

Unit Design and Instruction

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RMCAD

AE4933: Student Teaching Seminar Part I

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Abstract

The unit plan I designed with my cooperating teacher was created with the intention for students to explore their unique personalities and identities, as well as observe the individuality of their classmates. Using inspiration from the Colorado Academic Standards for the sixth grade level, my cooperating teacher and I created a unit design around identity and culture (see Appendix A). Students were given a copy of a map of Colorado state and used influences from their life to create art of their favorite places in the state. The students were asked to use their drawing skills, creative problem solving skills, and design skills to create a personalized map of Colorado.

Unit Design and Instruction

This unit was designed by using a combination of two ideas. The first idea was a unit that my cooperating teacher had in her curriculum already. This unit was allowing students to collage images on the front covers of their sketchbooks with images they felt represented them and their interests. The other idea was built from a book titled *Map Art Lab: 52 Exciting Art Explorations in Mapmaking, Imagination, and Travel* where I pulled inspiration for the transparent sheet, mixed media work, and the legend (Berry & McNeilly, 2014). The combination of these two ideas created this unit plan for students to showcase their favorite places in Colorado, where they came from or where they want to go in the future, as well as their drawing skills and creative problem solving skills.

Unit Breakdown

My cooperating teacher received a stack of maps of Colorado from a retiring social studies teacher and asked me if I would like to use them in creating a lesson for the sixth grade students (see Appendix D). By working backwards in my unit design, I was able to start with the learning goals I wanted the students to achieve throughout the assignment (see Appendix A). Encouraging students to create art about themselves allowed for them to reflect on their perception of Colorado. While they were creating, they were able to compare their maps and favorite locations with their neighbors in the classroom. This is where students were able to see and comprehend other cultures through the lens of artwork.

Having a rubric that was built for this assignment made it so I answered fewer repeating questions and made sure students had all the necessary pieces for their project (see Appendix E). At the end of the creative process, the students were asked to write an artist statement to explain their process and how they made their design choices (see Appendix C). Having this to read alongside their artwork allowed me to see their thought process as they worked through the project. It also encouraged the students to reflect on why they made those choices in locations and the designs on their map.

Classroom Environment

At the beginning of this assignment, I showed students what I wanted their final product to look like (see Appendix D), and their first step was to find their favorite ten locations in Colorado. I think having this as a first step may have been a little daunting to the sixth grade students. Their attention was wavering the first few days as they may have not seen the connection between what I was asking them to do and art. This was exasperated by the next step, which was for the students to find these favorite locations and pinpoint them on their maps. I got plenty of comments such as, “I thought this was art class! Not social studies!” I tried reassuring the students that everything is interconnected, even art and social studies. That worked for the time being and after they were done with that step, they were able to start creating using their drawing skills and their attention was refocused on the assignment. They were also given a rubric around this time so they had something to refer back to whenever they had questions (see Appendix E). For the remainder of the time students were allotted they stayed engaged in designing their maps. By the end of this assignment, some students went above and beyond to show off their creativity by adding decorations to the front page that were not required.

In order to keep engagement levels at peak performance, I would have swapped tasks that were at the beginning of the assignment. Instead of having the students plot out the locations on their map first, I would have had them draw and cut images from magazines (see Appendix B). This would have given them an opportunity to engage with the creative process and be fully invested in their projects. I think this would have gotten us past the awkward phase where students were not seeing the connection of geography to the art making process.

Reflection

Aside from the few adjustments I would have made for the beginning of this assignment, I think this project was a success. The engagement I saw from the students was at the level that I was hoping for this Mapping Moments project. It was so intriguing to hear about the choices they made on their maps

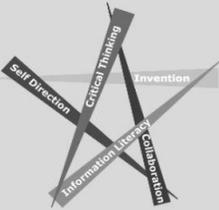
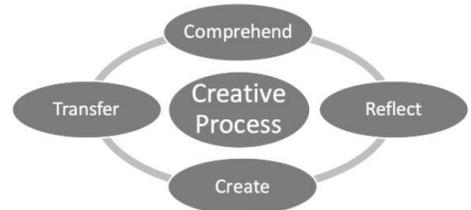
when I asked a few of the students individually. At the end of this process, the students were also asked to write a short artist statement through Google Classroom to assess comprehension of IB standards. This was another method for me to understand their thought process as they moved through this project. Some students did not take it as seriously as most of the other students who were able to give detailed insights on their process. Having this data and information will help to address what went well and what can be adjusted for future classes.

Reference

Berry, J. K., & McNeilly, L. (2014). *Map Art Lab: 52 Exciting Art Explorations in Mapmaking, Imagination, and Travel*. Quarry Books.

Appendix A

Unit Plan

| RMCAD AE Student Teaching Practicum - Unit Planner | | | |
|--|---|--|----------------------------|
| Instructor: | Brianna Gouge | Grade Level | 6th grade |
| Cooperating Teacher: | Beth Hendrix | School: | Summit Ridge Middle School |
|  <p>Colorado 21st Century Skills</p> <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working & Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <i>Creating Solutions</i></p> | |  | |
| STANDARDS: | GRADE LEVEL EXPECTATIONS (GLE) | | GLE CODE |
| 1. Observe and Learn to Comprehend | 1. Apply the language of visual art and design to distinguish and differentiate meanings. | | VA.6.1.1 |
| | 2. Compare art from various historical, contemporary and cultural sources. | | VA.6.1.2 |
| | 3. Utilize key concepts, issues and themes to connect the visual arts to other disciplines. | | VA.6.1.3 |
| 2. Envision and Critique to Reflect | 1. Interpret meaning and evaluate works of visual art and design recognizing diverse points of view. | | VA.6.2.1 |
| | 2. Describe, analyze and interpret works of art using specific art vocabulary. | | VA.6.2.2 |
| 3. Invent and Discover to Create | 1. Plan the creation of a work of art utilizing feedback. | | VA.6.3.1 |
| | 2. Explore various media, materials and techniques used to create works of visual art and design. | | VA.6.3.2 |
| | 3. Utilize current and available technology to refine ideas in works of art. | | VA.6.3.3 |
| 4. Relate and Connect to Transfer | 1. Infer from works of visual art and design, using interdisciplinary knowledge, how diverse communities address issues relevant to their culture, place and times. | | VA.6.4.1 |
| | 2. Investigate art and other careers that use creative and design thinking. | | VA.6.4.2 |
| | 3. Investigate how art addresses contemporary issues and community and societal concerns. | | VA.6.4.3 |

| | | | |
|-----------------------------------|---|-----------------------|--------------------|
| UNIT TITLE | Mapping Moments | LENGTH OF UNIT | 12 hours (2 weeks) |
| BIG IDEA Focusing Lens(es) | Identity, Self, Culture, Expression | | |
| Unit Description | Students will make a collage on a map of Colorado based on their personal relationships with community, culture, and family. | | |
| Standards/GLEs | <p>Comprehend: Compare art from various historical, contemporary and cultural sources. VA.6.1.2</p> <p>Reflect: Interpret meaning and evaluate works of visual art and design recognizing diverse points of view. VA.6.2.1</p> <p>Create: Plan the creation of a work of art utilizing feedback. VA.6.3.1, Explore various media, materials and techniques used to create works of visual art and design. VA.6.3.2</p> <p>Transfer: Infer from works of visual art and design, using interdisciplinary knowledge, how diverse communities address issues relevant to their culture, place and times. VA.6.4.1</p> | | |
| Considerations | <p><i>Explain how this unit is specific to your Student Teaching Practicum Classroom.</i></p> <p>This unit will help students to identify and utilize elements of their culture and self expression to create artwork.</p> <p><i>Explain how this unit is specific or may be differentiated for students in your Student Teaching Practicum Classroom.</i></p> <p>Students will be able to use elements of their history if they know where they came from and can ask the adults in their life about it. If not they are able to create a future instead of their past if it is uncomfortable to do so. Students will also be able to use several mediums to create their final piece. They can use paper, drawings, magazine cut outs, etc.</p> | | |
| Inquiry Questions | <ul style="list-style-type: none"> ● <i>Engaging-Debatable questions that span unit learning.</i> ● How do I express my identity? ● What does family mean to me? ● What is home? | | |

| UNIT LEARNING GOALS | Guiding Questions | |
|--|---|--|
| My Students will Understand that . . | <i>Factual</i> | <i>Conceptual</i> |
| Their culture and identity impact who they are and how they interact with those around them. VA.6.4.1 | How did I/my family get to Colorado? How does my culture/family differ from my classmates? VA.6.1.2 | How does my culture and environment affect me? VA.6.2.1 How is my identity formed? VA.6.3.2 Why do I think and act the way I do? VA.6.3.1 |

| UNIT LEARNING OBJECTIVES | |
|--|---|
| Critical Content: <i>My Students will Know. . .</i> | Key Skills: <i>My Students will be able to (Do) . . .</i> |
| <ul style="list-style-type: none"> • <i>How to create a successful composition</i> • <i>Where they came from/how they got to Colorado</i> • <i>How other cultures may differ from their own</i> | <ul style="list-style-type: none"> • <i>Collage</i> • <i>Express self identity</i> • <i>Empathize with others cultures</i> |

| PERFORMANCE ASSESSMENT: <i>The Capstone/Summative Assessment for this Unit</i> | |
|---|---|
| Product/Evidence: (Expected created product from students) | Students will have created a map of Colorado that expresses their identity and points of interest that are important to themselves and their family. |
| Differentiation: (Multiple Modes for student expression.) | Students will have a minimum of 10 points of interest plotted on their maps but can do more. They get one translucent sheet of paper to put over top of their map to use for their history or for their future. |
| FORMATIVE ASSESSMENT(S): <i>Assessment throughout the unit to check for student understanding.</i> | |
| <ul style="list-style-type: none"> • Completion of Colorado map (10 locations, 10 images), completion of full map relief, artist statement. | |

| | |
|------------------------------|---|
| ACADEMIC VOCABULARY: | Identity, self expression, culture, geography, legend, key |
| TECHNICAL VOCABULARY: | Collage, transparent, layers, composition, mixed media |
| MATERIALS PREP: | <ul style="list-style-type: none"> • Cut transparent sheets of paper to fit to size of map, magazines, heavy paper |

| Learning Experience #1 | |
|---|---|
| The Teacher may show a geography video so that Students can understand how to locate places on a map. | |
| Learning Goal(s): | Understanding of a map VA.6.3.2 |
| Essential Question(s): (Inquiry or Guiding) | <ul style="list-style-type: none"> • What do all the symbols and lines on your map mean? • What is this a map of? |
| Teacher Resources: | Map Art Lab book, How to Read a Map video, teacher made reference map |
| Student Resources: | Personal maps of Colorado, sketchbooks, Chromebooks, pencil |
| Learning Objective(s): (Content or Skill) | <ul style="list-style-type: none"> • Students will have a better understanding of how to read a map. • Students will be able to use this knowledge of reading a map to have better spatial awareness. |
| Assessment: | Students can accurately pinpoint their favorite locations of Colorado on a map of Colorado. |
| Vocabulary: | Geography, legend, key. |

| Learning Experience #2 | |
|---|---|
| The Teacher may inspire critical thinking so that Students can create art by using past experiences as inspiration. | |
| Learning Goal(s): | Connecting life experiences to creating art. VA.6.3.1 |
| Essential Question(s): (Inquiry or Guiding) | <ul style="list-style-type: none"> • What about these 10 locations in Colorado makes them your favorite places? |
| Teacher Resources: | Map Art Lab book, Self Identity SEL video, (inspiration for 10 Colorado Locations video), teacher made reference map. |
| Student Resources: | Personal maps, sketchbooks, chromebook, pencil |
| Learning Objective(s): (Content or Skill) | <ul style="list-style-type: none"> • Students will understand their culture. • Students will be able to use this information about their culture as inspiration for creation. |
| Assessment: | Conversation about culture and how it relates to their 10 Colorado locations. |
| Vocabulary: | Collage , identity, self expression, culture, geography. |

| Learning Experience #3 | |
|---|--|
| The Teacher may create an example so that Students can skillfully and artistically use art tools when creating art. | |
| Learning Goal(s): | Mastering cutting and glueing skills VA.6.3.1 |
| Essential Question(s): (Inquiry or Guiding) | <ul style="list-style-type: none"> How do you create visual interest in art by using scissors and glue on a map? |
| Teacher Resources: | Pop art images, teacher made reference map, Map Art Lab book. |
| Student Resources: | Personal maps, sketchbooks, chromebook, pencil, magazine, glue, scissors. |
| Learning Objective(s): (Content or Skill) | <ul style="list-style-type: none"> Students will understand how to use scissors to create interest in their images. Students will understand how to create composition using their cutting and glueing techniques. |
| Assessment: | Completion of Colorado map (10 locations, 10 images). |
| Vocabulary: | Collage, layers, composition, mixed media, self expression, geography, legend, key. |

| Learning Experience #4 | |
|--|--|
| The Teacher may add to the supplies so that Students can create a layered composition. | |
| Learning Goal(s): | Layering a composition VA.6.1.2 |
| Essential Question(s): (Inquiry or Guiding) | <ul style="list-style-type: none"> What does transparent mean? Now that you have a map of Colorado, how can you add onto it with this transparent sheet? |
| Teacher Resources: | teacher made reference map , Map Art Lab book . |
| Student Resources: | Personal maps, sketchbooks, chromebook, pencil, transparent sheet of paper, tissue paper. |
| Learning Objective(s): (Content or Skill) | <ul style="list-style-type: none"> Students will be able to create a layered composition using transparent and opaque sheets of paper. |
| Assessment: | Completion of full map relief. |

| | |
|--------------------|---|
| Vocabulary: | Collage, transparent, layers, composition, mixed media, geography, legend, key. |
|--------------------|---|

| Learning Experience #5 | |
|---|---|
| The Teacher may adjust the seating chart so that Students can learn empathy for others' cultures. | |
| Learning Goal(s): | Understanding culture VA.6.4.1 |
| Essential Question(s): (Inquiry or Guiding) | <ul style="list-style-type: none"> • How is your map the same as your table mates' maps? • How are they different? • How does your culture affect your 10 favorite places in Colorado? |
| Teacher Resources: | teacher made reference map, Map Art Lab book |
| Student Resources: | Personal maps, sketchbooks, chromebook, pencil |
| Learning Objective(s): (Content or Skill) | <ul style="list-style-type: none"> • Students will understand empathy and be able to connect with their classmates in a more understanding way. |
| Assessment: | Table top discussion about culture. |
| Vocabulary: | Collage, layers, mixed media, identity, self expression, culture. |

| Learning Experience #6 | |
|--|--|
| The Teacher may present examples so that Students can write a comprehensive artist statement | |
| Learning Goal(s): | Creating an artist statement VA.6.2.1 |
| Essential Question(s): (Inquiry or Guiding) | <ul style="list-style-type: none"> • What is an artist statement? • How did you use drawings, magazine images, and mixed media pieces to express your identity on the map of Colorado? |
| Teacher Resources: | teacher made reference map, Map Art Lab book |
| Student Resources: | Personal maps, sketchbooks, chromebook, pencil |

| | |
|---|--|
| Learning Objective(s): (Content or Skill) | <ul style="list-style-type: none"> • Students will understand what it means to have an artist statement. • Students will understand how to explain their process and how they came to their final art piece. |
| Assessment: | Artist statement. |
| Vocabulary: | Collage, layers, composition, identity, self expression, culture. |

Appendix B

Week 4 Daily Lesson Plan

| M | TU | W | TH | F |
|--------------------------|---|--|--------------------------|-----------------------------|
| Learning Goal(s): | Learning Goal(s): | Learning Goal(s): | Learning Goal(s): | Learning Goal(s): |
| Self Identity | Art tool mastery and responsibility. | Creating a relief sculpture with layered paper. | Cultural Identity | Compare and contrast |

| Essential Question(s): (Inquiry or Guiding) | Essential Question(s): (Inquiry or Guiding) | Essential Question(s): (Inquiry or Guiding) | Essential Question(s): (Inquiry or Guiding) | Essential Question(s): (Inquiry or Guiding) |
|---|--|--|---|--|
| How are you able to connect images you found in a magazine to your favorite places in Colorado? Where do you see that connection? | Why is it important for us to take responsibility for cleaning up in the classroom? How can you make your images more interesting using scissors? | How can you utilize this second sheet of paper to create interest in your, now layered, map? | Does your family celebrate any national heritage? Are there any colors that are significant to your culture or family? | How does your culture influence the choices of locations you made on your map? How are they different or similar to your classmates? |
| Teacher Resources: | Teacher Resources: | Teacher Resources: | Teacher Resources: | Teacher Resources: |
| Example Colorado map of personal experiences. Map Art Lab book. (images below) | → | → | → | → |
| Student Resources: | Student Resources: | Student Resources: | Student Resources: | Student Resources: |
| (personal Colorado map, sketchbook →) magazines | (→) Magazines, scissors, glue | (→) Cut to size sheet of transparent paper, glue, stapler | (→) Glue, tissue paper | (→) |
| Learning Objective(s): (Content or Skill) | Learning Objective(s): (Content or Skill) | Learning Objective(s): (Content or Skill) | Learning Objective(s): (Content or Skill) | Learning Objective(s): (Content or Skill) |
| Making connections with magazine images and their favorite Colorado locations. | Cutting and glueing skills. Clean up expectations (responsibility). | Layering a transparent sheet to create a relief. | Significance of color in culture. | Significance of culture. |
| Assessment: | Assessment: | Assessment: | Assessment: | Assessment: |
| Should have 3 sketches transferred onto nice paper and begin looking for magazine images by the end of class. | Should have 3 magazine images cut out and their map legend sketched out. | Should have their transparent sheet and map attached in an organized way. | Should have their plan sketched for their transparent sheet of paper. | Answering the same questions asked at the beginning of the unit. |
| Vocabulary: | Vocabulary: | Vocabulary: | Vocabulary: | Vocabulary: |
| Composition, collage, relief, identity, culture. | → | → | → | → |

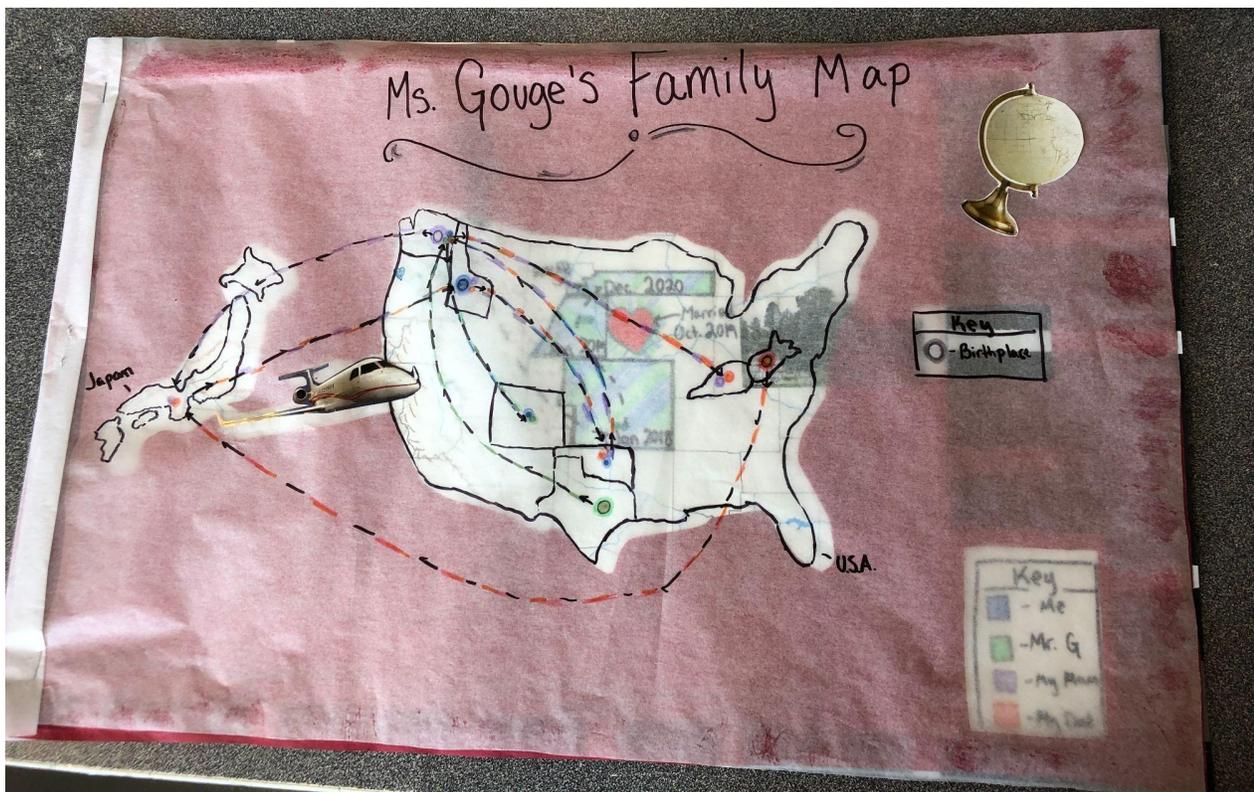
Week 5 Daily Lesson Plan

| M | TU | W | TH | F |
|--|---|---|---|--|
| Learning Goal(s): | Learning Goal(s): | Learning Goal(s): | Learning Goal(s): | Learning Goal(s): |
| Self Identity | → | Understanding Clay | → | → |
| Essential Question(s): (Inquiry or Guiding) | Essential Question(s): (Inquiry or Guiding) | Essential Question(s): (Inquiry or Guiding) | Essential Question(s): (Inquiry or Guiding) | Essential Question(s): (Inquiry or Guiding) |
| How are you and your classmates similar in how you created your maps? How are you different? | How does having an artist statement add to your artwork? | How do you hand build with clay? How do artists use handbuilding techniques to create art? | → | → |
| Teacher Resources: | Teacher Resources: | Teacher Resources: | Teacher Resources: | Teacher Resources: |
| Example Colorado map of personal experiences. Map Art Lab book. | → | Clay Basics Video | Clay Vocabulary Video | Pinch, slab, and coil video |
| Student Resources: | Student Resources: | Student Resources: | Student Resources: | Student Resources: |
| personal Colorado map, sketchbook, magazines, cut to size sheet of transparent paper, glue, tissue paper. | → | Clay, clay tools, newspaper, water, sketchbook. | → | → |
| Learning Objective(s): (Content or Skill) | Learning Objective(s): (Content or Skill) | Learning Objective(s): (Content or Skill) | Learning Objective(s): (Content or Skill) | Learning Objective(s): (Content or Skill) |
| Understanding how they may differ from their classmates and how they may be similar and that it is okay for both to be true. | Students will be more comfortable in sharing information about themselves and will understand how to be empathetic to their classmates. | Allow students to experience what clay is and how it feels/moves. | Students will understand clay vocabulary and technique. | → |
| Assessment: | Assessment: | Assessment: | Assessment: | Assessment: |
| Table top discussion about what their map means to them. Starting on their rough draft of their artist statement. | Completed artist statement. | Students will build something with their small amount of clay. | Students will have written definitions and created examples of the clay techniques. | Students will have sketched an idea for a clay piece using the slab, coil and pinch building techniques, then began building their idea with clay. |

| Vocabulary: | Vocabulary: | Vocabulary: | Vocabulary: | Vocabulary: |
|--|-------------|--|-------------|-------------|
| Composition, collage, relief, identity, culture. | → | Clay, plastic (clay stage), leatherhard, bone dry, greenware, bisqueware, glazeware, coil building, slab building, pinch pots. | → | → |

Appendix D

Teacher Sample Images





Appendix E

Student Rubric

Rubric Scale

Name _____

Class Period _____

Mapping Moments

| | 0 | 3 | 4 | 5 |
|--|------------|----------|------------|--------|
| | Not at all | Somewhat | Very Close | Comple |
| When looking at my map, I used at least 1 drawing or image for each of my favorite places in Colorado. | | | | |
| My map has a clear and organized legend for the symbols I used on it | | | | |
| I have at least 3 magazine images, 3 drawings, and 3 mixed media pieces on my map. | | | | |
| All 10 of my favorite locations are placed accurately on my map and have images that relate to that place. | | | | |
| My transparent sheet shows either how I got to Colorado or where I want to go in the future. | | | | |
| Looking at my finished project, I took my time with assembling my final relief map. My layers are lined up neatly and I can clearly see a border edge. | | | | |

Please add your score for each column and total it = _____

Take that score and divide by 30 which will give me a grade of _____

This is your grade and will be reviewed by Mrs. Hendrix.