

Unit: ***Jungle Books***
Lesson Plans for the Week of 1/6/14

Grade Level: Elementary-3rd Grade

Objectives	Procedures/ Curriculum	Materials	Evidence of Learning
<p>Big Idea : Environment/setting</p> <p>Essential Questions: Where do artists find their inspiration? How is our environment/setting like a jungle?</p> <p>Objectives: -Students collage/paint the "jungle" that inspires them -Students create artist books/journals inspired by their personal jungle ('asphalt jungle,' or forest/jungle), using their jungle collages -Students build techniques in collage (cover design) and bookmaking</p> <p>Vocabulary: <i>Setting, Artist's Book, Asphalt Jungle, Signatures</i></p> <p>Artist References: Henri Rousseau ("The Monkeys") Charles Sheeler ("Windows") Georgia O'Keefe ("Radiator Building") L S Lowry ("Coming from the Mill")</p>	<ul style="list-style-type: none"> • Hook: Teacher will show a short presentation on setting, artistic references to jungles, and artist books; Class will discuss their personal jungles • Students will be instructed on creation of a cover design • The class will sketch cover designs on their planning worksheet • Students begin creation of covers on final paper • Upon completion of student book cover designs, the teacher will instruct the class on building covers with glue and cardboard • Students will fold <i>signatures</i> of paper • Teacher will staple signature using a heavy duty stapler • Students will glue their signatures inside their books • With pieces complete, students will be asked to reflect on the process in their newly created artist's books; Students will describe the process used, and the feelings they have about their personal jungle, and the inspiration it brings • The teacher will lead a class critique on students' final pieces, where students will discuss aesthetics of the class' pieces (use Art Critique poster/handouts) 	<ul style="list-style-type: none"> • PowerPoint or Prezi on artist books and • White drawing or computer paper for pages, pre-cut to size • Colored, scrap paper or wallpaper • Heavy duty stapler • Planning worksheet • Cardboard/hardboard, pre-cut for covers 	<ul style="list-style-type: none"> • Check planning document • Reflection in artist's books • Class critique • Final product rubric
<p>Standards: National Standards- 1. Content Standard: Understanding and applying media, techniques, and processes Achievement Standard: Students a. select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices b. intentionally take advantage of the qualities and characteristics of *art media, techniques, and processes to enhance communication of their experiences and ideas 3. Content Standard: Choosing and evaluating a range of subject matter, symbols, and ideas Achievement Standard: Students a. integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks b. use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks 5. Content Standard: Reflecting upon and *assessing the characteristics and merits of their work and the work of others Achievement Standard: Students a. compare multiple purposes for creating works of art b. analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry PA State Standards- 9.1.5 C. Know and use fundamental vocabulary within each of the arts forms. 9.3.5 A. Identify critical processes in the examination of works in the arts and humanities</p>			