The Ohio State University

**Department of Arts Administration, Education and Policy**

|  |
| --- |
| **UNIT PLAN OVERVIEW** |
| **PRE-KINDERGARTEN** |
| (Revised 2012) |

|  |  |
| --- | --- |
| Teacher Candidate | **Greg Lawrence** |
| School | **Como Elementary** |

|  |  |
| --- | --- |
| UNIT TITLE | **Fish Eyes** |
| Grade Level of Unit | **Pre-Kindergarten** |
| Length of Class Period | **30 minutes** |
| Approximate Number of Students in Each class | **20** |
| Beginning Date for this *Unit* | 5 February 2014 |
| Ending Date for this *Unit* | 19 February 2014 |

|  |
| --- |
| **Enduring Understandings** |
| Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through visual art. |
| Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways. |

|  |
| --- |
| **Progress Points** |
| C. Connect making art with individual choice and understanding personal cultural identity. |
| E. Form and express opinions about artworks and apply critical and creative thinking skills to assess and refine their artworks. |

|  |
| --- |
| **CRITICAL ISSUE or BIG IDEA** |
| Finding self within our fish |
| **Possible Integration** |
| Science – Fish and habitat  English – poems or short stories relating self and fish |
| **Rationale** |
| We are using motor skills that will benefit the students as well as give them a precursory knowledge of printmaking.  The idea of finding self in their artwork is one that will benefit the students as they start their elementary educations. |
| **Essential Questions** (provocative, engaging, critical) |
| How can I describe myself in my art?  What is a pattern? |

|  |  |
| --- | --- |
| **Description of the essential educational content of this unit** | |
|  | |
| **Lesson One** |  |
| Title | The water |
| Lesson Description | Students will read Fish Eyes: A book you can count on by Lois Ehlert. They will then use basic printmaking techniques to create an underwater scene. Students will use blue construction paper and print with toilet paper tubes and white paint to create bubbles. |
| **Lesson Two** |  |
| Title | The fish |
| Lesson Description | Students will be given paper with a fish outline drawn on it. They will decorate their fish using markers, sticky foam shapes, and googly eyes. These fish will be cut out by the teacher and glued into the water. |

|  |
| --- |
| **Explain how technology has been used in this unit** |
| The ELMO unit will be used to show examples on the board. |

|  |
| --- |
| **LESSON PLAN** |

|  |  |
| --- | --- |
| Teacher Candidate | **Greg Lawrence** |
| School | **Como Elementary** |

|  |  |
| --- | --- |
| **LESSON NUMBER** | **1** |
| Lesson Title | **The Water** |
| Grade Level of Unit | **Pre-Kindergarten** |
| Length of Class Period | **30 minutes** |
| Approximate Number of Students in Each class | **20** |
| Beginning Date for this *Lesson* | 5 February 2014 |
| Ending Date for this *Lesson* | 5 February 2014 |

|  |
| --- |
| **Content Statements – Perceiving/Knowing** |
| 7PE Explore their environments and experiences for artmaking ideas. |
| **Content Statements – Producing/Performing** |
| 4PR Reduce objects into basic shapes and lines in relation to the whole image. |
| **Content Statements – Responding/Reflecting** |
| 5RE Describe what they see and feel in selected works of art. |

|  |
| --- |
| (Stage One) **Performance-based Assessment Objectives** |
| Students will participate in discussion about Fish Eyes and how they would see themselves as a fish.  Students will use basic printmaking to create a water background. |
| (Stage Two) **Performance-based Assessment Strategies**  (attach assessment documents if applicable) |
| Teacher will lead discussion and make sure everyone is thinking about identity and relating it to the Fish Eyes book and their idea of fish.  Artwork will be collected and checked for craftsmanship and understanding of printmaking. |

|  |
| --- |
| **Age-appropriate Vocabulary** |
| Printmaking – using ink or paint and a stamping object to make impressions on an artwork. |
| **Accommodations for Special Populations** |
| If needed, white circles can be cut from paper instead of printing. |
| **Art/Visual Culture Examples** |
| Fish Eyes  Teacher Example |

|  |
| --- |
| **Preparations** |
|  |
| Materials/Resources for Teacher |
| * Fish Eyes book * 12x18 blue construction paper – Names on the back BEFORE class * White paint on magazine pallets * Toilet paper tubes (1 per student) * Drying rack |
| Materials for Students |
| Art Shirts |
| Safety Procedures |
| Proper use of paint |

|  |
| --- |
| (Stage Three) **Learning Activity** |
|  |
| **Getting the Classroom Environment Ready** |
| Make sure all materials are on the art cart.  Make sure names are on the back of the paper.  Call students to the rug to hear the book |
| **Procedures for the Teaching/Learning Structure** (*indicate approximate time for each step*) |
| * (2 mins) introduction and calling students over to the rug. * (5-6 mins) read Fish Eyes to the students. Focus on the shapes, colors, and forms of the different fish. Why does each fish look different? Do we all look the same? Finding identity in fish. * (4-5 mins) dismiss students back to their desks by handing out pre-named paper and show teacher example of what we will be doing. * (2-3 mins) teacher example of printing bubbles onto the blue paper. * (2-3 mins) pass out blue and tubes. Paint last. * (10 mins) Teacher will demonstrate again as students begin to print bubbles onto their paper. Walk around and make sure everyone is understanding. For the example class, the “number of the week” was fifteen so we printed fifteen bubbles. * (4-5 mins) clean up and pass out sponges to clean hands first and table second. Be sure to remove paint from the students first. |
| **Clean-up Procedures** (Room, Materials & Work Storage) |
| Pass out sponges to clean hands first, table second.  Collect artwork and place on drying rack.  Throw away toilet paper tubes and top layer of magazine palettes |

|  |
| --- |
| **Closure, Review & Anticipation** (what’s next?) |
| Next week we will be working on fish to live in our water. What would you look like if you were a fish? |
| **Supplemental Activity** |
| If a student is done early, they can help a neighbor or print more bubbles. |

|  |
| --- |
| **LESSON PLAN** |

|  |  |
| --- | --- |
| Teacher Candidate | **Greg Lawrence** |
| School | **Como Elementary** |

|  |  |
| --- | --- |
| **LESSON NUMBER** | **2** |
| Lesson Title | **The Fish** |
| Grade Level of Unit | **Pre-Kindergarten** |
| Length of Class Period | **30 minutes** |
| Approximate Number of Students in Each class | **20** |
| Beginning Date for this *Lesson* | 19 February 2014 |
| Ending Date for this *Lesson* | 19 February 2014 |

|  |
| --- |
| **Content Statements – Perceiving/Knowing** |
| 6PE Recognize and point out basic elements of art in their own artworks and that of others. |
| **Content Statements – Producing/Performing** |
| 1PR Explore and experiment with a range of art materials and tools to create and communicate personal meaning. |
| **Content Statements – Responding/Reflecting** |
| 3RE Connect their personal experiences to what they see in works of art. |

|  |
| --- |
| (Stage One) **Performance-based Assessment Objectives** |
| Students will create their own fish based on their ideas of identity.  Students will create at least one pattern on their fish.  Students will use a variety of materials to complete the assignment. |
| (Stage Two) **Performance-based Assessment Strategies**  (attach assessment documents if applicable) |
| Artwork will be handed in and checked for a pattern and craftsmanship. |

|  |
| --- |
| **Age-appropriate Vocabulary** |
| Pattern – alternating repeated objects (ABAB) |
| **Accommodations for Special Populations** |
| Teacher can pre-peel some of the foam shapes if necessary. Hand over hand might be necessary to get the placement of shapes or marker work. |
| **Art/Visual Culture Examples** |
| Fish Eyes book  Teacher example |

|  |
| --- |
| **Preparations** |
|  |
| Materials/Resources for Teacher |
| Fish Eyes book  Sticky Foam shapes  Color markers  Googly eyes (if googly eyes are not sticky back, a dot of glue can be put on the back)  Fish outline sheets (make sure to put names on back of papers first) |
| Materials for Students |
| Art Shirts |
| Safety Procedures |
| None |

|  |
| --- |
| (Stage Three) **Learning Activity** |
|  |
| **Getting the Classroom Environment Ready** |
| Make sure all art materials are on the cart.  Make sure names are on the back of the fish outline sheets |
| **Procedures for the Teaching/Learning Structure** (*indicate approximate time for each step*) |
| (5-6 mins) review of last class. Review Fish Eyes. What would you look like if you were a fish?  (4-5 mins) introduction of pattern. What is a pattern? How can we put one onto our fish? Teacher demo of how to use the sticky foam pieces and how to make a pattern. Point out that the fish will be cut out so anything outside the outline will not be on the fish.  (15-17 mins) Students will use markers, foam pieces, and googly eyes to decorate their outline. They will be encouraged to think of themselves as the fish and what they would want to look like.  (3 mins) collection of materials and artwork. |
| **Clean-up Procedures** (Room, Materials & Work Storage) |
| Collect artwork and materials.  Teacher will cutout and affix the fish to the water paper later. |

|  |
| --- |
| **Closure, Review & Anticipation** (what’s next?) |
| Students should be able to express the link between themselves and their fish. |
| **Supplemental Activity** |
| If a student finishes early they will be encouraged to draw on the blank areas of the paper something that relates to their fish. |

**Bibliography:**

Ehlert, Lois. Fish Eyes: A Book You Can Count on. San Diego: Harcourt Brace Jovanovich, 1990. Print.

http://www.clker.com/clipart-fish-outline-2.html