

Enduring Idea: Celebration

Integrated Discipline: English Language Arts

Unit Title: Chandelier Shindig

Unit Designer: Molly D. Chance

Unit Description: "There's a party goin' on right here
A celebration to last throughout the years
So bring your good times and your laughter too
We gonna celebrate your party with you"

Celebration is a song that was released in 1980 created by Kool & the Gang. Despite this song creeping up on its 35th year anniversary, its lyrics describe a timeless tradition of joining together to socialize, remember, honor, or just have fun. Often packed with tradition, celebrations can be intimate and private, or open and public. In this unit, learners will share personal experiences of celebrations. Learners will reflect on what made these occasions memorable and how they felt during the celebration. Learners will also describe possible reasons for celebrations and will discuss why celebrations have been an important part of history. Lastly, learners will look at two different chandeliers and will create both a fictional story and an invitation about a fictional celebration at the house where each of the chandeliers reside.

- Images:**
1. CMA 1991.21
- *Once Removed: Camorla*, Heidi Darr-Hope, 1990
 2. CMA 1995.14
- *Chandelier*, Antonio Salviati, 1880-1890, hot-worked and hand-blown glass, wood inserts, and iron supports
 3. CMA 2010.4
- *Untitled*, Dale Chihuly, 2009-2010, hot-worked and blown glass, metal, and wire

Key Concept: Establishes the rites and rituals of culture and community.

Essential Question: What rites and rituals do different cultures or communities celebrate?

- CCSS Art:**
1. VA3-2.3 Select and use various elements and principles of design to communicate his or her ideas and feelings in works of visual art.
 2. VA3-3.2 Select and use subject matter, symbols, and ideas to communicate meaning through his or her artworks.
 3. VA3-4.2 Discuss specific works of visual art in relationship to the technologies, tools, and materials used by the artists.

- Integrated CCSS:** Language Arts
1. 3-4.1 Generate ideas for writing by using strategies such as graphic organizers, discussion, and literary models.
 2. 3-4.3 Use a variety of words to make writing interesting.
 3. 3-4.6 Use proofreading to edit for previously learned conventions.
 4. 3-5.2 Create descriptions of objects, people, places, or events, such as those related to South Carolina

- Learning Outcomes:**
1. The learner will clearly and specifically describe examples of celebrations.
 2. The learner will write two short stories based on the chandeliers of Antonio Salviati and Dale Chihuly.
 3. The learner will create an invitation for one of their fictional stories utilizing the design of one of the chandeliers for inspiration.
 4. The learner will participate in both a self and group critique reflecting on how their image visually represents celebration.

Motivator: Learners will listen and dance to several popular songs often played during celebrations. After the completion of the songs, learners will describe how they felt while the music was playing. Learners will also describe events where this music would be appropriate. Learners will be shown *Once Removed: Camorra*. Learners will describe what they see and the similarities and differences of the painting and the

songs previously listened to. Learners will use the artwork to further explore celebrations.

1. Who celebrates?
2. Why do we celebrate?
3. What do we celebrate?
4. Is it important to celebrate?
5. Does everyone celebrate in the same way?

Day Breakdown: *Based on eight 50 minute class periods

Day 1: Motivator (see above)

Day 2: Learners will look at the chandeliers by Antonio Salviati and Dale Chihuly. Learners will analyze both artworks, describing them using elements of art and principles of design. Learners will also begin to hypothesize the purpose of these artworks, as well as who would have owned them. After the discussion, learners will watch a video about Chihuly's glass blowing workshop. If time remains, learners will share their reactions about glass-blowing techniques.

Day 3-4: While looking at the two different chandeliers, learners will develop a fictional residence for both of the chandeliers. Learners will need to describe what kind of building/home it is in, where the building/home is located (country, city...), who owns the building or house. Learners will use the remainder of Day 3 and all of Day 4 to write two short stories. Each story will describe a fictional party at each chandelier residence. Learners will use each chandelier to describe the guests that are present, what they might wear, and the theme or reason for the celebration.

Day 5 and 6: Learners will review the short stories created on Days 3 and 4. Learners will choose one of their short stories. Learners will create an invitation to the party described in their chosen short story. The teacher will show several different examples of contemporary invitations and will discuss the career of a graphic designer with learners. While creating their invitation, learners will need to consider the theme of their celebration, the intended guests, text that will be included, colors and composition. During this time, the teacher will also distribute the project rubric.

Day 7: Learners will participate in a final group critique, as well as an individual critique to reflect on their artworks, as well as the successes and attempts at visually depicting the enduring idea of celebration through creating their invitations. The learners will

need to review the rubric in order to assess their progress, as well as that of their peers.

Day 8: Learners will use this day for making any final edits to their artworks. Any learner who has not finished their self-critique may also take this time to finish. By the end of the class period, all learners will be required to submit a final artwork and both short stories.

Materials:

- Notebook paper
- Pencils and erasers
- Cardstock
- Colored pencils
- A variety of papers (construction paper, magazine clippings, newspaper...)
- Scissors
- Glue

Resources:

1. Music suggestions:
2. Elements of Art and Principles of Design resources:

Assessment:

- Short story rubric
- Studio participation rubric
- Project rubric
- Self-critique