

Maine Arts Assessment Initiative Resource Bank Project
Developed by Teachers for Teachers
 adapted from *Understanding by Design*, Wiggins and McTighe 2005
 and Maine Guiding Principles Performance Assessment Development Initiative 2013

Unit Planning Template

Unit Overview			
Title of Unit	Spiders and Webs		
Curriculum Area	Visual Arts	Grade Level/Span	Grade 1
Date	May 2014	Time Frame <small>(number of sessions, minutes)</small>	7 sessions, 45 minutes each, 1 per week
Developed by	Brian McPherson	Developer's email	mcpersonb@link75.org
Summary of Unit:			
Write a short paragraph describing unit goals and curricular context.			
In this unit students will learn about art elements and design principles found in nature, using art materials, techniques and processes to communicate ideas, and how artists get their ideas. The young artists will create a repeated pattern crayon rubbing of an orb web and a mixed media spider.			

Stage 1 – Desired Results

What are the deep understandings of transferable ideas and competency at core performance tasks we want students to achieve?

Standards Based Goals

Choose from sources such as Maine Learning Results, District Goals, National Arts Standards, and Career Technical Education Standards, to identify the goals for student learning. Begin by citing source of standard (i.e. MLR VA B.1.a.).

Primary (assessed)

- MLR VA B-1: Students will use basic media, tools, and techniques to create original art works.
- MLR VA B-2: Students use Elements of Art and Principles of Design to create original art works.
- MLR VA E-2: Students identify connections shared between and among the arts and other disciplines.
- NCAS VA Responding 6: Art communicates about and helps viewers understand the natural world.
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Secondary (optional, not assessed)

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Essential Questions

Students will consider...

- Where do artists get their ideas?
- Why do artists use different media, tools, and techniques to create works of art?
- What words are used to talk about how art work is organized?

Enduring Understandings

Students will understand that...

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of the natural and constructed world.
- Artists use different media, tools, and techniques to create original art works.
- The Elements of Art and Principles of Design can be used to understand, organize and create art works.
- There are shared connections between and among the arts and other disciplines.

Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> • There are different types of spiders • There are different types of spider webs • The elements of art can be identified in nature • The principals of design can be identified in nature • Artists and scientists carefully observe nature • Nature can inspire artwork • A raised surface can used as a source for creating a graphic image <p>Is prior learning required? If so, what is it? No prior learning required</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Identify and create radial-spiral designs • Produce a relief surface • Transfer and recreate an image using the crayon rubbing process • Identify and use symmetry as found on spiders • Identify body parts of a spider - abdomen, thorax, and number of legs • Produce a representation of a spider using sheet foam, pre-cut foam shapes, yarn, scissors and glue
<p>Guiding Principles - Part of The Maine Learning Results: Parameters for Essential Instruction</p> <p>The knowledge and skills described in the Maine Department of Education Regulation 132 support Maine students in achieving the goals established in Maine’s Guiding Principles. Identify principles addressed in this unit</p> <p> <input type="checkbox"/> Communicate clearly and effectively <input checked="" type="checkbox"/> Develop the habits of being a self-directed, life-long learner </p> <p> <input checked="" type="checkbox"/> Apply creative and practical approaches to solving problems <input type="checkbox"/> Engage in responsible and involved citizenship </p> <p> <input checked="" type="checkbox"/> Demonstrate integrative and informed thinking </p>	

Stage 2 – Assessment Planning

What type evidence will demonstrate student understanding of the objectives listed above in *Stage 1 Desired Results*?

Performance Task(s)/Project(s)

Performance Task/Project requires students to perform a task that results in a product (such as a sculpture or composition) or a performance (such as a concert or dance recital). Describe tasks where students will explain, interpret, apply, see from the points of view, empathize with, and/or reflect on their understanding. They are complex challenges that mirror the issues and problems faced by visual and performing artists. Ranging in length from short term tasks to long term multi-staged projects, they yield one or more tangible products and performances.

Task/Project

Students will create a work of art, including a colorful repeated crayon rubbing orb web pattern and a symmetrical multi-media representation of a spider.

Other Assessment Evidence:

What other evidence needs to be collected in light of objectives listed in *Stage 1 Desired Results*, which might include observations, prompts, checklists, work samples, quizzes, tests, rubrics, student self-assessments, and student reflections? Assessments need to reflect instruction.

Formative Assessments for Learning

- Oral responses to the essential questions
- Sketches of tangle, triangle, and orb webs
- Orb web relief rubbing plate showing radial and spiral design
- Class review/discussion of work in progress
- Drawings of 4 different spiders
- Spider model illustrating symmetry, and body parts

Summative Assessments of Learning

- Self-Assess using Spiders & Webs checklist and rating scale

Assessments and Exemplars:

Link to MAAI Resource Bank Assessment Planning Template, for specific, detailed, assessments and exemplars for this unit.

Stage 3 - Lesson Planning

What instructional sequences and learning experiences will enable students to achieve the objectives listed above in *Stage 1 Desired Results*?

Lesson Sequence and Instructional Experiences

List lessons in sequence and include daily topics/terminology.

1. *Spider Webs* – design in nature, radial design, spiral design, tangled web, triangle web, orb web, enlarge
2. *Materials, Techniques, and Processes* - bas relief, crayon texture rubbing, rubbing plate, tracing, symmetry
Spider Research – scientific illustration, observation drawing, symmetry, abdomen, thorax, 8 legs
3. *Crayon Texture Rubbings* – texture, rubbing, color mixing, color changing, color layering, light touch, heavy touch, exploration and experimentation
4. *Crayon Texture Rubbings and Spider Research* – continuation of lessons 2 and 3
5. *Review Rubbings and Research* – What does good work look like? exemplar, technique, quality, complete
6. *Spider Construction* – research reference, body parts, symmetry, shape, planning, sheet foam, cutting, gluing
7. *Spider Construction, Attach to Rubbing, Self Assessment* – 8 legs, composition and focal point, self assessment

Lesson Plans

Link to MAAI Resource Bank Lesson Planning Template, for specific, detailed, comprehensive lesson plans for this unit.