



Name: Maggie Zheng

Grade Level: 3/4

Guiding Teacher: Joyce and Kim

Number of Students: 24

Personal Statement: Being an art teacher that is not just a source of art techniques and knowledge, but also a catalyst for creating conditions that encourage students to use their own ideas for art-making. The foundation for my teaching approach is the belief that the essential goal of an education is to promote self-initiated learning.

Unit Statement

In this series of lessons, students will depict the city of Los Angeles and its history using abstract and representational techniques. We will think about LA's contemporary form, define settler colonialism, and research the culture of the Tongva/Gabrieleno people who originally inhabited this land. The students in Mrs. Friedman and Mrs. Morchower's classroom are already engaged in learning about Tongva/Gabrieleno culture.

I will begin my unit by having the students make and design their own sketchbooks. Following, I will teach students how to create an abstract landscape using oil pastels and watercolors applied with homemade brushes. The landscapes will be based off of LA landmarks of their choosing (to help, there will be a list of suggestions.) I will also teach one-point perspective and provide art historical examples of abstract drawing versus perspectival drawing. The unit will culminate with with a lesson on coil baskets made from clay, inspired by those made by Tongva peoples.

The work should all be completed by their Open House Day so it can be showcased. Students will also be encouraged to write and take notes alongside their drawings.

Lesson 1: Sketchbooks

Lesson Goal: Students will be making their own personalized sketchbook for taking notes on what we have learned, documenting Los Angeles and its history.

Standards:

1.4 Analyze and describe how the elements of art and the principles of design contribute to the expressive qualities of their own works of art.

4.1 Explain the intent of a personal work of art and draw possible parallels between it and the work of a recognized artist.

Objectives:

Formative: I will walk around classroom and observe to ensure students are progressing.

Summative: I will look over the sketchbooks once students complete them. Make sure each one has a name and displays personality. I will ask students to push themselves further if I find the sketchbook cover looks like it could use more work. (i.e. Scribble! Try using your favorite color to spice up the cover!)

Strategies: Students acting up can help pass out materials. I will be sure to spend more time with any students who are struggling to complete the assignment.

Materials and Resources:

Sample sketchbook

Drawing Paper (~10 sheets per student) + one sheet of watercolor paper

Sketchbook covers

Saddle Staplers or Yarn

LESSON 1, DAY ONE: SKETCHBOOK-COVER MAKING, GETTING TO KNOW EACH OTHER

TEACHER	STUDENT
Introduction and explanation for students of the purpose of the lesson (15 min) <ol style="list-style-type: none">1. Introduce myself to the class.2. Go around and have each person say their name and their favorite place in LA.3. Together, we will brainstorm a list of classroom expectations, which I will proceed to write neatly on a large piece of poster paper. The list should include something about respect, positivity, hardwork, and fun. Ask students what they value in a classroom and what they think would make the learning environment most successful.4. Explain that today's lesson will be sketchbook making.	<ol style="list-style-type: none">1. Listen2. Say name and favorite place to class.3. Brainstorm classroom expectations.4. Listen.

<p>Teacher modeling and demonstration (3 min)</p> <ol style="list-style-type: none"> 1. Show examples of a finished sketchbook and pass around the examples. Talk about how the sketchbooks they make will be used for note-taking, sketches, and jotting down thoughts. <p>Guided practice(15 mins)</p> <ol style="list-style-type: none"> 1. Together, fold paper sandwich style 2. Show students how to assemble their sketchbook by placing the paper on top of the pre-folded book covers. 3. Show students how to use yarn to tie together pages of sketchbook <p>Practice -- independent, partner, group(10 min)</p> <ol style="list-style-type: none"> 1. Ask students to creatively write their name on the outside and inside of their sketchbook and to decorate their sketchbooks using materials available in the classroom. 	<ol style="list-style-type: none"> 1. Look at examples and listen. 1. Fold paper 2. Assemble sketchbooks 3. Tie sketchbook together using yarn 1. Personalize sketchbooks.
<p>Closure³ (5 min)</p> <ol style="list-style-type: none"> 1. Explain to students that these sketchbooks are theirs and they can write/draw whatever they want to in them. There is no “right” or “wrong” for what they can put in the sketchbooks, however, we will be using the sketchbooks for other lessons. 2. Cleanup: Create a pile of for extras of each material by the door and ask one representative from each group to leave them in the proper pile as they exit the room. 	<ol style="list-style-type: none"> 1. Listen and use sketchbooks as much as students want, but remember to save a few pages. 2. Each group picks a representative to take their extras.

** IF there is not enough time, students will just create the sketchbook covers and I will put together the sketchbooks on my own time.

Following this lesson, I will teach students how to sketch. Using the projector, I will first demonstrate how to look at objects and draw from it abstractly.

Then, we will look at an image with perspective and sketch it. Since the theme is landmarks of Los Angeles, I will sketch my favorite: the Griffith Observatory. I will provide six other options for the students to draw: the LaBrea Tar Pits, Olvera Street, and others depending on the teacher’s suggestions.

LESSON 1.1: Zine-Making #2 with Collage

Materials:

Newsprint (18" x 24")

Scissors

Art book covers and other found collage materials

Glue

TEACHER	STUDENT
<p>Introduction and explanation for students of the purpose of the lesson (7 min)</p> <ol style="list-style-type: none"> 1. Greet class. Show class collage artwork on the projectors. (i.e. Hannah Hoch <i>Cut with the Kitchen Knife</i>. Explain Dada art.) 2. Present sample zine. 3. Show/unfold the newsprint zine example, and emphasize the page orientations. 4. Explain that the purpose of this lesson is to make another sketchbook, but this time to write/draw on it page by page, as opposed to using the whole page for a composition. 	<ol style="list-style-type: none"> 1. Look slides and work. 2. Listen and ask questions 3. Listen.
<p>Teacher modeling and demonstration(5 min)</p> <ol style="list-style-type: none"> 1. Demonstrate how to fold the paper and cut. 2. Ask two students to pass out materials. <p>Guided practice (12 min)</p> <ol style="list-style-type: none"> 1. Have a gallery walk of previous work laid out. 2. Ask students to look at work, and take in what they like. <p>Practice -- independent, partner, group (13 min)</p> <ol style="list-style-type: none"> 1. Group by group, ask students to pick up their papers and return to desk. 2. Ask students to re-image the Los Angeles sketchbook, all in the new zine. This lesson will emphasize the <i>seriality</i> (working in a series, in a way that has a thematic focus or consistent look) and drafting aspect of making work. 	<ol style="list-style-type: none"> 1. Watch demonstration and ask questions. 2. Each table will receive materials 1. Walk around classroom. 2. Answer questions. 1. Grab papers from gallery walk. Some do not have names. 2. Use the sketchbook to try out new techniques for applying paint. 3. Work on sketchbook. Affirm classmates' work.

<p>3. Explain to students: we will be cutting out parts of the pages we have already made and collaging them into the zine. We will be adding paint to our collages.</p> <p>4. Group by group, check student progress.</p>	
<p>Closure³ (7 min)</p> <p>1. Cleanup: should be easy. Have students put work in basket.</p> <p>Connection to larger concepts (3 min)</p> <p>1. Ask students to reflect on all the lessons we have done together.</p> <p>2. Review new terms as a class. Ask a few student volunteers to give the definitions in their own words.</p> <p>3. Close off with encouraging words about art-making and its power.</p>	<p>1. Students clean up their area.</p> <p>1. Think about the materiality and functionality.</p> <p>2. Listen, answer questions and ask any lingering questions.</p>

Monitoring for student learning/understanding: Have students present their work. Provide feedback for each student, commenting on their use of color, texture, and composition.

Reflection after the lesson: When projects are finished, we may do an informal showing of work.

ART IS A PROCESS OF MAKING, CRITIQUING, AND REMAKING

Lesson 2: Observation and Abstraction

Lesson Goal: The goal of this lesson is to get students to become more aware of their surroundings and introduce them to still-lifes, abstraction and watercolors. We will warm-up by making blind contour still-life sketches of various artifacts.

Standards: 3.2 Compare and contrast works of art from various periods, styles, and cultures and explain how those works reflect the society in which they were made; 4.2 Analyze the form (how a work of art looks) and content (what a work of art communicates) of works of art; 4.4 Develop and apply specific and appropriate criteria individually or in groups to assess and critique works of art.; 4.5 Identify what was done when a personal work of art was reworked and explain how those changes improved the work. 2.4 Develop skill in mixing paints and showing color relationships.

Objectives:

practice mindfulness through deep-breathing and finger drumming
define and use abstraction
use oil pastels and watercolors
utilize thumbnails to plan out their drawings
develop a working knowledge of abstraction in an art historical context

Assessment:

Formative: I will walk around classroom and observe to ensure students are progressing.

Summative: Students will complete a self-reflection rubric and hang their pieces up on the wall for class to admire.

Strategies:

Students acting up can help pass out materials. Students who do not wish to draw can be models for the blind contour drawings. If student is uncomfortable working with others, they can do a blind contour of a still object instead.

Materials and Resources:

oil pastels
plain paper for thumbnails
Sketchbook
Pencils
Tongva artifacts for still-life sketch
Clothespins + fabrics, sponges, etc. that can be used to create brushes
Worksheet with terms and boxes for trying out painting techniques

Vocabulary:

Mindfulness- focusing one's awareness on the present moment?

Abstraction- freedom from strict representation in art?

Blind contour- a drawing created while observing the subject without looking down at the paper

Thumbnail- a small sketch that is used as a reference for a larger piece?

LESSON 2, DAY ONE (Introduction to Abstraction with Still-Lifes)

[illegible]

<p>Teacher modeling and demonstration (10 min)</p> <ol style="list-style-type: none"> 1. Using blind contour loosely paint/sketch on camera projector three thumbnails (define this word) of some compositions that can be made from a prearranged still-life. 2. Demonstrate how to hold and use paint brush as well as use oil pastels as a resisit. 3. Have class vote on their favorite thumbnail based on which one is most exciting compositionally and recreate it on a larger paper. Make sure students notice the loose way I am holding my pastel and the observation. 4. Show examples of two finished products created in advance. <p>Guided/Independent practice (20 min)</p> <ol style="list-style-type: none"> 1. Have five objects on each shared table space ready. 2. Send students to desks using popsicle name sticks. 3. Ask students to make a blind contour sketch of two of the objects. Then, ask students to really look at the objects and draw representationally. 4. Walk around and observe their progress. 5. Give feedback. Notice what students do well and what they can focus on more. 6. Students who finish can then add watercolor. 	<ol style="list-style-type: none"> 1. Listen, watch, and ask questions. 2. Listen. 3. Vote on favorite thumbnail. Watch demonstration. 4. Look at examples. <p>?</p> <ol style="list-style-type: none"> 1. Observe objects. 2. Go to desk-group based on what items they want to draw. 3. Sketch them in an abstract way (Observing but not worried about every little detail. No erasing or looking at the paper) 4. Continue working. 5. Listen to feedback. Ask questions.
CLOSE	
<p>Closure³ (5 min)</p> <ol style="list-style-type: none"> 1. Ask students to clean up their area. Have students put away their sketchbooks. <p>Reflect/summarize goals of class (10 min)</p> <ol style="list-style-type: none"> 1. Conclude class with a short drumming meditation session 2. Ask students: What did they like/dislike about abstraction? Have them discuss in table groups before bringing it to a class discussion. Review abstraction and thumbnails. Ask students: What is the purpose of a thumbnail? 	<ol style="list-style-type: none"> 1. Clean up area. Put away sketchbooks. 2. Drumming meditation 3. Answer questions in class Socratic discussion format.

Monitoring for student learning/understanding ⁴: Will walk around as students work, providing informal feedback and answering questions.

Reflection after the lesson⁵: Review mindfulness and abstraction.

LESSON TWO, DAY TWO (One-Point Perspective)

TEACHER	STUDENT
CONNECT	
<p>Reconnect to previous lesson (5 min)</p> <ol style="list-style-type: none"> 1. Introduce project: making a one-point perspective drawing that will eventually be colored with oil pastels. 2. Review previous day's lesson on observation and abstraction. Again, display examples which use one-point perspective. 	<ol style="list-style-type: none"> 1. Listen 2. Listen
THROUGH	
<p>Teacher modeling and demonstration (10 min)</p> <ol style="list-style-type: none"> 1. Show students how to draw a horizon line and put a dot (the vanishing point) in the center of the page. 2. Explain how objects get smaller as they approach the vanishing point. 3. Show perspectival lines. <p>Practice -- independent, partner, group (35 min)</p> <ol style="list-style-type: none"> 1. Have each student choose a partner from their table group. They will help each other if they have questions. 2. Together, we will brainstorm some LA landmarks and add them to the piece. 3. Students will practice in sketchbooks and I will demonstrate again horizon line step-by-step. 	<ol style="list-style-type: none"> 1. Listen. 1. Choose partner 2. Give suggestions for what to add to drawing teacher is doing. 3. Try it out in sketchbook!
CLOSE	
<p>Closure³ (10 min)</p> <ol style="list-style-type: none"> 1. Ask students to clean up their area. Have students put away their drawings in their "in progress" folder, which they pick up at the beginning of class. One representative from each group will give the boxes of oil pastels back to me. 	<p>Cleanup. Put drawings in "in progress" folder and have one representative from each table group return pastels to me.</p>

BEYOND	
<p>Closure³ (10 min)</p> <ol style="list-style-type: none"> 1. Oil pastels are messy, so give students extra time to cleanup. Have one student from each group hand me the box of pastel. 2. Have students put away their sketchbooks in their “in progress” folder. <p>Connection to larger concepts (10min) Ask for volunteers to answer the following questions:</p> <ol style="list-style-type: none"> 1. What did students like/dislike about oil pastels? 2. Compared to other materials, what is different about oil pastels? 3. Would they use oil pastels again? 4. Because this class the coloring was not done from reference, ask students: How does working from imagination differ from working from a reference? Were they able to be more creative or less creative? 	<ol style="list-style-type: none"> 1. Wash hands. Put materials away. 1. Answer questions and stay respectful when another student is talking.

LESSON TWO, DAY FOUR: WATERCOLORS WITH FOUND OBJECT BRUSHES (OPTIONAL)

Students will add watercolors to their oil pastel drawings using brushes made from various materials and clothes pins.

TEACHER	STUDENT
<p>Introduction and explanation for students of the purpose of the lesson (10 min)</p> <ol style="list-style-type: none"> 1. Greet class. Bring in a variety of homemade instruments (paintbrushes, rainsticks, shakers, and whatever else I can scrounge up) to show to class. Pass around instrument if applicable. 2. Explain that the purpose of this lesson is to create an instrument using found materials. (Define: found material.) Ask one student to pass out worksheet with vocab. 3. Define and discuss instrument, function, and materiality using powerpoint. Have students fill in worksheet with definitions. 	<ol style="list-style-type: none"> 1. Look, touch, try out the instruments. 2. Listen and ask questions 3. Listen, discuss, and define vocabulary words 4. Each table will receive materials

4. Ask two students to pass out clothespin brushes (clothespin+ and one paint palette to each table.	
<p>Teacher modeling and demonstration(5 min)</p> <p>1. Demonstrate how to make, hold and use the clothespin brushes to apply paint</p> <p>Guided practice (12 min)</p> <p>1. Ask students to make a clothespin brush and to try out various paint application techniques on worksheet, which will have specific instructions on what technique to use. Go over worksheet instructions.</p> <p>2. Fill in a few boxes as a class using projector.</p> <p>Practice -- independent, partner, group(13 min)</p> <p>1. Ask students continue practicing with their clothespin brushes. Can they use the brush to dab, spread, mix, dot, blend the paint? Can they use two at once?</p> <p>2. If students finish early, ask them to invent their own techniques in their sketchbooks</p>	<p>1. Watch demonstration and ask questions.</p> <p>1. Create clothespin brush and read worksheet.</p> <p>2. Together with class, watch projection and fill in the boxes.</p> <p>1. Continue to practice using clothespin brush.</p> <p>2. Use sketchbook to try out new techniques for applying paint.</p>
<p>Closure³ (7 min)</p> <p>1. Cleanup: clothespin brushes can be reused if possible, or tossed away. Ask one representative from each table to bring their paint palettes to me.</p> <p>Connection to larger concepts (3 min)</p> <p>1. Ask students to think about how the function of the materials used to make the clothespin brush has been changed and discuss with their table groups</p> <p>2. Review the terms verbally as a class. Ask a few student volunteers to give the definitions in their own words.</p>	<p>1. Students clean up their area.</p> <p>1. Think about the materiality and functionality of the objects at their table.</p> <p>2. Listen, answer questions and ask any lingering questions.</p>

Monitoring for student learning/understanding: Have students hang up their oil pastel drawings and admire their peers' work. Provide written feedback for each student, commenting on their use of color, texture, and how well they mixed abstraction with observation.

Reflection after the lesson: When projects are finished, we may do a formal critique. Ask students how they felt about making their own tools.

Lesson 3: Coiling Clay Baskets (Tongva)

Lesson Goal: Using a coiling clay technique, we will make Tongva-inspired baskets and bowls.

Standards: 1.2 Analyze and justify how their artistic choices contribute to the expressive quality of their own works of art.;
1.4 Analyze and describe how the elements of art and the principles of design contribute to the expressive qualities of their own works of art.

Objectives:

- Student will be able to:
- define and use the vocabulary words
- use the principles of design in their work
- enhance their group work skills
- expand their view of what art is

Strategies: *Students acting up can help pass out materials. I will be sure to spend more time with any students who are struggling to complete the assignment. To ensure students are doing their work, students will not receive a bean until they finish the painting worksheet.*

Assessment:

- Formative: I will walk around classroom and observe to ensure students are progressing.
- Summative: Students will present final product to class by demonstrating to class what their invention can do.

Materials and Resources:

- Powerpoint
- Sketchbook from Lesson 1
- Clay
- Bowls (26)

Vocabulary:

Instrument: a tool or device

Function: what something is used for

Materiality: the physical properties of an object

Prototype: is an early sample of a product built to test a concept or process; meant to act as a thing to be replicated or learned from.

Found Object: A natural object or an artifact not originally intended as art, found and considered to have artistic value

LESSON THREE, DAY ONE

TEACHER	STUDENT
Introduction and explanation for students of the purpose of the lesson (7 min) 1. Greet class with deep breathing and finger drumming meditation session. 2. Review that the purpose of this lesson is to create a clay basket. Accessing prior knowledge(5 min) 3. Show students an example of the finished product.	1. Participate in finger drumming meditation. 2. Listen and ask questions. 3. Get excited. 4. Answer questions within groups.

<p>4. Review vocab by asking students to define in their table groups: instrument, function, and materiality. During this time, pass out clay and bowls.</p>	
<p>Teacher modeling and demonstration (10 min)</p> <ol style="list-style-type: none"> 1. Demonstrate how to roll clay in coil. 2. Wrap coil around bowl. <p>Practice -- independent, partner, group (20 min)</p> <ol style="list-style-type: none"> 1. Ask students to roll coils. 2. Wrap around bowl. 	<ol style="list-style-type: none"> 1. Listen and watch. 2. Try rolling coils.
CLOSE	
<p>Closure³ (7 min)</p> <ol style="list-style-type: none"> 1. Cleanup: Have one representative bring up reusable clothespin brushes and paint palette. Have a rack for bowls to dry. Ask students table-by-table to put away the bowls on the drying rack. 2. In table groups, discuss how function of object can change. 	<ol style="list-style-type: none"> 1. Pick representative. Dry beans on drying rack. Clean up area 2. Share and listen.

Monitoring for student learning/understanding:

Teacher walks around classroom, observes, and asks questions to ensure students are progressing.

Reflection after the lesson:

Share instruments with class and discuss helpful/unhelpful parts of assignment.

LESSON 3, DAY THREE

TEACHER	STUDENT

<p>Introduction and explanation for students of the purpose of the lesson (7 min)</p> <p>1. Greet class with short deep breathing and drumming meditation session.</p> <p>2. Review that the purpose of this lesson is to create an instrument using found materials.</p> <p>Accessing prior knowledge(3 min)</p> <p>3. Ask students to pick one person from their table group to share their progress on their instruments. Encourage them to use vocab words in their explanation: instrument, function, and materiality.</p>	<p>1. Participate in drumming meditation.</p> <p>2. Listen and ask questions.</p> <p>3. Answer questions within groups.</p> <p>4. Raise hands to share their projects table by table.</p>
<p>Practice -- independent, partner, group (30 min)</p> <p>1. Ask students to continue working on bowls.</p> <p>2. Ask students who finish early to share their designs with other students who finish early.</p>	<p>1. Work on painting.</p> <p>2. Share designs.</p>
CLOSE	
<p>Closure³ (7 min)</p> <p>Cleanup: Have one representative bring up extra materials. Have a table for bowls to dry. Ask students table-by-table to put away the bowls on the drying rack.</p> <p>Reflect/summarize goals of class (5 min)</p> <p>Have students share one way they used the principle of design in their bowls.</p> <p>Give out rubric for self-reflection.</p>	<p>Pick representative. Dry bowls on drying rack. Clean up area</p> <p>Share and listen.</p> <p>Complete rubric.</p>

LESSON 3, DAY FOUR

TEACHER	STUDENT
<p>Introduction and explanation for students of the purpose of the lesson (7 min)</p> <p>1. Greet class with drumming meditation session.</p> <p>2. Explain that today we will be sharing our creations from the quarter with each other.</p> <p>Accessing prior knowledge(10 min)</p> <p>3. Ask students to place their sketchbooks on their desks.</p>	<p>1. Retrieve bean instruments. Participate in drumming meditation.</p> <p>2. Listen and ask questions.</p> <p>3. Place sketchbooks on desk.</p>

<p>Practice -- independent, partner, group (30 min)</p> <ol style="list-style-type: none"> 1. Give each student a slip of paper with a descriptive word on it. Ask students to walk around and view everyone's pastel drawings. "Place the word with the artwork you think best demonstrates this word." Make sure each artwork has a word with it (Put down your own if you have to.) 2. Ask students to shake out a short rhythm on their bean, which the rest of the class will then mimic. 3. Lead Socratic discussion on what art is (and how it has expanded past drawing/painting) 	<ol style="list-style-type: none"> 1. Walk around classroom and view art. Give out words. 2. Share rhythms. 3. Discuss.
CLOSE	
<p>Closure³ (7 min) Cleanup: take home bowls and sketchbooks.</p> <p>Reflect/summarize goals of class (5 min) Congratulate class on their hard work and discuss how/if the unit lesson changed how students see art.</p>	<p>Clean up area and take down drawings from wall.</p> <p>Leave with everyone feeling excited about art!</p>

Reflection after the lesson: Conduct an anonymous survey (written, with questions) where students can share their thoughts on the unit lesson.