

# UNIT WRITING: CREATIVE PROCESS OR A CHORE

By Lorinda  
Rice and Bob  
Reeker  
NATA Co-  
Presidents

To access this presentation, go to: [www.lps.org](http://www.lps.org)  
Keyword: b3ri

The idea of approaching art instruction in a disciplined manner may seem rather extreme to the teacher who feels that art lies beyond careful planning. But every teacher, regardless of philosophy or subject, must face the results of his or her instruction, and planning for art simply requires that the instructor consider the results before beginning to teach.

-Michael Day & Al Hurwitz

“Children and Their Art: Art Education for Elementary and Middle Schools (9<sup>th</sup> Edition)

# THE BIG QUESTIONS?

- Why do I want to teach this lesson?
- Why would students need to know this information?
- How can it relate to the students larger world?
- What do I want students to be able to KNOW and do?

# WHERE DO YOU START?

- **New National Standards**
- **State Standards**
- **District Standards**
- **Revise an old lesson**

# WHAT TO COVER IN A YEAR?

- Pacing Charts / Yearly Plan
- Curriculum Wheel
- Unit Plan Formats –
  - NATA
  - NWU

Eastridge Elementary School  
**Art Curriculum Planning Chart**

Grade/Unit	Big Idea	Strategy
Gr K/Unit 1	Colors make other colors.	
Gr K/Unit 2	A Self Portraits is me.	
Gr K/Unit 3	Artists use nature to inspire.	
Gr K/Unit 4	Sculpture is seen from all sides.	
Gr K/Unit 5	Artist look at objects to draw.	
Gr K/Unit 6	Snowpeople can be made from many materials	
Gr K/Unit 7		
Gr K/Unit 8	Animals inspire art.	
Gr K/Unit 9		
Gr 1/Unit 1	Artists make personal connections through art.	
Gr 1/Unit 2	Our homes are inspiration for art.	
Gr 1/Unit 3	Art has balance, pattern, and color.	Limited Palette
Gr 1/Unit 4		
Gr 1/Unit 5	Animals are all around us.	
Gr 1/Unit 6		
Gr 2/Unit 1	Topics can be learned in many curriculum areas (ie: science, art).	
Gr 2/Unit 2	We all experience different things at school.	
Gr 2/Unit 3		
Gr 2/Unit 4	Observation is a key skill.	
Gr 2/Unit 5	Faces have guidelines.	
Gr 2/Unit 6		

Eastridge Elementary School  
**Art Curriculum Planning Chart**

Activity	Genre	Element(s)	Principle(s)	Media
	primary/sconda	color		tempera paint
	Portrait	me		mixed media
	Abstract	warm/cool		rubbing
	Sculpture	form		clay
	Still Life	line		crayon
	Snowpeople	texture		collage
	Landscape	value, space		resist
	Mask	texture	pattern	mixed media
	Figurative	shape		resist
	Still Life	line		mixed media
	Landscape	my home		mixed media
			balance, pattern	oak tag,
	Mask	texture		mixed media
	Portrait	shape		paper collage
	Sculpture	form		clay
	Figurative			paint
	Sculpture	form		clay
	Landscape	my school		mixed media
				oak tag,
	Mask	form, texture	balance	mixed media
				drawing,
	Still Life	line, space		technology
	Portrait			printmaking
	Figurative			

Artist(s)
Original Works
fall leaves
pumpkins
pumpkins or stuffed animals
Lola Ehlert
backyard
animals
family
stuffed animals
Original Works
African masks
Kachina dolls
insects/butterflies
Original Works
Pablo Picasso
boxes, small shoes

Gr 3/Unit 1	Human faces have proportions.	Compare/Contrast
Gr 3/Unit 2		
Gr 3/Unit 3	Masks are made to be worn and for display.	
Gr 3/Unit 4		
Gr 3/Unit 5	Artists use symbols to make art.	
Gr 3/Unit 6		
Gr 4/Unit 1	Artists synthesize ideas to create new things.	
Gr 4/Unit 2		
Gr 4/Unit 3	Masks have many purposes.	
Gr 4/Unit 4		
Gr 4/Unit 5		
Gr 4/Unit 6		
Gr 5/Unit 1	Artists use nature as inspiration.	Summary Review

Write at least one thing that is the same & one that is different for 2 portraits.	Portrait	line	contrast	crayon resist
	Landscape	my city		mixed media
	Mask	texture	balance	paper mache
	Still Life			
	Sculpture	form	rhythm	clay
	Figurative			
	Sculpture	space	movement	clay
	Landscape	my state		mixed media
			pattern, emphasis	oak tag, plaster gauze
	Mask	shape		
	Figurative			
	Portrait	color, value	unity	tempera paint
	Still Life			
Using whiteboard paddles, answer a series of questions about O'Keeffe's life	Still Life	line, space, value	movement, unity	watercolor

p 3
p 1 Original Works
p 5
p 2
p 6 business sculptures
p 4
p 6 synthesis
p 1 Original Works
p 5
p 4
p 3 Cezanne
p 2
p 2 Georgia O'Keeffe

Eastridge Elementary School  
**Art Curriculum Planning Chart**

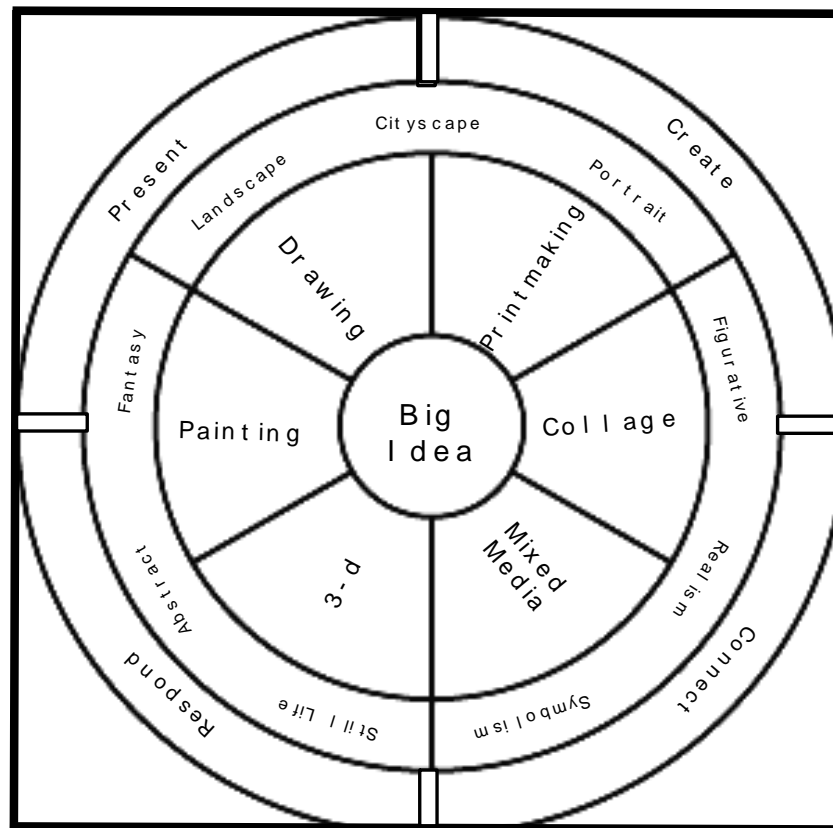
Gr 5/Unit 2		
Gr 5/Unit 3	There are many solutions to art problems.	
Gr 5/Unit 4		
Gr 5/Unit 5		
Gr 5/Unit 6		

Eastridge Elementary School  
**Art Curriculum Planning Chart**

	Landscape	my world	balance, contrast, pattern	mixed media
	Mask	color, texture		plaster gauze
	Portrait			
			rhythm, emphasis	clay
	Sculpture	shape, form		
	Figurative			

p 1 Original Works
p 5
p 3
p 6 hollow form
p 4

# CURRICULUM WHEEL



# Unit Plan

## Art 100, Spring 2014

Grade Level:

Enduring Theme/Big Idea:

Standards (state):

Content Area:

Art:

Connecting -

Creating -

Presenting -

Responding -

Objectives:

Content Area:

Art:

Vocabulary:



Artist(s)/Period(s) of Art connection:

Genre (landscape, still life, portraiture, figure drawing, abstract, non-representational, animals):

⊕ Media/Materials:

Activities/Procedures:

Day 1:

Day 2:

Day 3:

Day 4:

Day 5:

Assessment (Formative and/or Summative):

Accommodations for students with special needs including students who are gifted and ELL:

Supplemental resources (worksheets, websites):

Teacher sample(s):

### LPS Art Lesson Plan Document

Content:		
Course Name:	Course Code:	Grade Level:
National Standards:	State Standards:	Core Abilities: Choose One ▼
Grade Level Expectations/Essential Learning:	21 <sup>st</sup> Century Skills/Critical Thinking *Reasoning:	
Unit Title:	Length of Unit:	
Focusing Lens/Big Idea:	Standards & Grade Level Expectations Addressed in this Unit:	
Essential Questions:		
Critical Content (Know): My students will.....	Key Skills (Do): My students will be able to.....	
Cross-Curricular Connections:	Community Connection:	Artists/Cultures/Artifacts

Vocabulary Art:	Other Curricular Vocabulary:
Tools/Media:	Teacher Strategies:
Accommodations: Specific	Accommodations: General

Day: \_\_\_\_\_

E.Q.: \_\_\_\_\_

Procedures: \_\_\_\_\_

Technology: \_\_\_\_\_

Resources: \_\_\_\_\_

Art Making: \_\_\_\_\_

Clean Up: \_\_\_\_\_

Closure: \_\_\_\_\_

### LPS Art Lesson Plan Document

Content: The Pinch Pot - Pot that Juan Built		
Course Name:		Course Code: Ms. Magno Grade Level 3
National Standards: 1. Understand and apply media, techniques, and processes 3. Choose and evaluate a range of subject matter, symbols, and ideas	State Standards: Creating Anchor Standard: Organize and develop artistic ideas and work.	Core Abilities <input checked="" type="checkbox"/> #1 Think Creatively with Art <input type="checkbox"/> #2 Connect with Art <input checked="" type="checkbox"/> #3 Express Through Art <input type="checkbox"/> #4 Know the Language of Art <input checked="" type="checkbox"/> #5 Create Art <input type="checkbox"/> #6 Live with Art <input type="checkbox"/> #7 Talk & Write about Art
Grade Level Expecations/Essential Learning: "Enduring Understanding" Artists and designers experiment with forms, structures, materials, concepts, media, and art- making approaches.	21st Century Skills: <input checked="" type="checkbox"/> Critical Thinking and Reasoning <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Self-Direction <input checked="" type="checkbox"/> Invention	
Unit Title: Pinch	Length of Unit: 13-17 Days	
Standards & Grade Level Expectations Addressed in this Unit: Proficient VA:Cr2-I. a. Engage in making a work of art or design without having a preconceived plan. Accomplished VA:Cr2-II. a. Through experimentation, practice, and persistence demonstrate acquisition of skills and knowledge in a chosen art form.		
Big Idea/Framing Question/Essential Questions • How do artists learn from trial and error? • How do artists work? • How do artists and designers determine whether a particular direction in their work is effective?		

Activity: Cut and Float Test: Students will acquire the sensitive touch needed to create a high quality pinch pot.
Day: 3 Days
E.Q.: • How do artists and designers learn from trial and error?
Instructional Process:
Define/Explain: Students will produce at least 2 pinch pots for formative assessment that demonstrate the acquisition of proper pinch technique.
Model: Students will see a demonstration in class that models the pinch technique.
Collaborate/Check for Understanding: Students will need to pass two tests: Cut test-Cut the pinch pot in half to check that the walls are evenly pinched Float test-Place the pinch pot in a bowl of water and it will need to float on the surface
Guided Practice: A demonstration will be done where students will see a pinch pot being made and tested with the cut and float test.
Independent Practice: Students will pinch one pot that will need to pass the cut test and one that will pass the float test.
Generalization: Students will be able to identify and create uniform wall thickness using the pinch technique and apply a consideration to the overall weight of the piece.
Technology: n/a
Resources: n/a
Art Making: Due to the nature of learning and practicing of the technique, students will not keep these pinch pots.
Clean Up: This activity will allow students the opportunity to practice the process of clean up that we will do on a daily basis in the classroom.
Reflection: This activity is fun for the students and it becomes a challenge for them to master the technique of creating a pinched pot.

## Nebraska Landscape NATA Unit Plan

**Name:** Lorinda Rice ([lrice@lps.org](mailto:lrice@lps.org))

**School:** Beattie Elementary School, Lincoln Public Schools, Lincoln NE

**Lesson Title:** Nebraska Landscape

**Enduring Theme:** Artists use personal knowledge and experiences to express ideas.

**Rationale:** Art is expressed through genres, one being landscape. Landscape is a popular form of genre.

**Lesson Overview:** Students in Lincoln, NE live in an area rich with prairies. Using the prairie theme, students will create a tempera painting using imagery researched via the Internet. Students will create sketches, study Nebraska landscape artists, create a painting, and share the painting with peers for feedback.

**Grade Level:** This unit is written for grade 4, as the state of Nebraska is a study for fourth graders in Lincoln, NE. This unit could be adjusted to reach most grade levels in elementary, middle school, or secondary.

**Media Type:** This unit media is tempera, however, one could adapt the unit for most painting/drawing medium.

**Vocabulary:** landscape, space, emphasis, movement, tempera

**Duration:** Unit is written for 6-8 class sessions, each session 50 minutes

**Lesson Imbedded:** Units that emphasize perspective and depth would best serve students prior to this unit (ie: still life). One may follow this unit with a study of arts/crafts from pioneer times (ie: cornhusk dolls).

**Objectives:** This unit was written as a comprehensive unit for Lincoln Public Schools to cover 7 Core Abilities; one would not be expected to teach to all these objectives.

1. The student will know how to research a historical landscape/place in Nebraska.
2. Looking at several images from the internet the student will create 3 sketches of the location of his/her choice. (Teacher choice in whether students print or look off the internet).
3. The student will understand how to break the space into fore/middle/background. Looking for simple shapes in each area, either using different colored markers or putting F/M/B into each part.
4. Students will compare and contrast the work of current local Nebraska artists (Burkholder, Jacobshagen) that display the Nebraska Landscape of today.
5. The student will understand the genre of landscape, contemporary time period of local artists, and looking back historically at important places in Nebraska.
6. The student will utilize their landscape to tell a story about the history of Nebraska.
7. The student will focus on the Ask of "PATS" to better understand the intent of the artist work and the message that the observer is seeing. Student will understand according to the discussion where their artwork is and what changes if any need to happen.



8. The student will understand how overlapping, size, placement and details as well as foreground, middle ground and background to help describe the space of a landscape.
9. The student will apply the idea of breaking the image down to simple shapes to create the space in the final artwork.
10. The student will comprehend and use the rule of thirds to support the principle of emphasis/focal point (Christina's World by Wyeth is a great example)
11. The student will develop skill and use color (aerial perspective use—darker (shade) images in foreground lighter (tint) images in background) to move the viewer through the composition.
12. The student will gain knowledge and use a variety of materials to create texture/pattern to the landscape.
13. The student will utilize the concepts of space and emphasis to transfer sketch to final painting.
14. The student will know how to mix colors, including tints and shades, to help add details to the painting to create movement and emphasis.
15. The student will understand that there are a variety of tools to make texture and pattern within the landscape.
16. The student will compare the intent of their work to the interpretation of the intent of another landscape artist. Students will have their artwork in front of them and then an image of a Burkholder or Jacobshagen is shown on the screen.
17. The student will understand and use the concepts of PATS to talk about each other's work after beginning the painting process (approx the third day of production).
18. The student will synthesize the information given by peers to add to and finish the work.

### **Assessment:**

1. For Objectives 1-3: Students will conference with teacher about sketches, talking about the choices that they have made and validating ideas. Students are assessed through questions: which one is your best, can you validate your choice with art language and understanding of what is important about the choice.
2. For Objectives 4 & 5: Writing: the student will compare and contrast two contemporary Nebraska landscapes through a writing assignment.

Example of sentence starters:

- a. I notice these two painting are similar in....
- b. These two paintings are different in....
- c. I feel painting \_\_\_\_\_ is visually more interesting because

3. For Objectives 6 & 7: Each student will work with table group to discuss the works at the table. One student at a time will put his/her work in the middle and other students would ask questions to clarify the idea/message.

PATS QUESTIONS posted in the room for students to look at:

Ask: Why did you...?, How would you change...?, What was your inspiration?

Story ideas:

Who lived here long ago...(Historical)

I would be (ex: bird in picture)...(Imagination)

4. For Objectives 8-12: The student will switch work with other students and using sticky notes to identify the fore, middle and backgrounds.
5. For Objectives 13-15: The student will be able to identify the evaluation of 4,3,2,1 within the student work (see examples in student samples section below)
6. For Objective 16: Student will compare and contrast these images through written description.

Example of sentence starters:

- a. I notice these two painting are similar in....
- b. These two paintings are different in....
- c. I feel my painting or the other artists painting (circle one) is visually more interesting

because...

7. For Objectives 17 & 18: Students will respond either verbally to the teacher or written on the PATS assessment the things they have learned and applied in this project.

### **Content and Achievement Standards:**

#### **Content Standard #2: Using knowledge of 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 #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 #4: Understanding the visual arts in relation to history and cultures**

*Achievement Standard:* Students know that the visual arts have both a history and specific relationships to various cultures. Students identify specific works of art as belonging to particular cultures, times, and places. Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art.

#### **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.



## **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. Students identify connections between the visual arts and other disciplines in the curriculum.

### **Materials:**

- printed Internet images (either found by student or teacher)
- sketch paper
- markers
- writing paper
- pencils
- sticky notes (3 for each student)
- final draft painting paper
- tempera paints or cakes (teacher may choose to give students only primaries, black, and white)
- variety of paintbrushes
- items for adding texture with paint (ie: sponges, Q-tips, etc.)

### **Procedure:**

1. Students will look at and talk about current local Nebraska Artist(s) (Burkholder, Jacobshagen) that display the Nebraska Landscape of today.  
<http://www.burkholderproject.com/annecollection.htm>  
<http://www.toryfolliard.com/landscape-painting/Keith-Jacobshagen.shtml>

2. Students have been researching Nebraska in their classroom and in computer. They will start by looking at a variety of Landscapes. Students will discuss how each artist (professional/student) used the elements and principles to depict the idea.

What do you see in this painting?

What do you think these are? What do you see that makes you say that?

What shapes are used to make these forms?

What do you see behind?

Can you see shapes there? Describe shapes do you see?

Where do you think this is? What do you see that makes you say that?

What more can you see?

- Introduce vocabulary. (foreground, middle ground, background, overlapping, size, placement, details, tint, shade, color, shape, space)
  - Start sketches of landscape to understand basic shapes. Students will use a photocopy of the historical landscape to break down the basic shapes within.
3. Review vocabulary and basic concepts of landscape.
    - Demonstrate how to transfer sketch idea to larger paper.
    - Start painting with light colors and tints.
    - For closure the student will focus on the Ask of “PATs” to better understand the intent of the artist work and the message that the observer is seeing.
  4. Review vocabulary and concepts.
    - Look at student examples to talk PATs (praise ask tell suggest)
    - After hearing about suggestions student will resume painting adding darker colors and shades.
    - The student will be able to identify the evaluation of 4,3,2,1 within the student work...examples given.

work. Examples given.

5. Review vocabulary and concepts. Demonstrate how to add details.
  - Students will add details to their work to help show time of year, light and location.
  - The student will write about the intent of their work to the interpretation of the intent of another landscape artist. (connecting to writing curriculum)

### **Resources:**

Websites:

<http://jornolsen.com/index.php?module=media&category=gallery/Nebraska+Landscapes>

<http://minorwhitestudios.photoshelter.com/gallery/Nebraska-Landscapes/G0000QgixfbxwnM/>

<http://www.landscapecamera.com/california-landscapes/32-nebraska-landscapes.html>

Bone Creek Museum of Agrarian Art <http://www.bonecreek.org/>

Museum of Nebraska Art <http://monet.unk.edu>

-P.A.T.S. (Praise, Ask, Tell, Suggest Form) see below

-Art print demonstrating rule of thirds (ie: Christina's World by Wyeth) see below

-Landscape images by students demonstrating standards-based criteria (4=exceeds expectations, 3=meets expectations, 2=approaches but does not meet expectation, 1=does not meet expectations) see below

### **Cross Curriculum Integration:**

Art History, Geography, Social Studies, Technology

### **Differentiated Instruction:**

Gifted: Students could research additional images by other Nebraska landscape artists and compare/contrast the works through writing.



Special needs: Depending on the disability, fewer sketches could be required by students with special needs. Additional, students could paint large color field areas and then use a medium like oil pastels to add shadows and details.

ESOL/ELL: Teacher may assist student in finding a painting of a landscape from his/her country of origin to compare to landscape paintings from Nebraska.

**Insert examples of student work from this lesson here:**



**4=exceeds expectations**



**3=meets expectations**



**2=approaches but does not meet expectations**



**1=does not meet expectations**

Insert any teaching resources used in the lesson:

### Christina's world, Andrew Wyeth

LET'S GIVE EACH OTHER...

**"P.A.T.S. ON THE BACK"**

LANGUAGE OF ART USED: \_\_\_\_\_

\_\_\_\_\_

**P**raise \_\_\_\_\_

\_\_\_\_\_

**A**ck \_\_\_\_\_

\_\_\_\_\_

**T**ell \_\_\_\_\_

\_\_\_\_\_

**S**uggest \_\_\_\_\_

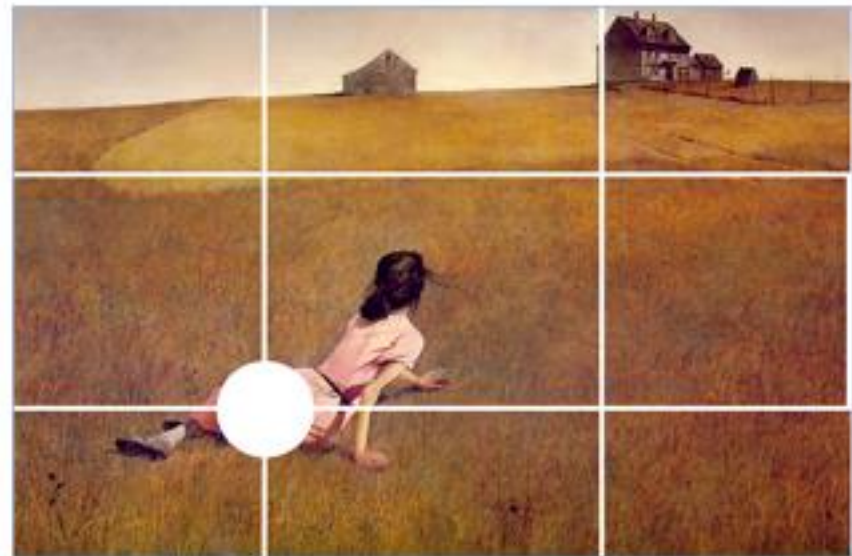
\_\_\_\_\_

Summary: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Room \_\_\_\_\_



# FINDING INSPIRATIONS

- Vacation
- Museum Showings
- Inquiry methods – Lincoln Center approach
- IRG - <http://www.arteducators.org/learning/lesson-planning>
- Artsonia, Pinterest
- Student Curriculum in other content connection – Big Ideas
- Student Interest

# ...WHERE DO I REIGN IT IN?????

## ■ Look for

- Purpose – Is it a concept that can endure over time?
- Student needs – students will respond when it the lesson is personally relevant and connects them to the greater world.
- Materials Access – Your budget will dictate what you can do but don't forget you are CREATIVE!!!
- Authentic Learning – are the tasks clear and meaningful?

# QUESTIONS. SHARING.

- Thank you for coming.
- Feel free to contact us.
- Lorinda – [lrice@lps.org](mailto:lrice@lps.org)
- Bob – [breeker@lps.org](mailto:breeker@lps.org)