

Title of Unit	Silhouettes with Personal Meaning	Grade Level	5 th
Curriculum Area	Elementary Art	Time Frame	3-4 wks (1 class period per wk)
Developed By	Megan Tilley		
Identify Desired Results (Stage 1) Planning Unit With Democracy and Social Justice at the Center of Instruction Focusing on the National Network for Educational Renewal (NNER) Mission- The Four Part Mission of the Agenda for Education in a Democracy			
Equal Access To Knowledge	Enculturation in a Democratic Society	Nurturing Pedagogy- Safe and Caring for All	Stewardship of the Mission
What are you and your students doing in this unit to advance the Four-Part Mission? With which part(s) of the agenda does this unit connect most clearly and how?			
<p>Students will be working on silhouette projects that show something about themselves that they feel is important providing Nurturing Pedagogy that is safe and caring for all. We are also showing stewardship of the mission through the final assessment and to equal access by having an assignment that brings equal access to all while allowing for personal expression to be free and open.</p>			
Content Standards			
Content Standard: Art: (1.1) Visual arts connect multiple characteristics of art. (1.2) Visual arts communicate the human experience. (2.2) Specific methods of planning support the development of intended meaning. (3.1) Use artistic media and expression to communicate personal and objective points of view. (3.3) Apply an understanding of art processes and creative thinking to plan and create art. (4.1) Artists, viewers, and patrons assign intended meaning to works of art.			

Understandings		Essential Questions	
Overarching Understanding		Overarching	Topical
<ul style="list-style-type: none"> • What vocabulary words/characteristics can be used to describe the piece of artwork shown or that you created? • Why is it important to plan out what you want to do before starting on the final project? 		<ul style="list-style-type: none"> • Why do we plan first before starting our final project? • How do we describe artwork? 	<ul style="list-style-type: none"> • What is a silhouette? • What is the difference between 2-D and 3-D? • What media did you chose? • What art vocabulary words describe your work of art?
Related Misconceptions			
<ul style="list-style-type: none"> • What genre refers to... not just for describing types of music • A silhouette can only be 2-D. • What the 3-D refers to.... Height, width, and depth. 			
Knowledge Students will know...		Skills Students will be able to...	
<ul style="list-style-type: none"> • Define and identify silhouettes. • Know the difference between 2-D and 3-D. • Know and understand art characteristic vocabulary. 		<ul style="list-style-type: none"> • Write coherently about their work and why they chose to do the piece they did. • Create a 2-D and a 3-D silhouettes • Completely finish end of year assessment packet. • Work through the planning their work. 	
Assessment Evidence (Stage 2)			
Performance Task Description			
Goal	To provide students with the skills and vocabulary to coherently write about works of art by themselves and others. To provide students with the knowledge base to fill out and plan their piece for the final assessment packet.		
Role	Students role are to explore what is important to them and depict it in a simple way, a silhouette, and do their best to fill out the assessment packet.		
Audience	Students will share their work at the end of the unit if they wish with the rest of the class. Projects and assessment packets will be turned into the teacher.		
Situation	Individual work.		
Product/Performance	Follow the guidelines for each assignment of the silhouettes (2-D and one 3-D).		

<p style="text-align: center;">Standards</p>	<p>Content Standard: Art: (1.1) Visual arts connect multiple characteristics of art. (1.2) Visual arts communicate the human experience. (2.2) Specific methods of planning support the development of intended meaning. (3.1) Use artistic media and expression to communicate personal and objective points of view. (3.3) Apply an understanding of art processes and creative thinking to plan and create art. (4.1) Artists, viewers, and patrons assign intended meaning to works of art.</p> <p>Literacy: Write clearly and coherently for a variety of purposes and audiences.</p> <p>21st Century Skills: Planning and reflecting. Cooperative learning for a common purpose.</p>
<p>Other Evidence</p>	
<p>See individual lesson plans.</p>	
<p style="text-align: center;">Learning Plan (Stage 3)</p>	
<p>Where are your students headed? Where have they been? How will you make sure the students know where they are going?</p>	<p>Students have been learning throughout the year how to plan out their work and the vocabulary to describe the characteristics of artworks. Students will be assessed at the end of the unit through completion of a packet that will tie all their knowledge together and show how they go through their planning process and write about their piece.</p>
<p>How will you hook students at the beginning of the unit?</p>	<p>PowerPoint of examples of silhouette pieces. If students wish to do some research they can but they will need to complete each piece in a class period or two.</p>
<p>What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?</p>	<p>Demos will be given for every assignment with further circling around the room to help each individual student as needed. Students are encouraged to look for inspiration and plan out their piece well before doing the final attempt.</p>
<p>How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?</p>	<p>Students will have to write a final artist statement explaining why they chose to do what they did and also why it is important to them. Students will also use cooperative reflection process that will help improve their work as well as help their cooperative learning skills.</p>
<p>How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?</p>	<p>There will be a quick pre-assessment “quiz” to show me what they know on day one. The rest of the classes in the unit will have a warm up that checks for understanding that will be handed in each day.</p>

<p>How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?</p>	<p>Each assignment is given freedom for creation with simple guidelines. This allows each student you personalize their journey with their silhouette and allows the class to see the many different interpretations that can be made from the same assignment.</p>
<p>How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?</p>	<p>Each assignment will build on the previous that will allow each student to discover new capabilities when comparing 2-D and 3-D versions of silhouettes. The first assignment is to a 2-D silhouette that shows something about them that is presented with a background behind it. While the second assignment is to take their silhouette and cut it out to create a 3-D version of sorts that will be free standing.</p>

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development
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