

**Enduring Idea:** Celebration

**Integrated Discipline:** Math

**Unit Title:** Its Icing on the Cake

**Unit Designer:** Molly D. Chance

**Unit Description:** It was popular when I was in elementary school to throw your birthday party at the local skating rink. Listening to the music, talking with friends, and feeling the wheels over the carpet as you rolled from the rink into the arcade. Despite all of the fun and excitement, the number one question on everyone's mind, adults and children alike, was "When is it time for cake?" What would a birthday party be without the cake or presents? What could Christmas be like if you didn't gather around the Christmas tree with your family. What would a graduation be without the cap and gown? Or a Super Bowl party without a football? In this unit, learners will study the various materials and objects that play a role in celebrations. Learners will choose a material/object often used or seen in celebrations and will create an assemblage using both found and hand-made objects.

**Images:** 1. CMA 1953.37  
2. CMA 1997.6  
- Revolving Luncheon Tray, Augustus Welby Northmore Pugin, original design 1849; shown example executed in 1878, tin-glazed earthenware

**Key Concept:** Celebrations are often accompanied by certain materials and objects.

**Essential Question:** How are certain materials/objects important to celebrations?

**CCSS Art:** 1. VA3-1.3 Use and combine a variety of materials, techniques, and processes to create 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. VA3-4.1 Identify and discuss specific works of visual art created by artists from South Carolina as belonging to a particular time, culture, and place.

**Integrated CCSS:** Math

1. 3-5.2 Use appropriate tools and units to measure objects to the nearest unit: length, liquid volume, weight.

**Learning Outcomes:**

1. The learner will clearly and specifically describe objects associated with celebrations.
2. The learner will create a life-sized object using cardboard, utilizing correct proportions and reflecting a chosen celebration.
3. The learner will use their cardboard object to create an assemblage reflecting on objects and symbols that make their chose celebration personally meaningful.
4. The learner will participate in both a self and group critique reflecting on how their image visually represents celebration.

**Motivator:** The teacher will read "Curious George and the Pizza Party", by Margret and H.A. Rey. The learners will describe parties/celebrations that they have gone to in the past. The learners will also reflect on materials/objects that were included in the celebration (food, decorations, outfits worn, gifts...) Learners will reflect on how these materials/objects are used and will describe their importance in the celebration. The learners will also hypothesis what celebrations will be like without these essential items. With the remainder of class period, the learners will choose one object commonly associated with a celebration (i.e. a birthday cake, balloon, graduation cap...) Once learners have chosen their item, they will need to share it with the teacher.

**Day Breakdown:** \*Based on ten 50 minute class periods

Day 1: Motivator (see above)

Day 2 and 3: The teacher will introduce assemblages through the artwork of South Carolina artist Kirkland Smith. To create the base of their assemblage, learners

will begin constructing their cardboard cutout of their chosen object. Learners will take turns using a projector to trace an outline of their image making it life-sized. Learners will have the option of cutting their image out or leaving the background to paint it a solid color during a future class period. During this time, the teacher will distribute the rubric and will review it with learners.

Day 4: Learners will choose one color for the base of their cardboard object. If learners have opted to keep their background, they may choose another color for their background. Learners will use the class period to paint one solid layer on their object/background.

Day 5-8: Learners will choose from a variety of found objects (also can be brought in from home) to apply to their object in order to create an assemblage. If learners cannot find objects that they would like to include or find personally meaningful, they will also have the option of sculpting objects from polymer clay. The teacher will circulate the classroom, assessing learner progress and will address any questions or concerns.

Day 9: 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 objects and materials. The learners will need to review the rubric in order to assess their progress, as well as that of their peers.

Day 10: 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.

**Materials:**

- Cardboard
- Scissors
- Tacky Glue
- Polymer clay
- Pencils and erasers
- Acrylic paint
- Paintbrushes
- Paper towels
- Paint palettes
- Toaster Oven

- Resources:**
1. "Curious George and the Pizza Party", Margret and H.A. Rey
  2. Works by Kirkland Smith

- Assessment:**
- Studio participation rubric
  - Project rubric
  - Self-critique