

HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

Teacher Name : Lindsey Bower

Subject : Art

Proposed Dates: 9/6 – 10/25

Grade Level (s) 4

Building : MKEMS

Unit Plan

Unit Title: Organizing Visual Space: Random Placing

Essential Questions: What does repetition look like in art?
How can we arrange objects randomly within a space?
How can we arrange our space so it is visually appealing?

Standards: PA Standards for Arts and Humanities:

9.1.3.A Know and use the elements and principles of each art form to create works in the arts and humanities: Repetition
9.1.5. C. Identify and use comprehensive vocabulary within each of the arts forms.

Summative Unit Assessment : See Rubric

Summative Assessment Objective	Assessment Method (check one)
<p>Students will complete an original artwork using specific techniques to create an artwork with random arrangement of space.</p> <p>Along with completion of above tasks, students will be assessed on :</p> <p>-Composition - Creativity/originality</p> <p>-Overall Aesthetics -Effort -Craftsmanship</p>	<p><input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input type="checkbox"/> Unit Test <input type="checkbox"/> Group</p> <p><input type="checkbox"/> Student Self-Assessment</p> <p><input type="checkbox"/> Other (explain)</p>

DAILY PLAN

Day	Objective (s)	DOK LEVEL	Activities / Teaching Strategies	Grouping	Materials / Resources	Assessment of Objective (s)
1	Students will accurately fold manila oak tag to create a folder for future work.	1	Folders are created and taped by the teacher for organization of student work. Students are instructed to include their name and their class section on their individual folders. Direct Instruction	W I	Manila oak tag 12"x18" Clear packing tape Markers, crayons	Formative- Thumb Check, Observation Summative- Student Self-Assessment- Checklist
2	Students will design two images to fill both a large and small oak tag card without any inside details—only outlines, within a 40-minute class period.	1 2 3	The teacher introduces randomly spaced artwork. Asks, what does random mean? Discuss the importance of a visually appealing space. Students begin to design images/objects. Direct Instruction and Indirect Instruction	W I	Teacher exemplars Pencils Heavy oak tag Scissors	Formative- Thumb Check, Observation Summative- Student Self-Assessment- Checklist
3	Students will design two images to fill both a large and small oak tag card without any inside details—only outlines, within a 40-minute class period.	2 3	Students finish their tracing templates on heavy oak tag, and check with the teacher to make sure image fills the card and has no inside details. Students cut their templates and select colors for their individual works of art. Direct Instruction and Indirect Instruction	S I	Teacher exemplars Pencils Heavy oak tag Scissors Colored construction paper	Formative- Thumb Check, Observation Summative- Student Self-Assessment- Checklist
4	Students will trace between 5 and 6 large images, 7 and 8 small images, neatly and accurately cut within a 40-minute class period.	2 3	Students trace large and small images on two different colors of construction paper. All work is saved in individual folders. Direct Instruction and Indirect Instruction	S I	Teacher exemplars Pencils Heavy oak tag Scissors Colored construction paper	Formative- Thumb Check, Observation Summative- Student Self-Assessment- Checklist
5	Students will trace between 5 and 6 large images, 7 and 8 small images, neatly and accurately cut within a 40-minute class period.	2 3	Tracing and cutting is continued. Direct Instruction and Indirect Instruction		Teacher exemplars Pencils Heavy oak tag Scissors Colored construction paper Glue sticks	Formative- Thumb Check, Observation Summative- Student Self-Assessment- Checklist
6	Students will arrange between 5 and 6 large images, 7 and 8 small images, by randomly dropping paper cutouts on artwork within a 40-minute class period.	2 3	Students begin to randomly arrange their images on a selected color of construction paper. If the arrangement is satisfactory, paper cutouts are glued in place. Direct Instruction and Indirect Instruction		Teacher exemplars Pencils Heavy oak tag Scissors Colored construction paper Glue sticks	Formative- Thumb Check, Observation Summative- Student Self-Assessment- Checklist

7	Students will arrange between 5 and 6 large images, 7 and 8 small images, by randomly dropping paper cutouts on artwork within a 40-minute class period.	1 2 3	Arranging and gluing continue. Direct Instruction and Indirect Instruction	Teacher exemplars Pencils Heavy oak tag Scissors Colored construction paper Glue sticks	Formative- Thumb Check, Observation Summative- Student Self-Assessment- Checklist
8	Students will neatly and accurately mount individual artwork on colored construction paper within a 40-minute class period.	1 2	All artworks are mounted on another color of construction paper. Students share artwork and put on display. Direct Instruction and Interactive Instruction	Teacher exemplars Pencils Heavy oak tag Scissors Colored construction paper Glue sticks	Formative- Thumb Check, Observation Summative- See Rubric Student Self-Assessment- Checklist