



**1. What is our purpose?**

**To inquire into the following:**

**Transdisciplinary theme: How We Express Ourselves**

An inquiry into the ways in which we discover and express, ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

**central idea:** The arts communicate society's beliefs and norms and serve as cultural records of civilizations.

Class/grade: 3

Age group: 8-9

School: Willard

School code:7202

Title: How We Express Ourselves

Teacher(s):Nhem, Novelo, DeGroof, Beaumont

Date:11/3/17 - 12/21/17

Proposed duration: 6 weeks number of hours over number of weeks

**1b) Summative assessment task(s):**

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Students will demonstrate their understanding of the central idea by developing a portfolio with pieces of their choice. Students will demonstrate different styles of art and how culture, history, and beliefs are conveyed through the art forms, styles and/or periods.

Teacher/ students will assess students ability to: make connections between art and history and culture, use different art techniques (line, shape, color, texture, perspective, form, rhyme, rhythm, and meter, etc), and how different art forms poetry, visual art, music express ( mood, beliefs, culture, values, etc.)

Teacher/students will assess students' ability to be courageous when creating and sharing original poems and artwork.

Teachers will assess students' ability to take action by:

- encouraging their parents or community members to attend art shows or to support arts programs, including complimentary passes to Los Angeles County Museum of Art.
- display appreciation and respect for works representing different cultures.
- enrolling in additional art classes

**2. What do we want to learn?**

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

Key concepts: perspective, form, and function

Related concepts: communication, culture, value

Subject Focus: Art, Language Arts, Social Studies

What lines of inquiry will define the scope of the inquiry into the central idea?

- Relationship between the arts, artists, and history
- Techniques and analysis of the arts
- Expression through various mediums

What teacher questions/provocations will drive these inquiries?

1. How is a culture's history preserved through the arts?
2. What are the elements of the arts?
3. How are different mediums used for self-expression?
4. What are the similarities and differences between artists around the world?
5. What gives the arts value?
6. How does poetry affect its audience?

Provocations

- Observe interesting arts OTQ see Nhem's PowerPoint.
- View BrainPop art videos

### 3. How might we know what we have learned?

*This column should be used in conjunction with "How best might we learn?"*

What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?

- Teachers will chart what students know about the arts, what they want to know, and they want to learn by using a KWL/circle map during discussions at the beginning of the planner.
- Teachers will introduce vocabulary terms to see if students recognize and can define terms related to imagination.
- Teachers will bring in works of various cultural backgrounds to assess students' familiarity with different genres.

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

- During their art activities, teachers will assess students' ability to understand and implement concepts related to art theory such as line, color, shape, mood, perspective, space, foreground, background, middle ground, and horizon line.
- Through classroom critiques of various artists' works, teachers will observe children's ability to analyze a piece's mood, color, and meaning.
- Using student's poetry portfolios, teachers will assess students' understanding of how to write Five Sense Emotion poems, couplets, triplets, quatrains, haikus, cinquains, free verse, shape poems, acrostic, etc.
- Poetry recital and art show at local bookstore: students will display quality pieces of art and will recite their poetry before an audience of their peers, parents, and community. Teachers will assess students' ability to orally present their work before an audience.
- Through this unit, students should be able to understand rhyming patterns, use figurative language, recognize parts of speech, and identify forms of poetry in other media.
- **Portfolio:** using a class-generated checklist the teacher will evaluate students' ability to create a poetry and art portfolio (Art Portfolios will include at least three genres or styles of art, at least three mediums, and five elements, such as line, color, space, perspective, mood, and shape.) Works of art will include written descriptors: name of piece, medium used, and technique. (Poetry Portfolios may include a choice of three of the following: Couplet, Triplet, Haiku, Five Sense Poetry, Free Verse, Quatrain, Acrostic, etc.) poetic expressions (rhyme, rhythm, meter, pattern, form).
- **Independent inquiry project into an art or art style from another region of the world:** students may focus on one particular artist or art style. Students will present their research to class and make a piece of art emulating that style.
- Students will choose a period, art, poetry, or music style of their choice to compose a written persuasive piece justifying why they think that choice is most innovative, original, shocking, thought-provoking, represented their time period / cultural values /

### 4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

1. Students /teacher will explore, analyze, and create pieces from various genres, period, cultures, and styles of art.
2. Pointillism-use markers as a medium to make pointillism paintings of landscapes. They will look at Georges Seurat as an example. (Ask Ms. Nhem for a big poster of Seurat.) Make mosaics of wildlife.
3. Impressionism-Two points make a line. Students will study as the principal art form of line art. Students will study the use of curvy, broken, thick, thin, horizontal, vertical, and oblique (diagonal) lines to communicate mood and how the light changes during the day. (Videos on Monet, Van Gogh, Cassat, and Degas are available for checkout from the library and from Ms. Nhem. Also explore Japanese Cherry Blossom paintings as the influence for Impressionism. Have children write haikus to accompany their cherry blossom paintings. medium: tempera paints and India ink with straws
4. Still Life paintings in the style of Cezanne.
5. Cubism They will cut up drawings of their favorite animal to emulate Picasso's geometric shape style (cubism).
6. Landscapes using foreground, middleground, and background in landscapes and will create their own "dreamscapes" to study surrealism. They will examine Salvador Dali's artwork as an example. During this time period, artists are now starting to break rules and move away from realistic art because the camera and photography have been invented.
7. Abstract Art Students will study abstract art by going to [www.jacksonpollock.org](http://www.jacksonpollock.org) to create their own abstract art. Teachers can play mood music while students use tempera paints to drip mixed colors onto white construction paper outside on the sidewalk in front of the auditorium. Color expresses mood. Warm colors, such as red, orange, and yellow are happy. Cool colors, such as blue and green, are calm or sad.)
8. Sculptures and 3D Art Giacometti sculptures using garden wire and aluminum foil. This shows movement in a three-dimensional form. Students can examine the use of oblique lines to communicate movement.
9. The teacher/student will analyze and examine artwork from other genres, eras, and cultures.
10. The class will view art from various sources such as: the Los Angeles County Museum of Art, from the Norton Simon Museum, and from the Armory via field trips or virtual tours. They will also visit the Louvre, the Metropolitan Museum of Art, the Picasso Museum, the Musee d'Orsay, and other online sites made specifically for children's investigation of art.
11. Children will discuss the connection between culture, history and art. We could also

beliefs, etc. well.

- include art from their own culture.
12. The teacher/student will also read poems from different poets and give examples of different types of poetry.
  13. The children will research famous poets and artists online using a webquest. Students will focus on one particular artist or art style from another region of the world and will orally present findings including visual aids.
  14. After researching famous artists and poets and learning their styles, the children will display their artistic creations in their own art gallery. Titles and written descriptions will be included. Students will read their poetry out loud at a poetry recital night, where community members and parents are invited.
  15. The teacher will guide the students in emulating the styles used by various poets.
  16. The teacher will provide students with opportunities to hear a wide variety of poetic styles.
  17. Students will create poetry portfolios may include: autobiographical / biographical poetry, cinquain poems, acrostic poems, five sense emotion poems, diamante poems, couplets, triplets, quatrains, and haiku poems.
  18. Bring music and/or instruments from different cultures or things they listen to at home.
  19. Start unit reading The Big Book of Oops especially for the perfectionistic students.
  20. Connect art of landscapes and mood to NGSS standards related to weather and climate and weather hazards

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

**Communication Skills:** Listening, speaking, reading, writing, viewing, nonverbal communication, and presenting will be demonstrated as students learn about art, poetry, and maintain their portfolio.

**Self-Management Skills:** Fine motor skills, spatial awareness, observation skills, and time management will develop as students create and present their portfolios.

**Thinking Skills:** Synthesis, analysis, and application will be essential thinking skills used throughout their imagination planner.

**Attitudes and Profiles:** Creativity, risk-taker, reflective as students explore and create various art forms.

## 5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Virtual museum tours and Jackson Pollock Website, Open Court Reading program, *Where the Sidewalk Ends*, *A Light in the Attic*, and other art and poetry related books, teacher generated worksheets, art materials, McGraw Hill Art Curriculum, Kidspiration, websites [www.brainpop.com](http://www.brainpop.com), and [www.brainpopjr.com](http://www.brainpopjr.com), Photoshop (Optional), PowerPoint, teacher-artist collaboration lessons, field trips to Pasadena Museum of History, Huntington Gardens, and the Gamble House. Other resources: ck12.org, ducksters.com, Mike Venezia books and videos on artists, "Get Art Smart" series, "Poetry Builders" series, "You Can Write" series, "If You Were A..." series, "Writer's Toolbox" series – LA County library, get it online and request from colapublib.org, ask them to send them to a nearby library and you can pick them up.

[www.jacksonpollock.org](http://www.jacksonpollock.org). How to teach pointillism website: <http://harringtonharmonies.com/2013/03/paint-like-seurat.html>; [Seurat Pointillism - YouTube](#); [Pablo Picasso: Cubist Art Lesson - YouTube](#)

online art timeline - [www.artvfactory.com/art\\_appreciation/timeline](http://www.artvfactory.com/art_appreciation/timeline), <https://www.kcet.org/shows/lost-la/pasadena-at-125-early-history-of-the-crown-city>

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?