is not found on paper in large amounts, except closely around string lines.	Only small parts of the string is glued down and there is glue all over.
	There is hardly any visible smudging of oil pastel.	Some smudging of oil pastel is limited and not excessive or distracting from the piece.	There is a lot of smudging of oil pastel – it is excessive and distracting.	There is a lot of smudging all over the paper.