

## ARE 4242 ~ Unit Plan Guidelines

**Part One:** Select a theme related to teaching art in the public schools. Research this theme/topic in order to create an instructional unit that will serve as a resource for you and other members of the class in the years to come. In designing your unit, include the following:

**Cover Page** - Title of the Unit, suggested grade level(s), an illustration, and your name(s). (1 page)

**Overview of Unit** - Briefly describe the nature, scope and purpose of your unit. What are the essential questions and big ideas that will be explored in the unit? (i.e., What ideas about art are focused on in this unit?) Include a brief rationale for the unit (i.e., Why should students learn about this subject?) and summarize what students will be doing in the unit. (1/2 page)

**Unit Goals** - What are the intended learning outcomes of your unit? What will students know, be able to do as a direct result of participating in this unit? In keeping with contemporary art education theory, your unit should enable students to: (1) achieve outcomes in studio production, aesthetics/art criticism and art history; and (2) demonstrate learning and complex understandings and skills. (1/2 page)

For Example:

By participating in this unit, students will: (1) analyze how contemporary artists transform common objects and popular culture into art forms; (2) demonstrate how to use common objects and sources of popular culture for creating their own works of art; and (3) interpret and judge the cultural and formal aspects of works of art by contemporary artists that use everyday objects and/or popular culture in their work.

**Standards** - List the state art standards most pertinent to this unit and its goals. (1/2 page)

**Vocabulary** - Provide a list of all special art terms covered in the unit with short definitions. (1/2-1 page).

**Resources and Materials** - List all resources [ e.g., reproductions (w/artist name, title, and year), videotapes, web sites) and consumable materials (w/sizes where appropriate) used in the unit. (1/2-1 page)

**Background** - Provide a written summary of information relevant to your thematic topic (e.g., historical data, background on artists, information on art processes covered, etc.) that would prove helpful in teaching the unit. Black-and-white illustrations should be included to clarify the written text. These must be clear, include typed captions and have good contrast to be of value! (2-3 pages)

**Instructional Preparations** - Provide a list of 4-5 suggestions for preparing the classroom and the students for the unit (e.g., How might the teacher stimulate student interest in the unit theme? What special preparations are required to teach the unit? ). Please number them for easy reading. (1/2-1 page)

**Lesson Plans**- Provide a sequence of three lessons that will help students achieve the goals of the unit. Follow the lesson plan format given in class. Each lesson must: (1) involve students in creative art production and critical analysis of exemplars of visual culture; (2) include an alternative assessment strategy that is consistent with the lesson's objectives; and (3) be must accompanied by at least one visual example of what you expect students to do! (2-3 pages per lesson)

**Unit Closure** - Briefly describe activities that may be used to establish closure, apply, or share learning that resulted from the unit. Also, indicate ways the teacher might assess how well students achieved the unit goals? Provide specific questions which will indicate what to look for in evaluating student learning and performance (1 page)

**Appendix A** - Provide a bibliography of all references used in preparing the report. All illustrations, diagrams and information taken from any reference should be properly cited. (3 references minimum.) (1 page)

(Book) Author, (year published), Title, City: Publisher.

(Article) Author, (year published), Title of article, Journal, Vol. (Issue #), pages.

(Web site) Name of Site, Author if Known, URL, Date Visited.

**Appendix B** - Include handouts, illustrations, diagrams and/or sample test items to assist in teaching the unit. These must be original, "copy ready" and of good contrast! (3-5 pages)

Your unit should not exceed 25 pages in length and be copy ready. Use a 10-12 point typeface. Keep type and illustrations at least one half-inch away from the top, bottom and outside borders of each page. The inside border should have a one-inch margin. Type all captions--do not hand-letter them! Provide the instructor with two copies for evaluation purposes.

**Part Two:** Be prepared to "creatively" present or teach a part of your unit to the class on your assigned day. This 30-minute presentation will actually be an opportunity to demonstrate that you have truly become an "expert" on your topic. More on this later.

## ARE 4242 ~ UNIT PLAN GUIDELINES (CONTINUED)

**Purpose:** The primary purpose of this assignment to help you learn how to plan and implement appropriate art lessons in your future classroom. A secondary purpose is to provide you with an opportunity to explore a topic related to teaching art that is of particular interest to you.

**Directions:** Select a topic from the "SUBJECTS OR THEMES" categories below. This topic is to serve as a "springboard" for three art lessons that encourage creative, perceptual and conceptual development in students. In planning these lessons, you must include: (1) hands-on studio activities that involve children in creative production using two- and/or three-dimensional art media; (2) perceptual and historical learning activities that involve students in critical thinking about works of art or other exemplars of visual culture; (3) an alternative assessment strategy that is consistent with each lesson's objectives; and (4) a visual example for each lesson illustrating what you expect students to do and that you are familiar with the processes involved. Once you have chosen your theme, consult with your instructor and search art education journals, art history textbooks and the World Wide Web for helpful information. Allow plenty of time to complete your lessons and examples outside of class. Be prepared to share your lessons and your examples with other students in class.

### SUBJECTS OR THEMES

Creatures in Our Midst: Animals (Farm, Pets, Endangered, etc.); Imaginary Animals (Gargoyles, Dragons, etc.)

Portraits of People: Family; People at Work; People at Home; People at Play; Children; Heroes & Heroines.

The Natural Landscape: Nature (Recorded/Reordered/Controlled/Revered); Fantasy Landscapes; The Sea; Storms.

The Human Landscape: Places & Spaces; Special Places (secret places); Cityscapes; Community; Interiors; Neighborhood.

The Artist as Storyteller: Artist Books; Myths & Fables; Family Stories; Stories of the Community; American History; Heroes & Heroines; Illuminated Manuscripts.

Celebrations of Humanity: Sports and Games; Games People Play; Sporting Events; Special Occasions; Holidays.

From Another Perspective: Games Artists Play (e.g., optical illusions); Point of View; Its a Small World (e.g., miniatures).

The Figure in Art: The Figure in Motion; Dancers.

War and Conflict: The Civil War; The Vietnam War.

Objects of Affection: Still Lifes; Personal Collections; Pets.

Close to Home: How artists interpret/represent their local environment and immediate surroundings..

Art as Commemoration: How artists interpret/represent heroes and/or historical events)

Art as Social Commentary: How artists deal with social issues and community activism.

Other Topics: To be approved by your instructor

### POSSIBLE 2-D MEDIA

DRAWING - crayons, pencil, markers, cray-pas, pastels, etc.,

PAINTING - tempera or watercolor.

PRINTMAKING - stamps, styrofoam, linocuts, monoprints, found objects, etc.,

COLLAGE - construction paper, newspaper, found materials, etc.,

PHOTOGRAPHY -- pin-hole cameras, instant, montage, photo-transfer, digital photography, etc.,

### POSSIBLE 3-D MEDIA

MASKS - paper mache, cardboard, found materials, etc.,

BOOKS - accordian, pop-up, sculptural, etc.,

SCULPTURE - paper mache, paper, cardboard, relief, found objects, wire, wood, etc.,

ASSEMBLAGE - found materials, box constructions, etc.,

**Evaluation Criteria:** Your unit will be evaluated according to: (1) **COMPLETENESS** (25 points); (2) **CLARITY** (25 points); (3) **CREATIVITY** (25 points); and (4) **PRESENTATION** (25 points). You are encouraged to provide the instructor with rough drafts throughout the semester in order to receive assistance and suggestions!