

Kindergarden: Winter Paper Collage



Southern York County School District Instructional Plan

Name: Theresa A Cipolla

Dates:

Course/Subject: Grade K/ Art

Unit Plan Winter paper collage

Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed:

9.1.3 Production, Performance and Exhibition

C. Recognize and use fundamental vocabulary within each of the arts forms.

E. Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.

Understanding(s):

Students will understand . . .

The vocabulary terms collage, torn paper, cut paper

-How to relate ideas and memories through visual images

Essential Question(s):

-How can we use cut and torn paper to make a picture?

-What shapes will you need to make to create your winter picture?

-What story/memory of winter do you want to show us in your collage?

Learning Objectives:

Students will know . . .

-How to create a unique collage artwork with a theme(winter)

-How to use cut and torn paper to create a picture/illustration

-Some primary shapes used to represent objects.

Students will be able to:

-Portray their vision/memory winter snow in a individual, unique cut and torn paper collage

-Safely use glue and scissors

-Share and discuss their artwork with the class.

Stage 2 – Assessment Evidence

Performance Task(s):

-Discuss memories of winter/snow

-Choose a memory or idea for the content of their collage

-Cut and tear shapes out of colored construction paper

-Collage the papers to create a winter scene

Other Evidence:

-Safe use of materials

-Following directions

-Finished winter collage

-Discuss finished work (tell a story about the illustration) with classmates

Stage 3 – Learning Plan

Materials

Light Blue 12x18 background paper

Multi colored construction paper scraps

Scissors

Glue

Example collage shapes, tree, snow, snowmen, birds, house...

Envelopes or folders for loose pieces

Daily Learning/Assessment Activities:

DAY 1

Read When it starts to snow

Discuss memories of when it snowed

Discuss images related to snow memories

Define collage, cut and torn paper

Show paper examples of objects

Write names on background paper and start to cut/tear primary shapes

Glue Primary shapes to background paper

DAY 2

-create collage papers for the rest of the items for the scene

-Glue the final pieces

-add "dip and dot" white paint with erasers or Q-tips.

Discuss finished works with classmates/share stories about their pictures

Personal Reflection of Lesson

-Need to have scrap paper separated into packets for each table to make distribution of materials faster and less confusing.

-Start with demo of how to tear paper for a snow covered ground and everyone do together.

-have shape tracers available for trees/snowmen/shirts/heads

I would do the lesson again, but would prep more materials before hand and demo how to make a person, a tree, etcetera, using shapes. Will allow students to add finer details, like facial features, with crayons. Need to have glue and scissor baskets available for each table versus passing out individual glue sticks and scissors. Need to have scrap paper and tracers divided into packets for each table.

1st Grade: Ceramic Leaf Plates



Southern York County School District Instructional Plan

Name: Theresa A Cipolla

Dates:

Course/Subject: Grade 1/ Art

Unit Plan: Ceramics:Hand Building w/ Slabs
Ceramic leaf plates

Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed:

9.1.3 Production, Performance and Exhibition

C. Recognize and use fundamental vocabulary within each of the arts forms.
J. Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

Understanding(s):

Students will understand . . .

- The properties of clay
- The definition of clay
- Patterns in Nature (Leaves)
- Variety of leaves/each kind of tree has its own leaves

Essential Question(s):

- What in nature inspires you, why?
- How can we use what inspires us in nature to inspire our art? (Shapes/Colors/Patrens)

Learning Objectives:

Students will know . . .

- The basic definition of clay
- The properties of clay
- How to make a slab with clay
- How to make an impression in clay
- How to use a slab to make a plate
- The basic process of making ceramics(building/firing/glazing)

Students will be able to:

- Make a slab with clay
- Make a leaf plate from a slab
- Glaze pottery
- Discuss shapes, patterns, and colors found in nature/leaves

Stage 2 – Assessment Evidence

Performance Task(s):

- Make a slab according to directions
- Make an impression in clay with a leaf
- Cut the leaf shape out and clean up clay edges
- Glaze plates using 2-3 coats and keeping the bottoms free of glaze

Other Evidence:

- Following directions
- Participate in class discussions
- Proper and safe handling of materials
- Finished slab leaf plate

Stage 3 – Learning Plan

Daily Learning/Assessment Activities:

DAY 1

Demonstrate how to make a slab.

Demonstrate how to impress leaf

Demonstrate how to cut and remove excess clay

Demonstrate how to smooth and finish edges and surfaces of clay

DAY 2

Discuss fall leaves and why they change color. What colors do we see in fall leaves? What patterns do we see in leaves

Demonstrate how to glaze, 3 coats, remember the sides and edges and no glaze on the bottom.

Students choose glaze for their individual leaves

Personal Reflection of Lesson

Next time do early in the fall for greater leaf selection and so the leaves would keep longer. Have the students use a second glaze for the veins or to accent the edges of the leaves for a more interesting finished product. Pour glazes into containers for the students to use easier and to keep the jars clean.

Some students finished quickly so they got to play with extra clay, but didn't get to fire anything but the leaves, next time will allow students who finish early to make an additional small piece (whatever they want to create or another leaf) and let them fire and glaze it.

Papaer mache Animalitos

Grade 3

Engaged Students



Mexican Culture

Students working at their own pace



Problem Solving



Southern York County School District Instructional Plan

Name: Theresa A Cipolla

Dates:

Course/Subject: Grade 3/ Art

Unit Plan Animalitos/paper mache

Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed:

9.1.3 Production, Performance and Exhibition

J. Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

9.2.3 Historical and Cultural Context

E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.

G. Relate works in the arts to geographic regions.

Understanding(s):

Students will understand . . .

- Where the idea of animalitos originated.
- The original purpose of animal art in Mexico and the purpose of modern day Mexican animalitos
- How to construct a form using paper and tape
- The process of paper mache

Essential Question(s):

- How does a person's culture affect the art that they make?
- How can learning about other cultures affect your art, or the art we make in class?
- How can we use our imagination and creativity to create something unique and original?

Learning Objectives:

Students will know . . .

- How to form an armature from paper and tape
- How to apply paper mache
- How to apply paint to a 3 dimensional form.
- How to use shapes to create a pattern.
- The origin of animalitos
- How to combine inspiration, imagination, literacy skills, and art production into one final cohesive original product

Students will be able to:

- Discuss the origin of animalitos
- Create an original story describing their animalito
- Create a 3 dimensional paper mache invented animal
- Paint and apply shape patterns to their animalito
- Discuss their original work and share their story with the class.

Stage 2 – Assessment Evidence

Performance Task(s):

- Create an idea for an animalito on paper
- Form an armature from paper and tape to create a 3 dimensional representation of their invented creature
- Apply paper mache to their paper/tape form
- Paint the animalitos and apply patterns with shapes
- Create a short story about their animalito- Share their finished animalito and story with the class.

Other Evidence:

- Use of class work time
- In class discussions.
- Use of problem solving skills to figure out challenges in designs.
- Students use fellow students as resources for problem solving.
- 2D animalito drawing
- 3D paper mache animalito
- Finished painted animalito

Stage 3 – Learning Plan

Daily Learning/Assessment Activities:

DAY 1

Intro animalitos, show pictures and discuss origin/cultural background

Demonstrate how to make a tape and paper armature.

Students first draw out their own ideas on paper.

Students begin to construct their three dimensional forms

DAY 2

Review day 1

Workday armatures

(have paper mache ready to demo if needed, and have one done in paper mache)

Students can start to tear down newspaper.

DAY 3

Paper mache forms

Students start to think about stories for their creatures

DAY 4/5

Finish paper mache if needed/ painting of solid base colors, plan/practice pattern with shapes

Finish animalitos with patterns of shapes (use sponge shapes to facilitate this)

Students prepare stories about their creatures/animalitos

Personal Reflection of Lesson

Took more time than expected to construct forms, consider adding additional materials like balloons, thicker paper, and small boxes to help facilitate the larger parts of the animals.

The students were really engaged in the project and excited. Problem solving was evident throughout the construction process. Nearly all students celebrated successes along the way. A few students demonstrated a good deal of frustration in figuring out construction challenges.

