

**VISUAL ART LEARNING SEGMENT PLAN
 UWM METHODS TEMPLATE**

Teacher: Kasia Drake-Hames

Learning Segment Title: Map of Me

Number of Planned Lessons: 2

Age Group: 2nd grade (ages 7-8)

ENDURING CONCEPTS & GOALS FOR THE LEARNING SEGMENT

Central Focus:

This Learning Segment focuses on Identity, in the form of mapping oneself. Students will read and discuss *My Map Book* by Sara Fanelli. They will then view and discuss the artwork of contemporary artist Edward Fairburn and his use of maps collaged into portraits. Students will then participate in a small group activity to help them define what things and people are important in their lives, and will then create individual art pieces that “map” them as individuals.

Big Idea: Identity

Essential Questions:

- Who am I?**
- What people and things are important to me?**
- How can I make art about my life?**

KNOWLEDGE OF STUDENTS TO INFORM TEACHING

How does this lesson connect with and build on students’ previous/subsequent lesson(s)? How do students’ visual art dispositions inform this lesson?

Students aged 7-8 are developing a strong sense of self, and also a sense of belonging to a group. They are mainly ego-centric, but are also developing friendships. They are interested in both imaginative and more realistic approaches to art-making, and have the physical dexterity to use a variety of tools, including scissors, glue, drawing and painting media. These particular students have previous experience in drawing with a variety of media, painting with watercolor (including oil pastel resist), and open-ended collage work. So far this year, they have engaged in self-portraiture, collaborative and individual collage, line exploration, painting from imagination, and using photographs/illustrations as tools to inspire and inform their drawings and paintings.

What personal, cultural, and community assets inform this learning segment?

This lesson touches on several of Gardner’s Multiple Intelligences: Spatial, Interpersonal and Intrapersonal. The open-ended nature of this lesson allows students to incorporate Naturalist and Linguistic intelligences as well. These varying modalities will engage diverse learning styles. Students will be considering their cultures, relationships, and environments during this lesson, and will be encouraged to incorporate their own cultural references into the visual pieces they create.

What are the developmental characteristics of these learners? What are common misconceptions in relation to this learning segment?

Children ages 7-8 are in Viktor Lowenfeld’s Schematic stage. As such, they often draw figures and objects to scale that represents their strong feelings. X-ray drawings are also common in this stage, and the possibility of building 3D environments with X-ray components can be realized through collage/mixed media in this lesson. The opportunity for student choice allows students to incorporate their own cultural references and imagery into their artwork, thereby creating a culturally-relevant piece in response to their learning.

What adaptations and considerations are needed for instruction for whole class, individuals, and students with specific needs?

Introduction and brief reading of *My Map Book* will take place on the carpet area, where students can view and discuss the work. The book will be available for individual students to do a closer reading if they choose, during work time. This particular class has a few students who tend to roam around the room, so their work spaces can be flexible, as long as they are responsible for themselves and their materials. Students will be working in small groups for an activity before beginning their individual art pieces. A “break space” is always available on the carpet to students who need a mindful moment, where they can use mindfulness tools such as a breathing ball or mind jar, before returning to their work.

Identify research and theory that support your choices, adaptations, and understanding of your students.

According to Piaget, 2nd grade students are in the Concrete Operational Stage, and therefore exhibit increased interest in the social world. “Hybridity”, or an inter-disciplinary approach to art-making, is one of 8 Post-Modern Art-Making Practices identified by Olivia Gude. Making a variety of art tools available to all students is an element of Universal Design, which addresses diverse learning needs of students in the planning of projects, rather than modification of existing projects. Providing student choice allows students to engage in a culturally-relevant art-making practice.

LEARNING OBJECTIVES & VISUAL ART STANDARDS

Students will be able to...

Student will demonstrate an understanding that...

| National Core Art Standards (list grade level specific number and text) | Learning Objectives | Learning Tasks & Assessment Alignment |
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| <p>VA: Cr.1.2.2a</p> <p>Make art or design with various materials and tools to explore personal interests, questions, and curiosity.</p> | <p>Creating Art:</p> <p>Students will be using the media of their choice to create their maps. Choices of media include drawing, painting, collage and paper sculpture.</p> | <p>Learning Tasks:</p> <ul style="list-style-type: none"> - As a class, students will read and discuss the artwork in <i>My Map Book</i>. - In small groups, students will create a map of their team by adding words and drawings to post-it notes on a large paper. - Students will begin individual work on their personal maps. <p>Assessments/Feedback:</p> <ul style="list-style-type: none"> - Students will verbally present their team’s work to the class and discuss their choices. - Summative: Students will receive a grade for their final product, in accordance with a rubric. |
| <p>VA: Re8.1.2a</p> <p>Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.</p> | <p>Responding to Art:</p> <p>Students will view the artwork of Sara Fanelli and Edward Fairburn, and will discuss the work.</p> | <p>Learning Tasks:</p> <ul style="list-style-type: none"> - Students will do a brief VTS activity with Sara Fanelli’s and Edward Fairburn’s artwork. <p>Assessments/Feedback:</p> <ul style="list-style-type: none"> - Students will verbally describe and discuss their own and their peers’ artwork. |
| <p>VA: Cn10.1.2a</p> <p>Create works of art about events in home, school, or community life.</p> | <p>Connecting experience to make Art:</p> <p>Students will be making personal maps of people, things and events in their lives.</p> | <p>Learning Tasks:</p> <ul style="list-style-type: none"> - Students will participate in a guided small group activity to create team maps. They will present their maps and talk about their choices. - Students will create their own personal maps and will present their |

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| | | work to the class when finished. |
| | | Assessments/Feedback: - Students will present their artwork to the class verbally, and will discuss their choices. - Students will write a statement about their artwork upon completion. |

| ACADEMIC LANGUAGE | | |
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| Language Demands (Describe language demands that are essential to this learning segment) | Planned Supports (Instructional strategies, learning tasks, & materials) | Assessments/Evidence of Learning |
| Language Function: Describe visual elements of artwork. Discuss artistic choices. Present artwork to the class. Write an artist statement. | - <i>My Map Book</i> will be read, and teacher will ask questions to prompt discussion. - VTS activity will be guided by teacher, with verbal prompts and summarizing. - Guided prompts for small group activity. - Artist Statement form will be provided to guide students in writing. | - Students will be assessed on verbal participation in VTS activity. - Students will be assessed on verbal presentations and discussions of work. - Summative assessment for original art piece based on rubric. - Summative assessment of artist statement. |
| Vocabulary: (list & define) Collaborate- work jointly on an activity, especially to produce or create something. Identity- act of being who/what a person or thing is. Map- a visual representation of an area, that includes details. Mixed Media- using a variety of media, or artistic tools, to make artwork | - Vocabulary words will be taught and discussed verbally, in context of activities. - Vocabulary words will be displayed during presentations and students will be encouraged to use them when presenting. - Written artist statements will require vocabulary words to be used. | - Students will be assessed on use of vocabulary in discussion and presentations. - Students will be assessed on use of vocabulary in artist statement. |
| Discourse (or Syntax): Class discussion & presentation- verbal VTS activity- verbal Artmaking- written (optional; can include labels) Artist Statement- written | - VTS activity will be guided by teacher, with verbal prompts and summarizing. - Questions will be provided for students to answer while they are presenting work. - Artist Statement form will be provided to guide students in writing. | - Students will be assessed on verbal participation in VTS activity. - Students will be assessed on verbal presentations and discussions of work. - Summative assessment of artist statement. |

| LESSON #1 |
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| Descriptive Lesson Title: Map of Me, Part 1 |
| Lesson Description: (Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson) Students will begin by examining and discussing some maps from <i>My Map Book</i> , by Sara Fanelli. A VTS reading will take place, and students will gather in their small groups afterwards to complete a team map activity, following verbal prompts. Students will confer in small groups to give their maps an identity/map title, and will share and present their maps to the class. If time allows, students will begin art-making component that is the basis of the next lesson (individual maps). |
| Materials: (Instructional, art making, and organizational materials required for this lesson) - <i>My Map Book</i> by Sara Fanelli - mindfulness chime - large papers, post-it notes and markers for team map activity - script of verbal prompts for teacher to guide team map activity - learning objectives (“I can” statements) posted on board - art-making materials if time allows (variety of paper, collage supplies, drawing and painting media) |
| Instructional Strategies & Learning Tasks |

| Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities. | | | |
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| Time | Teacher Activities | Student Activities | Differentiation/Adaptations |
| 5 min. | Welcome class; do mindful moment on carpet with the chime | Sit on carpet, quietly listen to chime and breathe slowly | Students can sit on green carpet in back if distracted |
| 10 min. | Introduce <i>My Map Book</i> to students. Present a few of the maps, including Map of My Heart. Do VTS reading of maps. | Look closely at the maps in the book. Raise hands and share ideas and observations during VTS reading. | Students who are distracted may be asked to be page turners or other helpers. |
| 8 min. | Gradually dismiss students to table seats. Introduce team map activity, give instruction for activity. | Sit quietly at table seats, listen to instructions. | Students who are roaming around the room can do so if needed, as long as they are not distracting others. Some students who roam may be given special jobs to assist teacher. |
| 10 min. | Give verbal prompts to students during Team Map activity. | Follow verbal prompts to draw images and symbols on post-it notes, and attach to large paper in table groups. | Students may write if they have difficulty drawing an idea, or vice versa. Give roaming student(s) option to do their own map or contribute to their group's map. |
| 5 min. | End activity, and instruct students to share their post-it drawings with each other in their table groups. They can re-arrange post-it notes if they wish, and give their map a title. | Students talk in their table teams to decide group name and map title. They take turns sharing their post-it drawings and explaining them. | Roaming student(s) asked to join a table group and share their drawings. |
| 2 min. | Instruct students to bring their table team maps up to the green carpet and to gather around the maps and look quietly for a minute. | Students bring their maps to green carpet, arrange maps on carpet and look at maps silently for a minute. | Roaming student(s) given a job or asked to arrange the maps on carpet if needed. |
| 10 min. | Ask student groups to share verbally with class: <ul style="list-style-type: none"> - Map Title/how title was chosen - One thing they learned during activity | Listen when other students are sharing. Take turns to present map in teams and answer questions. | Roaming student(s) asked to write down names of team maps if needed. |
| Remaining class time | Introduce art-making component/next lesson overview, if time | If time permits, begin making individual maps, or brainstorm and share ideas | All students encouraged to begin project. |
| <p>Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)</p> <p>Initial: VTS of <i>My Map Book</i>, Post-it note drawings based on verbal prompts Formative: Small group discussions and map titles, verbal group presentation of maps to class, answering question prompts verbally Summative: will be covered in next lesson (grading of individual map and artist statement from rubric)</p> <p>Teacher Self-assessment/Reflection: (To be completed following teaching; include connections to relevant theory)</p> | | | |