



<p><i>Week 1</i> Underwater Landscapes</p>	<p>Adopting the processes used by a variety of different types of artists and using them in a new and interesting way, unique to our own style and context</p>	<p>Contemporary Artists: David Glennie, Donna Schaffer, Kim and Kay Vaudin, Karen Christopher</p> <p>Books: <u>Way Down Deep n the Deep Blue Sea</u> by, Jan Peck <u>Rainbow Fish and the Big Blue Whale</u> by, Marcus Pfeister</p>	<p>free drawing</p> <p>Prompt: Draw your favorite underwater animal in it's surroundings.</p>	<p>- Discuss the work of various contemporary artwork hung around the room. - Discuss underwater diving, and what someone may find with such a career. - Read one of the storybooks to the class and discuss the accompanying images that go along with the story.</p> <p>Interactive Questions: What do underwater divers do? What equipments do they need to dive and why? Would you like to be an underwater diver? Why? What types of things do you think you would find if you were an underwater diver? What types of animals live underwater? What types of plants live underwater? How do animals interact with one another underwater? Where do animals live underwater? Do animals underwater have families? Do animals underwater come in different sizes? What colors would you see if you dove underwater?</p>	<p>colored construction paper chalk pastel scissors glue large roll colored paper</p> <p>The students will create a self-portraits of themselves as underwater divers using colored construction paper and chalk pastel. They will then make their favorite underwater creature using the same materials. After they have finished drawing, they will cut out their creations and arrange them on a larger piece of roll paper to create a class mural. They will discuss with their classmates, composition and theme when arranging their personal works.</p>	<p>color form volume texture composition juxtaposition creativity expression aesthetic value interaction cooperation</p>	<p>A table will be set up where students can look at a variety of different books about underwater themes and sea animals.</p> <p>For students that finish early, another table will be set up for students to create found object animal collages.</p>	<p>The students must work together to agree on a composition that is interesting and makes sense visually for their class mural. After all of the works are stabilized on the mural, the teacher will hang it so that the class can discuss its strengths and what they enjoyed most about this collaborative project.</p>
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<p>Week 2 Small Hands, Big Buildings</p>		<p>Frank Lloyd Wright</p> <p>Contemporary Blueprints</p> <p>Images of Contemporary Buildings</p>	<p>free drawing</p> <p>Prompt: Draw your own home or your favorite building to visit. Draw it from the outside and from the inside</p>	<p>The teacher will share with the students several examples of real blueprints and talk about the process architects use to brainstorm and plan buildings. The teacher will ask the following questions:</p> <p>What types of buildings do we see on a regular basis?          What do we use these buildings for?          How does the shape of buildings influence how they are used?          What types of shapes do we see in buildings?</p>	<p>construction paper          crayons          markers          scissors          glue</p> <p>Students will cut and paste different shapes onto a larger piece of paper to create a landscape of buildings. To add smaller details, the students can use crayons and markers. The students should create buildings that are interesting to them and serve a specific function in the real world. The students can get as creative as they wish.</p>	<p>color          form          shape          composition          creativity          purpose          function          arrangement</p>	<p>A table will be set up with blue construction paper and white colored pencils. Students that finish early can draw a blue print for their dream home</p>	<p>The students must work together to agree on a composition that is interesting and makes sense visually for their class mural. After all of the works are stabilized on the mural, the teacher will hang it so that the class can discuss its strengths and what they enjoyed most about this collaborative project.</p>
<p>Week 3 Cave Exploration</p>		<p>historical cave paintings          contemporary painters</p>	<p>free drawing</p> <p>Prompt: Looking at some of the examples of cave art, recreate one of your favorite animals. Think about the symbolism behind that animal and what it means to you.</p>	<p>An installation will be set up in the room in which students will act as explorers in a cave. They will look at replicates of cave art from an explorer point of view and think about their significance. They will choose one of their favorite cave paintings and talk about it.</p>	<p>acrylic paints          brown construction paper</p> <p>The students will create their own cave paintings. They will think about a specific type of animal and what type of habits they have. They will convey at least two animals on their page using typical cave art hues.</p>	<p>form          composition          communication          symbolism          color</p>	<p>Easels will be set up in the room for free painting. Students who finish early will be given the opportunity to paint with acrylics on large pieces of paper whatever they wish.</p>	<p>The students will create their own cave and display their works inside. The students will venture through the cave and talk about each others compositions</p>

<p><i>Week 4</i> The World of Eric Carle</p>		<p>Contemporary illustrators</p> <p>The art and publications of Eric Carle</p>	<p>free drawing</p> <p>Prompt: Draw your favorite animal in its surroundings.</p>	<p>Several images from the work of Eric Carle will be located throughout the classroom environment. The students will have time to look at the imagery and reflect on their favorite animals, and where they reside.</p>	<p>Tape Paper Textured Objects Scissors Glue Colored Construction Paper Oil Pastels Crayons</p> <p>The students will work individually to create a mother and a baby animal based off of the work of Eric Carle. The students will brainstorm an animal, then create their own texture through rubbing techniques. The students will cut out the animal shapes from their textured paper that they created. They will use the style of Eric Carle and glue their cut shapes onto larger piece of colored construction paper. The students will use oil pastels to create a background for the animals.</p>	<p>Shape Color Texture Form Composition Illustration Narrative setting</p>	<p>A table will be set up in the back of the room with foam shapes. The students will be able to use sponges to create their favorite animals. They will use tempera paint to sponge animal shapes onto construction paper. There will also be a mother and baby animal memory match game that will be created by the teachers. There will also be other Eric Carle books for the students to read and look at pictures.</p>	<p>The class will combine their images to create and tell a story, discussing what shapes they saw and how they created their animals.</p>
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<p><i>Week 5</i> A Bug's Life</p>		<p>Contemporary Artists: Bruce Gray, Michael Turner, Mike Libby, Gina Mike, Alexander Calder, Andy Goldsworthy</p> <p>The art and publications of Eric Carle</p>	<p>free drawing</p> <p>Prompt: Draw your favorite insect in its surroundings.</p>	<p>The teacher will tie in the previous week's lesson, with Eric Carle, by reading, <i>The Very Busy Spider</i>. The students will discuss different types of insects that they know of and the different work that they do. They will then discuss what characteristics these animals to possess.</p> <p>Interactive Questions: Where do you find insects? What do insects like to eat? What do insects feel like? What do insects look like – are they big/small? Legs? Colors? What different types of work do insects do? What types of things do insects like? Where do insects live? What do insects like to eat? How do insects move around? How do insects protect themselves?</p>	<p>The students will work individually to create insect sculptures out of model magic and nature. From the model magic, the students will create the shape and form of their insects. The students will then use found items from nature like, rocks and twigs, to add legs and parts to their insects. The students can add extra details to their insects with markers.</p>	<p>Sculpture Movement Relief Shape Color Texture Form</p>	<p>There will be insect books on the table for students who finish early. In addition there will be a table set up with sequins, beads, and construction paper for students who want to make insects that are dressed up. They're tired of always blending in!</p> <p>There will be an additional table set up for students to create small homes for their insects out of shoe boxes and other found object materials</p>	<p>The class will bring all their insects into one environment and see how they co-exist.</p>
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## Unit Articulation Plan...

Discuss your **Theme**, and how it relates to reflections on the nature and quality of human existence; reflections on the aesthetics of experience; or individual, social, communal, or spiritual concerns or aspirations.

The theme of *Artist's Hands – What Type of Artist are You?* is an overview of various types of working artists. The students in this course will explore various types of art making processes for different types of purposes. The students will look at the work of muralist artists, photographers, painters, graphic designers, architects, portrait artists and so on. They will consider historical works in addition to many contemporary creations. After learning about a particular type of art making, the students will take on that role in a project of their own. They will adopt the art making processes used in order to create something that is deeply meaningful to themselves.

How will **Historical/ Multicultural Exemplars** be used to both relate to your theme and to teach specific content (such as media, processes, and design)?

During the course of *Artist's Hands – What Type of Artist are You?* the students will look at a vast amount of work in the form of artist prints and books. Before each project, the teacher will read a storybook to the class that engages the students in the topic at hand. The teacher will then discuss with the students the role of the particular art process they are covering that week and how it influences the world. The teacher will discuss specific artists and specific works. Each week, the teacher will have an assortment of books for those students that are interested in learning more about the art process they are working with. Back-up activities will also involve further investigation for those that finish early.

What **Media, techniques, and creative artistic processes** will students engage, and how will you help them both develop competence and skill as well as engage creative, intuitive processes of exploration?

During the course of *Artist's Hands – What Type of Artist are You?* the students will gain experience working with a variety of artistic media and techniques. They will draw with chalk pastels, work with photographic processes, paint, design, and build with found objects. Before working with each media, the teacher will demonstrate how to use the material and various techniques that can be implemented. The teacher will emphasize the importance of artistic intention and creativity. The teacher will encourage the students to use the techniques shown in a new and interesting way that is unique to their own work.

What **Design Principles** or **Conceptual Themes** are most central to this unit and how will you make sure students learn these?

The key design principles addressed during this course include the following: line, form, texture, composition, color, and juxtaposition. The most important conceptual themes apparent throughout this course include: creativity, expression, aesthetic appearance, and role-playing. With each lesson taught and each project completed, the students will review the definitions and importance of these terms in art making. They will practice design principles through their creations and observe conceptual themes through their understanding and interpretation of their own works.

How will you use **Artists' Journals/ Sketchbooks** to engage students in sustained inquiry, reflection, skill building, and creative exploration?

For this particular age group, sketchbooks will be primarily used to engage the students before each newly introduced project. The students will be allowed to work for twenty minutes in their sketchbooks doing free draw exercises. After a project has been introduced, the students will be asked to use their sketchbook as a tool to draw out an idea or plan for their final piece. Other times, the teacher will ask the students to write reflections about their works in their sketchbooks.

### **Writing component**

Many times, students (with the help of their instructors) will be asked to write short reflection responses in their sketchbooks about final works that they have created. Students will also on occasion, write short stories that describe to the viewer what is happening in their artworks. Sometimes, if a student has a very interesting free-draw sketch, the teacher will ask the student to tell them about it in written form. This process of writing about their works help students further understand their own intent in the art making process.