

<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> <ul style="list-style-type: none"> <li>a. reinventing drawing process, tools, techniques (stretch &amp; explore)</li> <li>b. fun with rethinking and redesigning (stretch &amp; explore)</li> <li>c. share and discuss discoveries and new ideas with whole class</li> <li>d. reaffirm pros, cons, and safety of such explorations</li> </ul> <p><b>Lesson 2: A Day in the Life of Me</b></p> <ul style="list-style-type: none"> <li>a. <u>Storyboard / Comic Strip Activity</u>: based on Emmerson &amp; Horton, 2015, <i>SchoolArts</i></li> <li>b. changing self; change one part of your daily routine: reflect on the effects of such</li> <li>c. track your typical school day in notes, sketches, photos, blogs, podcasts</li> <li>d. 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>e. graphically document your usual day; storyboard, comic strip, or illustrated timeline or journal; watercolor paint images</li> <li>f. 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>g. 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>h. 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>i. 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>j. 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>k. 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> </ul> <p><b>Lesson 3: Redirecting the Spotlight</b></p> <ul style="list-style-type: none"> <li>a. <u>Altered Book Activity</u>: inspiration from Scieszka &amp; Barnett's <i>Battle Bunny</i></li> <li>b. What happens when we change and reinvent the work of somebody else for our own purposes?</li> <li>c. rewrite or reinvent a children's story from your personal perspective; reinvent the main character; express one of your fantasies through the <i>new</i> main character</li> <li>d. edit illustrations accordingly; new story must include elements of original story and personal additions; new story must make sense</li> <li>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</li> <li>f. share rewritten books with student body in library</li> <li>g. <u>Appropriation Activity</u>: Mixed media collage art with a personal meaning using pop culture objects and images.</li> <li>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?</li> <li>i. Make collage art using pop culture images and/or objects that expresses meaning or</li> </ul>	

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 today's 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 versus 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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