

**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			
<b>Title of Unit</b>	Wabanaki Double-Curve Designs: Printed Patterns		
<b>Curriculum Area</b>	Visual Arts	<b>Grade Level /Span</b>	Grade 1
<b>Date Created</b>	May 2014	<b>Time Frame</b> <small>(number of sessions, minutes)</small>	8 lessons, 45 minutes, 1 per week
<b>Developed by</b>	Brian McPherson	<b>Developer's email</b>	mcpersonb@link75.org
<b>Summary of Unit:</b>			
Write a short paragraph describing unit goals and curricular context.			
In this unit students will create a patterned print inspired by Native American Wabanaki double-curve designs. During the process the young artists will examine and analyze historic examples of double-curve designs created by the Wabanaki to decorate and enhance their cultural artifacts. This experience will lead the students to create personal interpretations of the double-curve designs that will be used as the central design motif for a repeat patterned print. Students will prepare their finished artwork for a class exhibition and reflect on their learning in a written response.			

### 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)

- NCAS VA Creating A: Students will initiate making work of art and design by experimenting, imagining and identifying content.
- NCAS VA Creating B: Students will investigate, plan and work through materials and ideas to make works of art and design.
- MLR VA B-1: Students use a variety of media, tools, techniques, and processes to create original artworks.
- NCAS VA Presenting B: Students will use a variety of methods for preparing their artwork and the work of others for presentation.
- NCAS VA Responding A: Students experience, analyze and interpret art and other aspects of the visual world.

**Secondary** (optional, not assessed)

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**Essential Questions**

Students will consider...

- What inspires people to make art?
- Why do artists use different materials, tools, techniques and processes for creating art?
- How do artists and designers make and use connections from various sources?
- How do artists appropriately use other's images and ideas?
- Why do people select things for display?
- How does art help us understand how people lived in different times, places, and cultures?

**Enduring Understandings**

Students will understand that...

- Artists' and designers' ideas develop out of life experiences and are explored utilizing inquiry methods including observation, research, and experimentation.
- Artists use different materials, tools, techniques and processes for creating art.
- Objects, artifacts and artworks collected by artists, museums, and/or other venues, communicate a record of social, cultural and political experiences; cultivation appreciation and understanding.
- People gain insights into the meanings of artworks by analyzing subject matter, compositional elements, use of media and context.

**Knowledge**

**Skills**

<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Artwork and artifacts from other cultures can be a source of ideas for artists.</li> <li>• Creating artwork requires planning and development.</li> <li>• Media selection affects the outcome of artwork.</li> <li>• The Elements of Art and the Principles of Design are used to analyze and talk about art.</li> <li>• Collections of artworks and artifacts are valuable sources of learning and inspiration for artists.</li> </ul> <p>Is prior learning required? If so, what is it? No prior learning is required</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Imagine, Investigate, Reflect and Construct.</li> <li>• Develop and Create an original, Wabanaki inspired, double-curve design patterned print.</li> <li>• Identify Elements of Art and Principles of Design found in Wabanaki double-curve designs and their own artwork.</li> <li>• Prepare their original patterned print for exhibition.</li> <li>• Communicate how Wabanaki Double-Curve Designs influenced their art making process.</li> </ul>
<p><b>Guiding Principles - Part of The Maine Learning Results: Parameters for Essential Instruction</b></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>X <input type="checkbox"/> <b>Communicate clearly and effectively</b>                      X <input type="checkbox"/> <b>Develop the habits of being a self-directed, life-long learner</b>  X <input type="checkbox"/> <b>Apply creative and practical approaches to solving problems</b>    X <input type="checkbox"/> <b>Engage in responsible and involved citizenship</b>  X <input type="checkbox"/> <b>Demonstrate integrative and informed thinking</b></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

In this unit students will create a patterned print inspired by Native American Wabanaki double-curve designs. During the process the young artists will examine and analyze historic examples of double-curve designs created by the Wabanaki to decorate and enhance their cultural artifacts. This experience will lead the students to create personal interpretations of the double-curve designs that will be used as the central design motif for a repeat patterned print. Students will prepare their finished artwork for a class exhibition and reflect on their learning in a written response.

**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 Essential Questions and class discussions
- Weekly review of student work in progress
- Student drawn copies of Wabanaki double-curve designs
- Original student composite sketches of double-curve designs
- Double-curve printing plate
- Rubbings of double-curve printing plate arranged in varied patterns
- Final double-curve patterned print

Summative Assessments of Learning

- Self-Assessed Wabanaki Double-Curve Design reflection

### 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. *Wabanaki Double-Curve Designs* - objects, artifact, artworks, collection, museum, curator, social, historical, cultural, political, religious
2. *Analyze Designs* – Elements of Art, Principles of Design, line, symmetry, composition, examine, analyze, context, media, purpose
3. *Composite Sketches* – composite, feeling, flavor, original, language, criteria, selection
4. *Printing Plate* – plate, relief, printing making, repetition, motif
5. *Pattern Development* – crayon rubbing, draft, pattern, mirror image, negative space
6. *Color Printing* – printmaking process, printing, impression, alignment
7. *Line Printing* – overprinting,
8. *Display Preparation and Reflection* – signing, edition, title, mounting, exhibition, reflection, self assess

### Lesson Plans

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