

Jay Curriculum: Unit Cover Page

Unit title: 3-D

Grade Level: K-2

Content Area(s): Art

Date Created:

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Year 1 Map & Template Development

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

Year 4

- Full Implementation
- Benchmarks Established

Year 2 Piloting

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

Year 3 Review & Complete Assessment

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Standard(s)/Performance Indicators:

- A 1-4; 7-10; 13, 14
- B 1-5
- C 1, 2, 4

Unit: 3-D – K-2

Brief Summary of Unit/Topic

Summary:

Students will make specific objects out of paper mache, clay and found objects. Final results include clay leaves, pinch pot, coil pot, paper folded flowers, masks, 3-D paper objects and pictures, insects. They will gain an understanding that 2-D pictures can be reproduced in 3-D.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

- Different materials can make 3-D objects
- There are techniques/skills needed to make a 3-D object

Students will know:

1. Identifies the different mediums: paper mache, clay, found objects, tissue paper, construction paper
2. Characteristics of medium

Students will be able to:

1. Implements steps necessary as determined in order to complete 3-D projects/objects

Enduring Understanding/s:

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? ? Y, N, or N/A	Component of Local Assessment System? Y or N (See <u>aligned scoring guide</u> .)
3D Paper Picture (Thanksgiving Dinner)	A2, 3, 4, 14; C2			
Xmas Props	A2, 8, 9, 10			
Clay, Dinosaurs, leaves, pinch/coil pot	A1-4, 8, 10, 13, 14; C1, 2			
Found object insects	A3, 10			
Styrofoam cups	A4, 8, 10			
Paper-Mache masks	A1-4, 8, 9, 10; B1-5; C1, 2, 4			
Construction Paper faces	A2,7,10; C1, 2			
Tissue paper flowers	A2, 3, 9, 10			
Performance props	A8, 10, 15			
OTHER				
Finished products				
Students and teacher orally reviewing lessons objectives				
STUDENT SELF ASSESSMENT				
Expressing likes and dislikes and comparisons about mediums and finished projects				

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

1. Studying shapes and reconstructing them in clay.
2. Techniques using clay: attaching pieces forming a bottom
3. Fold, cut, tear and glue paper into desired shapes.
4. Using imagination and creativity to make a reproduction of a real insect, flower, faces
5. Incorporate elements and principles into students artwork
6. Use materials in a planned way to result in finished products of masks and props. These activities are done individually and/or in cooperative groupings.

REFERENCES: