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| NewAPS-Logo.tiff**UNIT PLAN**  **Guide to Support Lesson Plan Implementation** | | | | | |
| **Title of Unit:** Rhythm and Hues | | | **Grade Level:** 4th | | |
| **Curriculum Area:** | | | **Time Frame:**  3 weeks (3 lessons of 50 minutes each) | | |
| **DAY ONE:**  **Content Standards:**  Content Standard #1: *Understanding and applying media, techniques, and processes*  Achievement Standard:  Students know the differences between materials, techniques, and processes  Students use different media, techniques, and processes to communicate ideas, experiences, and stories.  Content Standard #2: *Using Knowledge structures and functions.*  Achievement Standard:  Students know the differences among visual characteristics and purposes of art in order to convey ideas.  Students use visual structures and functions of art to communicate ideas.  Content Standard #3: *Choosing and evaluating a range of subject matter, symbols, and ideas*  Achievement Standard:  Students explore and understand prospective content for works of art  Students select and use subject matter, symbols, and ideas to communicate meaning  Content Standard #6: *Making connections between visual arts and other disciplines*  Achievement Standard:  Students understand and use similarities and differences between characteristics of the visual arts and other arts disciplines  **State Standards (GPS):**  VA4MC.1 Engages in the creative process to generate and visualize ideas.  VA4MC.2 Formulates personal response to visual imagery  VA4MC.3 Selects and uses subject matter, symbols, and ideas to communicate meaning  **DAY TWO:**  **Content Standards:**  Content Standard #1: *Understanding and applying media, techniques, and processes*  Achievement Standard:  Students know the differences between materials, techniques, and processes  Students use different media, techniques, and processes to communicate ideas, experiences, and stories.  Content Standard #2: *Using Knowledge structures and functions.*  Achievement Standard:  Students know the differences among visual characteristics and purposes of art in order to convey ideas.  Students use visual structures and functions of art to communicate ideas.  Content Standard #3: *Choosing and evaluating a range of subject matter, symbols, and ideas*  Achievement Standard:  Students explore and understand prospective content for works of art  Students select and use subject matter, symbols, and ideas to communicate meaning  Content Standard #6: *Making connections between visual arts and other disciplines*  Achievement Standard:  Students understand and use similarities and differences between characteristics of the visual arts and other arts disciplines  **State Standards (GPS):**  VA4MC.1 Engages in the creative process to generate and visualize ideas  VA4MC.2 Formulates personal response to visual imagery  VA4MC.3 Selects and uses subject matter, symbols, and ideas to communicate meaning  **DAY THREE:**  **Content Standards:**  Content Standard #2: *Using Knowledge structures and functions*  Achievement Standard:  Students know the differences among visual characteristics and purposes of art in order to convey ideas  Students describe how different expressive features and organizational principles cause different responses  Students use visual structures and functions of art to communicate ideas  Content Standard # *5: Reflecting upon and assessing the characteristics and merits of their work and the work of others*  Achievement standard:  Students understand there are various purposes for creating works of visual art  Students describe how people’s experiences influence the development of specific artworks  Students understand there are different responses to specific artworks  **State Standards (GPS):**  VA4AR.3 Explains how selected elements and principles of design are used in an artwork to convey meaning and how they affect personal responses to and evaluation of the artwork.  VA4PR.4 Participates in appropriate exhibition(s) of artworks | | | | | |
| **Understandings:** *Overarching Understandings*  *How can we communicate symbols visually?*  Students will understand symbol-making is and how artists communicate complex ideas through graphic images (Roukes, 1982).  Students will use color to symbolize sensory modes (sound patterns) | | | *Related Misconceptions*  How symbols and expression work together to create meaning.  How artists use line to express moods and sensations.  How to verbally communicate intentions (assessment) | | |
| **Essential Questions:** *Overarching*  How do artists engage in the creative process to generate and visualize ideas?  How can artists represent reality in abstract ways (symbolically)? | | | *Topical*  How do artists symbolically communicate sound patterns (music)?  How can color and line be used to successfully communicate moods, sensations, and feelings to an audience? | | |
| **Knowledge:** *Students will know . . .*   * how symbols are used in everyday life * how color can be used as symbol * what meanings color can convey * how to use watercolor to create visual imagery | | | | | |
| **Skills:** *Students will be able to . . .*   * define and give examples of symbols we see daily * give examples of ways color communicates ideas * manipulate water color to express their ideas visually | | | | | |
| **Performance Task Description:**  Students will paint paper squares with watercolor using (symbolic) color to represent a song visually. | | | | | |
| **Resources:**  Bulletin board- list of possible symbolic meanings of color  Audio player (music)  Precut paper squares (numbered), pencil, paint brushes, watercolor palettes, water cups, drying rack (or other designated space for painted square storage). | | | | | |
| **Where are your students headed? Where have they been? How will you make sure the students know where they are going?** | | | | Students will understand and know how to use symbols and expression to communicate in art. Students will use art to visually communicate music by utilizing symbols and expression. Students will manipulate watercolor to yield desired results. | |
| **How will you hook students at the beginning of the unit?** | | | | Introduce students to the idea of symbolism as something that represents something else. Artists exemplars will be introduced in addition to examples of their work. | |
| **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?** | | | | They will learn how color can be symbolic and how they can look for color symbols in their everyday lives. Students will then apply their knowledge of color symbolism to create small color field paintings. | |
| **How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?** | | | | On day 3, students will reflect about the art they have made, considering how they conveyed the song to their “audience” and explaining their choices of symbolic colors and expressive line. | |
| **How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?** | | | | Teacher will facilitate student-lead discussion | |
| **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?** | | | | Students who may find a challenge expressing through use of both line and color may find success using only “line variation” to visually communicate a feeling or mood of the music playing.  Students may also use other media to create expressive compositions (colored pencils, crayons, pastels, etc…)  Advanced students can create more complex compositions by combining media (i.e. using pastels or colored pencils on top of watercolor, exploring value changes) | |
| **How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?** | | | | (See above organization of each day’s activities) | |
| **Lesson Plan**  **Alignment of the Teacher Performance Standards with the Georgia Performance Standards** | | | | | |
| **Date:** | | **Teacher:** | | | **Developed By:** |
| **Curriculum Area:** | | **Unit:** | | | **Grade:** |
| **Lesson Focus:**  *Symbolic Expression* | | | | | |
| **CCGPS Standard/Element(s):**  **State Standards (GPS):**  VA4MC.1 Engages in the creative process to generate and visualize ideas.  VA4MC.2 Formulates personal response to visual imagery  VA4MC.3 Selects and uses subject matter, symbols, and ideas to communicate meaning  VA4PR.3 Explains how selected elements and principles of design are used in an artwork to convey meaning and how they affect personal responses to and evaluation of the artwork. | | | | | |
| **INSTRUCTIONAL STRATEGIES**  Researched-based strategies to engages student in active learning | **Literacy Integration**  Students will write reflections (post-assessment) communicating their intentions. | | | | |
| **Technology Integration** | | | | |
| **OPENING**  Getting students ready to learn | **Step 1: Teacher and students talk about what they will learn and do (*Communication of Learning Intentions*)**  The purpose of this unit is for students to become familiar with how artists use symbols and personal expression together to create meaning in art. Students will be creating abstract works of art that incorporates both symbols and personal expression while visually representing music. The first lesson introduces students to the idea of symbolism as something that represents something else. They learn how color can be symbolic and how they can look for color symbols in their everyday lives. Students will then apply their knowledge of color symbolism to create small color field paintings. As they listen to music students will choose the appropriate color that they feel symbolizes the song and then paint it. The second lesson uses expression along with symbolic meaning. Students will use symbolic color while choosing the color of their expressive lines—lines created by students to communicate the mood or feeling of the song. Combining symbolic color and expression simplifies the goal of artists to communicate meaning to their audience. | | | | |
| **Step 2: How will you know when they have learned it? (*Communication of Success Criteria)***  The last step of the unit allows students to explain to their audience the meaning they aimed to communicate about their song. During this lesson, students will join in a group discussion about how artists use symbols and expression together to communicate their meaning. This discussion provides a time for understanding the importance of their assignment and instills an importance of communication through art. At the close of the discussion, students will be asked to write three short sentences about their pieces, describing the song they were listening to, explaining the symbolic color they chose as their background and explaining their expressive lines. There are many ways to visually “describe” sound patterns (music), and students are given the opportunity to make choices and then later defend them—an invaluable experience for students as a way to discover solutions through explanation. | | | | |
| **Step 3: Activating Approach/Warm Up/Engagement (*Build Commitment and Engagement*):**  Teacher-led discussion of artist exemplars who have created in an expressive way—examples of art work can be shown. | | | | |
| **Step 4: Give students new information *(Teacher Presentation Strategies-includes* *Academic Vocabulary)***  Important vocabulary and definitions   * symbol: something that represents something else because of a relationship or an association * symbolic color: color that represents something * watercolor wet paper technique: wetting the paper with water and then adding watercolor pigment to get a dispersed painting effect | | | | |
| **Step 4: Give students new information (*Teacher Presentation Strategies, Procedures, Exploration)***  **DAY ONE:**  The first part of the lesson will consist of a 5-minute introduction by the educator introducing symbols in everyday life and illustrate examples using images and everyday symbols. New vocabulary will be introduced, such as symbol and symbolic color. The educator will ask students to participate in the discussion by giving examples familiar to their everyday environment. Color symbolism will be introduced.  The second part of the lesson will consist of a 10-minute introduction by the educator reinforcing the meaning of color. The teacher will illustrate this by utilizing examples of images of their choosing (examples might include paintings from Picasso’s “Blue Period” also works of abstract expressionist artists)  The third part of the lesson will consist of a 25-minute hands-on activity. A brief review of color symbolism and a demonstration of how to use watercolors should be given by the educator. Paper squares (a total of 9- 4”X4”), watercolor palettes, a watercolor brush, and water cup will be distributed to each student—students’ name should be written on each piece of paper. Students will prepare their watercolors by adding water to each pot of color with their brush and wait for further instruction from the teacher. Instructor will play music and students will begin to paint a single color on each sheet of paper—squares should be numbered just prior to each song being played. The color should be a symbolic color of the song (conveying a mood or feeling). After painting each square, for easy clean up, students should transfer wet squares onto a poster board at the middle of their table, and finally, place poster boards on drying rack (or other available space) for drying. Allow approximately 8-10 minutes for clean up.  **DAY TWO:**  Important vocabulary and definitions   * expression: how you communicate your emotions * expressive line: a line that communicates emotion * complimentary colors: colors opposite each other on the color wheel   Resources  Power point. Prezi, or teacher-handmade examples of line and pattern ideas, symbolic and expressive line bulletin board with examples, audio CD with school-appropriate music.  Materials  Pre-painted squares, paintbrushes, watercolor palettes, water cups, cups for paper clip storage, poster board for painted square storage  Learning activities:  Students will review symbols and symbolic color from the previous lesson. Teacher will lead a discussion about expressive lines, while demonstrating drawing them on the board (white board or SMART board). Teacher will show examples of expressive line and patterns (Powerpoint, Prezi, teacher-made examples) and then demonstrate techniques for drawing expressive line using watercolors. Instruction for daily procedure as follows:   * students will place their squares in numerical order * students will prepare their watercolors by adding water and wait for further instruction   Teacher will play music and students will begin with square number 1 by painting expressive lines on top of their symbolic colors. After completing each square, students will place wet squares on top of poster board at middle of the table for easy clean up and placement on drying rack (or other available space)  Allow 8-10 minutes for clean up.  **DAY THREE:**  Unit/Lesson Overview:  The final lesson in this unit will allow students to think about the artwork they have made. They will consider how they conveyed the song to their audience and then explain their choices of symbolic colors and expressive lines in a three-sentence reflection that will be displayed along with their artwork. In this project, students should also be given an active voice in the final arrangement of their painted squares. Students will reflect on what they have learned throughout this task. Making students aware of their choices, this lesson should enable them to articulate it verbally. The goal is to take their visually communicated meanings and verbally communicate them so that the viewer can understand their decisions.  Learning Activities:  Students and teacher will review symbolic color and expressive line. Teacher will lead discussion about writing about artwork and explain the following guidelines for students”   1. students must describe the song they were listening to when they painted their squares 2. students must explain why they chose their background symbolic color 3. students must explain why they chose to create the expressive lines they did   teacher will explain to students that they should place their squares in front of them in numerical order. Teacher will begin playing music and students should quickly write a few words to refresh their memory about the song. Once all songs have been played, instructor should explain to students that they should decide what order their squares should be displayed. Students will choose three squares to be displayed, scratch out the original numbering system, and renumber in the order they want them to be displayed (1, 2, and 3). Teacher will hand out a work sheet with a place to write a caption for squares 1-3. Students will complete worksheet allowing them to reflect and articulate choices made during the process. | | | | |

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| **CHALLENGE AND DIFFERENTIATION**  Providing Rigor and Differentiation | **Critical Thinking and Extension Questions *(Differentiation and Academically Challenging Environment)***  Students who may find a challenge expressing through use of both line and color may find success using only “line variation” to visually communicate a feeling or mood of the music playing.  Students may also use other media to create expressive compositions (colored pencils, crayons, pastels, etc…) |
| **Supporting Student Learning *(Scaffolding and Accelerating Learning for Different Ability Levels)***  Advanced students can create more complex compositions by combining media (i.e. using pastels or colored pencils on top of watercolor, exploring value changes) |
| **WORK PERIOD**  Releasing students to do the work | **Step 5: Have students use the new information (*Guided Practice* )**  Description of activities detailed in Step 4 (above) |
| **CLOSING**  Helping students make sense of their learning | **Step 6: Make sure they can do it (*Closure,* *Assessment, Evaluation Strategies)***  Assessment:  Students and teacher will review symbolic color and expressive line. Teacher will lead discussion about writing about artwork and explain the following guidelines for students”   1. students must describe the song they were listening to when they painted their squares 2. students must explain why they chose their background symbolic color 3. students must explain why they chose to create the expressive lines they did |
| **Step 6: Make sure they can do it *(Closure,* *Rubric, Product etc.)***  Closure Activity:  Teacher will explain to students that they should place their squares in front of them in numerical order. Teacher will begin playing music and students should quickly write a few words to refresh their memory about the song. Once all songs have been played, instructor should explain to students that they should decide what order their squares should be displayed. Students will choose three squares to be displayed, scratch out the original numbering system, and renumber in the order they want them to be displayed (1, 2, and 3). Teacher will hand out a work sheet with a place to write a caption for squares 1-3. |
| **Step 6: Make sure they can do it (*Closure,* *Summarizing Strategy)***  Students will complete worksheet allowing them to reflect and articulate choices made during the process. |
| **Step 7: Have students practice at home (*Independent Practice)***  Expressive line drawings in (sketchbook or journal) using media of choice. |