

**Backward Design Unit Plan:** Change: Reinventing Perceptions of Concepts & Self

**Grade:** Three

**Time:** 36, 35-minutes class periods

**Resources:** listed at the end of this document

<b>Stage 1 – Desired Results</b>	
<p><b>Big Idea:</b> Change - Through art and creating, people can explore and reinvent their perceptions of themselves and of concepts they have about themselves.</p> <p>Sometimes people feel compelled to change or reinvent their understandings of concepts, things, places, or even themselves. People can use art to explore and express their reasons for such ambitions as well as their methods of approaching such reinventing attempts. Through art and the act of creating, people can reflect on the potential or achieved efficacy of reinvention attempts and can use these reflections to make further quality decisions and artistic creations.</p>	
<p><b>National Core Arts Standards</b> aligned with all at least once throughout the semester-long unit</p>	
<p><b>Essential Questions &amp; Enduring Understandings (Students will understand that...)</b></p> <ul style="list-style-type: none"><li>-What do people feel compelled to reinvent? People sometimes feel compelled to reinvent self, place, ideas, processes, and objects. Artists provide or respond to constructive critique of artwork, refining ideas or work as they practice.</li><li>-Why do people feel compelled to reinvent self, something, or someplace? Necessity or desire can lead one to reinventing self, place, ideas, processes, and objects. People can reinvent for many reasons like entertainment, learning, or growth.</li><li>-How can people use art and the act of creating to reinvent self, things, people, and places? People reinvent through creative means, envisioning other options, engaging and persisting with ideas, and stretching and exploring new ideas, further developing creativity, innovative thinking, and habits of mind through various studio art experiences. Artists make careful and deliberate decisions in how to present their creative, innovative ideas in a meaningful manner to others.</li><li>-What do people accomplish when they change or reinvent self and place or contemplate reinvention of self and place through art? People can change self, place, and things in various ways through artmaking and the act of creating, or they can contemplate such ideas by observing, reflecting upon, and responding to the artwork and processes of others. Artists can bring about change in others through meaningful messages in and presentation of their art or artistic processes. Through the art viewing or artmaking processes, people can reflect on the efficacy of an idea and make further decisions accordingly.</li><li>-How are others affected by one person's changes and reinventions as expressed through art? One person's actions, changes, and creations can affect another person, place, or thing in some even mildly distinguishable way.</li></ul>	
<p><b>Students will know...</b></p> <ul style="list-style-type: none"><li>-various ideas and reasons for reinventing self and place.</li><li>-various methods for reinventing self and place.</li><li>-that one can contemplate personal ideas of change through the act of creating art and</li></ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"><li>-explore, develop, and present ideas about reinvention of self.</li><li>-explore, develop, and present ideas about reinvention of place.</li><li>-use art, envisioning, and the act of creating to</li></ul>

<p>through the artwork of others.</p> <ul style="list-style-type: none"> <li>-that change and its potential effects can be explored through art and the act of creating.</li> <li>-that experimenting with media and ideas is a quality learning experience and develops necessary creating thinking and life skills.</li> </ul>	<p>reflect on inventive ideas and their potential for or achieved efficacy.</p> <ul style="list-style-type: none"> <li>-offer kind, helpful, and critical feedback on peers' artwork and respectfully accept feedback as an opportunity to learn.</li> <li>-envision and explain how one artist's work about self and place can affect the actions, choices, and creations of another person.</li> </ul>
<p><b>Stage 2 – Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>-Students will work collaboratively and independently to examine and respond to a diverse selection of artworks about change and perceptions and concepts of self and place.</li> <li>-Students will create artworks about self and place that visually represent their potential or desire for understanding perceptions and concepts of self.</li> <li>-Students will show personal reinvention ideas in their art about self and place.</li> <li>-Student will present and explain their artworks and ideas about change or reinvention to others.</li> <li>-Students will respond to their own artwork and to the work of others.</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>-Students will show careful craftsmanship with selected media and techniques.</li> <li>-Students will complete their work based on their own intentions and ideas and with input from peer feedback.</li> <li>-Students will share their artworks and their ideas about change or reinvention with others in a meaningful manner.</li> <li>-Students will explain their purposes and intentions for their reinvention ideas as well as their anticipated results.</li> <li>-Students will respectfully give and receive kind, helpful, and critical feedback on art about change.</li> </ul>
<p><b>Stage 3 – Learning Plan</b></p>	
<p><b>Learning Activities and Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Students collaboratively and independently observe, analyze, and respond to a diverse selection of objects, artifacts, and artworks about change, self, place, and concepts.       <ol style="list-style-type: none"> <li>a. Teacher provides student access to a diverse selection of artworks, artifacts, and objects that represent change in various times and places for guided viewing and discussion with students. (ppt, student show, museum, murals)</li> <li>b. Students compare and contrast how an artwork can be about change itself or how it can be meant to encourage change in or among others (think-pair-share discussion, journal)</li> <li>c. Students identify, examine, and discuss various artists' approaches to representing change or to bringing about change through art and the artistic processes. (discussion, journal)</li> </ol> </li> <li>2. Students create artwork in which they explore personal ideas of change and reinvention of perceptions and concepts of self through diverse artistic techniques, subjects, and media.       <ol style="list-style-type: none"> <li>a. Students compare/contrast and discuss artistic techniques, subjects, and media for creating artwork about change. (Venn discussion, journal)</li> <li>b. Students brainstorm lists of topics, methods, and media, with which to produce meaningful artwork about change in self and place. (journal)</li> <li>c. Teacher provides guided instruction and practice on student-selected techniques. (demonstration-lecture, guided practice)</li> <li>d. Students create artworks that communicate something they find very meaningful about perceptions and concepts of self. (studio work time)</li> </ol> </li> <li>3. Students investigate details about self and significant places and concepts in their daily lives through the artwork and processes of others and through their own art and creative processes.       <ol style="list-style-type: none"> <li>a. Students speculate the usual and expected as well as potential elements of change in artwork by other artists about other people and places. (think-pair-share, guided discussion)</li> <li>b. Students document and examine routines and expectations on personal to global scales,</li> </ol> </li> </ol>	

- envision the effects of change on such routines, reinvent a portion of these routines through art, and then reflect on the efficacy of such routines as expressed and explored through art and artmaking. (stretch & explore, observe)
- c. Students investigate other people, times, and places through art and discuss the change that has come about since or even because of the artwork being examined. (guided discussion, sorting and grouping images activity)
4. Students present their artwork to others in a meaningful way and explain their personal significance of understanding and change in perceptions and concepts of their public and private selves.
    - a. Students express a significant meaning in their art about change and the idea of reinventing perspectives and concepts of self. (know self)
    - b. Students choose exhibit sites that effectively align with or emphasize the elements of understanding and change portrayed in their art. (observe, envision, know community)
    - c. Students examine and explain the effectiveness of location in supporting the meaningfulness of their artwork. (why does my art *fit* here?, know community)
  5. Students connect with their own art and ideas as well as the art and ideas of others through critical viewing, analyzing, and interpreting of artwork.
    - a. Students select and organize three different peer artworks in a sequence that is logical and meaningful to them and then explain and support the significance of their decisions using evidence from the artworks selected.
    - b. Students write artist statements using art vocabulary to explain their artistic choices in content, technique, and media and to explain how these choices were inspired by the work and ideas of other artists.
    - c. Students display their artist statements with their artworks.

**What will students have to know, understand, and do to achieve success in these learning activities?** Students will have to understand that art can be used to examine an element of public and private self, that it can portray an element of change in perceptions and concepts of self, or can petition for an element of change in or among others. They will need to know their own ideas for change and reinvention, various techniques for creating artworks, and a plan for exploring and expressing their ideas through art and the artistic processes. Finally, students will have to reflect upon their own artistic achievements in meaning making and then present their work in a manner that allows others to interpret the intended meanings, ideas, and inspirations of the artworks.

<b>Know:</b> (vocabulary, media, resources)	<b>Understand:</b> (concepts, strategies, goals)	<b>Do:</b> (tasks, skills, behaviors)
<b>tier 1 words</b> creativity entertainment objects place present self <b>tier 2 words</b> collaborate desire express growth necessity <b>tier 3 words</b> efficacy habits of mind perception	<b>tier 1 words</b> change compare / contrast <b>tier 2 words</b> artist statement artistic process constructive criticism develop craft engage examine explore observe reflect reinvent stretch <b>tier 3 words</b> analysis	-work effectively alone and with others -reflect on artwork and artistic processes of self and others -contemplate and explore new ideas -choose and apply artistic ideas and techniques -create personal artwork -express meaning in artwork -persist at working through challenges in art and artmaking -give and receive constructive and respectful critique -share artwork with others -write an artist statement -respond to the work of peers in

understand arts worlds	contemplate envision innovative thinking interpret persist refine	a meaningful manner
<b>NOTE:</b> Tier 1 words are those with which students are already quite familiar but need to know as key content associated with this unit.	<b>NOTE:</b> Tier 2 words are those with which students may be familiar but need to be taught as they specifically apply to this unit.	<b>NOTE:</b> Tier 3 words are those with which students are not yet familiar and need to be taught the specific definition and use of as they apply to this unit.
<b>Assessment Plan</b>		
<b>Formative Assessment Plan:</b> student self-critique forms standards-based holistic checklist	<b>Summative Assessment Plan:</b> standards-based holistic rubric	
<b>Instruction Plan</b>		
<p><b>Lesson 1: Ice Breaker – Reinventing the Usual</b></p> <ol style="list-style-type: none"> <li>reinventing drawing process, tools, techniques (stretch &amp; explore)</li> <li>fun with rethinking and redesigning (stretch &amp; explore)</li> <li>share and discuss discoveries and new ideas with whole class</li> <li>reaffirm pros, cons, and safety of such explorations</li> </ol> <p><b>Lesson 2: A Day in the Life of Me</b></p> <ol style="list-style-type: none"> <li><i>Storyboard / Comic Strip Activity:</i> based on Emerson &amp; Horton, 2015, <i>SchoolArts</i></li> <li>changing self; change one part of your daily routine: reflect on the effects of such</li> <li>track your typical school day in notes, sketches, photos, blogs, podcasts</li> <li>compare / contrast to the art of graphic novels: changing the usual way of doing it changing the technique and style of creating art / literature</li> <li>graphically document your usual day; storyboard, comic strip, or illustrated timeline or journal; watercolor paint images</li> <li>choose one part of your daily routine that, if changed, could make a big difference in the rest of your day; envision what would happen if you were to change that one part of the day; try out the change for a day to see what happens; reflect on the changes and how they affected you and others around you</li> <li>rework the image representing your deliberate change idea; reflect on the accuracy of the images before and after the changed image; change other images as needed</li> <li>write artist statement that explains how making one deliberate change in your daily routine affected other parts of your daily routine; display with storyboards</li> <li>EXTENSION: discuss one community or global routine as expressed through art, the possible changes that could affect that routine, and the potential of changes in that routine (recycling, education, social networking)</li> <li>OPTIONAL EXTENTION: in the manner of photojournalism, document a different day/place in your life and explore possible changes and their potential effects on changing or reinventing yourself or that place</li> <li>OPTIONAL EXTENTION: Make Flipbooks - Use a free app such as FlipBook Lite or Animator Free to make a flipbook animation of one of your favorite (simple) things to do like swing, dribble a ball, run,.</li> </ol> <p><b>Lesson 3: Redirecting the Spotlight</b></p> <ol style="list-style-type: none"> <li><i>Altered Book Activity:</i> inspiration from Scieszka &amp; Barnett's <i>Battle Bunny</i></li> <li>What happens when we change and reinvent the work of somebody else for our own</li> </ol>		

purposes?

- c. rewrite or reinvent a children's story from your personal perspective; reinvent the main character; express one of your fantasies through the *new* main character
- d. edit illustrations accordingly; new story must include elements of original story and personal additions; new story must make sense
- e. share books and stories with students in other classes; respond in a podcast to the work of others; refine your work according to your peer feedback
- f. share rewritten books with student body in library
- g. Appropriation Activity: Mixed media collage art with a personal meaning using pop culture objects and images.
- h. What happens when we do NOT change the work of somebody else but reinvent one's perspective of it by changing its purpose through art?
- i. Make collage art using pop culture images and/or objects that expresses meaning or function differently than original intended by the objects' developers.
- j. Respond to how your perspective or understanding of an object (or time or culture) changes when the cultural object (or image of it) is used in a reinvented way.
- k. EXTENTION: mix and match text and images; add text to image on Pixlr; choose image, idea, word, and font wisely; make a series of 3 or more based on one theme; use the combination to change or question the meaning of one or both of the items

#### **OPTIONAL EXTENSIONS**

##### **Lesson 4: A Day in the Time of Me**

- a. Art History Activity: How did kids my age do things a long time ago compared to today?
- b. do a docent-guided walking tour of the city murals that tell pieces of history about our town; photograph each mural we learn about
- c. assign one mural per pair of students; students must learn the story of that mural well enough to retell later
- d. students envision third graders / yourself as part of the life portrayed in that image of that time and place; consider context, content, and what makes sense in that time and place; pose and photo yourself accordingly; paste self in image of the past
- e. retell the actual history represented in your mural; embellish story with your role in it
- f. compare this altered history creation to a photograph of student in the same or similar pose and location as it exists today; reflect on how the meaning of the images are effected by the time lapse alterations of self and place, show change
- g. How does one's interpretation of the meaning of an artwork change when the work's historical details are changed, altered, or just plain inaccurate?
- h. Depot Museum Activity: How did others do things a long time ago compared to today?
- i. examine and reflect upon the tools, objects, and artifacts of our past local culture; explore the lifestyle and times of those who once used these old tools; compare these antique tools to tools used for similar tasks today; compare the tasks also
- j. object scavenger hunt – find and sketch your team's three assigned objects; identify each object's original function; student one explain the use of the object from the mom/dad's perspective; student two explain from the historian's or antique collector's perspective why this object is important to preserve; student three describe from your own perspective an object from today's time that compares to the antique one; rotate roles for other two assigned objects
- k. share your team descriptions of only one of your assigned objects; class guesses after each role which of your three assigned objects you are describing
- l. discuss how tools and objects have changed over time, why it is important to preserve these things, and how we decide if something is important enough to save
- m. rework the sketches of your three objects showing many important details and using a

shading technique

- n. EXTENTION: How will kids my age do things 30 years in the future?
- o. redesign one of todays products to better meet your personal needs; if there is no such product in existence, invent it yourself; draw your idea in great detail
- p. share with and explain to others

**Lesson 5: A Day in the Place of Me**

- a. *Design Your Perfect Place Activity:* draw a design of a place (classroom, house, bedroom, any room) that would be just perfect for you and have you could ever want
- b. share work and explain it to others; discuss possible verses fantastical ideas
- c. *Redesign School's Playground:* student teams redesign school's playground
- d. student teams invent their own playground landscape companies (optional extension-design company logo)
- e. have a guest landscaper walk students around the playground explaining what landscape designers need to know in order to design a playground
- f. reinvent the playground and equipment through art into someplace fun, safe, and easily manageable
- g. teams plan then sketch new playground designs; present individual ideas to teammates; team collaborates on what elements will be in final team design idea; all draw new collaborative design
- h. use paper, tag board, and other 3-D objects to construct a maquette based on the team's playground blueprint
- i. EXTENTION: make videos of playground design presentations as if you are trying to sell your design and company services for an real project; share videos with administration (only if they won't actually come when I invite them)
- j. Should children have any say on the design of spaces meant for their use?

**Resources and Materials:**

(Art/Artists, Artifacts, Objects) Go to <http://tahoart7.weebly.com/references.html>

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