The Ohio State University

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

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

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

|  |  |
| --- | --- |
| UNIT TITLE | **Space** |
| Grade Level of Unit | **Kindergarten** |
| Length of Class Period | **30 minutes** |
| Approximate Number of Students in Each class | **25** |
| Beginning Date for this *Unit* | 3 February 2014 |
| Ending Date for this *Unit* | 21 February 2014 |

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

|  |
| --- |
| **Progress Points** |
| B. Explore a range of art concepts and artworks and construct meaning about the works. |
| C. Connect making art with individual choice and understanding personal cultural identity. |

|  |
| --- |
| **CRITICAL ISSUE or BIG IDEA** |
| Magic of Space |
| **Possible Integration** |
| Math – circles and counting  Science – ideas of space, stars, planets, and phases of the moon. |
| **Rationale** |
| This unit will help kindergarteners refine the motor skills needed to advance in their artmaking, while still being fun and whimsical. |
| **Essential Questions** (provocative, engaging, critical) |
| * How do you think we are going to make the stars appear? * Why didn’t the black watercolor cover up the stars? * How did the colors on the planets bleed together? |

|  |  |
| --- | --- |
| **Description of the essential educational content of this unit** | |
|  | |
| **Lesson One** |  |
| Title | The moon and the stars |
| Lesson Description | Students will use crayons to create a yellow moon and twenty white stars on white paper. |
| **Lesson Two** |  |
| Title | The night sky |
| Lesson Description | Students will use black watercolor to paint their starred sky. The white stars will shine through the black. |
| **Lesson Three** |  |
| Title | Planets |
| Lesson Description | Using diffuser paper, the students will color circular planets and affix them to their night skies. The teacher will then spray them with water to show some color blending. |

|  |
| --- |
| **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 / Winterset Elementary** |

|  |  |
| --- | --- |
| **LESSON NUMBER** | **1** |
| Lesson Title | **The moon and stars** |
| Grade Level of Unit | **Kindergarten** |
| Length of Class Period | **30 minutes** |
| Approximate Number of Students in Each class | **25** |
| Beginning Date for this *Lesson* | 3 February 2014 |
| Ending Date for this *Lesson* | 7 February 2014 |

|  |
| --- |
| **Content Statements – Perceiving/Knowing** |
| 1PE Describe the meaning in the marks they make on paper. |
| **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** |
| 2RE Show confidence and pride in their artistic accomplishments. |

|  |
| --- |
| (Stage One) **Performance-based Assessment Objectives** |
| Students will discuss the different phases of the moon.  Students will use a template and draw the moon as well as stars.  Students will color twenty stars and be able to count them. |
| (Stage Two) **Performance-based Assessment Strategies**  (attach assessment documents if applicable) |
| Teacher will lead a discussion about moon phases and shapes.  Artwork will be collected and checked for twenty stars and a moon that shows a phase. |

|  |
| --- |
| **Age-appropriate Vocabulary** |
| Moon Phases – The moon changes shape over time. Sometimes it is round sometimes it looks like a fingernail. |
| **Accommodations for Special Populations** |
| Fat crayons instead of regular crayons can be provided for anyone that might have trouble holding them. |
| **Art/Visual Culture Examples** |
| Teacher example |

|  |
| --- |
| **Preparations** |
|  |
| Materials/Resources for Teacher |
| * 12x18 watercolor paper * White crayons * Yellow crayons * Circle templates |
| Materials for Students |
| * Pencils |
| Safety Procedures |
| None for this lesson |

|  |
| --- |
| (Stage Three) **Learning Activity** |
|  |
| **Getting the Classroom Environment Ready** |
| * Make sure all materials are on the cart * Pass out paper but not crayons yet. |
| **Procedures for the Teaching/Learning Structure** (*indicate approximate time for each step*) |
| * (2 mins) Introduction of teacher and the new unit on space. * (3-4 mins) pass out paper and templates during discussion of what is in space (stars, planets, moon) * (3-4 mins) teacher demonstration of coloring the moon using yellow crayon and circle template. Draw a circle using template and depending on the “phase” color part or all of the circle. * What shape is the moon? What are phases of the moon? The moon changes shape depending on what side is facing the sun. * (6-8 mins) pass out yellow crayons. Students color ONLY their moon. * (2 mins) teacher demonstration of coloring the stars with white crayon. (what shape are actual stars? Round not pointy.) Draw a tiny circle no bigger than your fingertip and color it in. It will be hard to see the white on white but look carefully and you can see them. Feel the wax? We are going to make 20 stars. Make sure to count them. * (8-10 mins) pass out white crayons. Students color their twenty stars. * (5 mins) clean up |
| **Clean-up Procedures** (Room, Materials & Work Storage) |
| Collect crayons and papers (make sure name is on the back) |

|  |
| --- |
| **Closure, Review & Anticipation** (what’s next?) |
| If we can’t see the stars in the day time, what do we have to do so we can see our white stars? |
| **Supplemental Activity** |
| If a student finishes early they could draw a white rocket ship in their sky. |

|  |
| --- |
| **Teacher reflection focused on the lesson after it has been taught** |
| (enter text here) |

|  |
| --- |
| **Be sure to attach** **to the full instructional unit** |
|  |

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

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

|  |  |
| --- | --- |
| **LESSON NUMBER** | **2** |
| Lesson Title | **The night sky** |
| Grade Level of Unit | **Kindergarten** |
| Length of Class Period | **30 mins** |
| Approximate Number of Students in Each class | **25** |
| Beginning Date for this *Lesson* | 3 February 2014 |
| Ending Date for this *Lesson* | 21 February 2014 |

|  |
| --- |
| **Content Statements – Perceiving/Knowing** |
| 4PE Distinguish between common visual art forms (e.g., painting, drawing, sculpture). |
| **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** |
| 1RE Describe their artworks and efforts and share their artmaking processes. |

|  |
| --- |
| (Stage One) **Performance-based Assessment Objectives** |
| Students will experience the effect of wax resistance.  Students will paint using watercolor and will avoid missed sections of their work (underwear) |
| (Stage Two) **Performance-based Assessment Strategies**  (attach assessment documents if applicable) |
| Students will explain what happened to their watercolor when it went over the crayon wax.  Teacher will collect artwork and check for missed sections. |

|  |
| --- |
| **Age-appropriate Vocabulary** |
| Wash - To cover or coat with a watery layer of paint.  Resistance - The act of the crayon repelling the black watercolor. |
| **Accommodations for Special Populations** |
| Students might need hand over hand interaction to get the watercolor onto the paper. |
| **Art/Visual Culture Examples** |
| Teacher example and demonstration |

|  |
| --- |
| **Preparations** |
|  |
| Materials/Resources for Teacher |
| * Student work (a couple extra sheets with white stars just in case someone missed) * Black watercolor * Paintbrushes * Water cups * Drying rack * Sponges in a bucket of water. |
| Materials for Students |
| None |
| Safety Procedures |
| Proper use of watercolor |

|  |
| --- |
| (Stage Three) **Learning Activity** |
|  |
| **Getting the Classroom Environment Ready** |
| Pass out student work.  Pass out all materials except for brushes and watercolor. |
| **Procedures for the Teaching/Learning Structure** (*indicate approximate time for each step*) |
| (3-4 mins) Review of last week and discussion of how we need to make our sky night. Pass out materials  (4-6 mins) Teacher example of how to use watercolor and painting the night sky black. What happens to the stars? Why?  (15-17 mins) Pass out brushes and watercolor. Students will paint their sky black and watch as the color doesn’t stick to the stars and the stars will show up in the sky.  (5-6 mins) clean up. Collection of materials and pass out sponges to clean areas. |
| **Clean-up Procedures** (Room, Materials & Work Storage) |
| Collection of materials.  Collection of artwork and place on drying rack.  Pass out sponges to clean hands first, table second. |

|  |
| --- |
| **Closure, Review & Anticipation** (what’s next?) |
| For the classes that have a third week, they will be looking forward to adding planets to their space scene. |
| **Supplemental Activity** |
| Blank paper can be made available for students to be able to draw or use some more watercolor. |

|  |
| --- |
| **Teacher reflection focused on the lesson after it has been taught** |
| (enter text here) |

|  |
| --- |
| **Be sure to attach** **to the full instructional unit** |
|  |

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

|  |  |
| --- | --- |
| Teacher Candidate | **Greg Lawrecnce** |
| School | **Como Elementary / Winterset Elementary** |

|  |  |
| --- | --- |
| **LESSON NUMBER** | **3** |
| Lesson Title | **The planets** |
| Grade Level of Unit | **Kindergarten** |
| Length of Class Period | **30 mins** |
| Approximate Number of Students in Each class | **25** |
| Beginning Date for this *Lesson* | 3 February 2014 |
| Ending Date for this *Lesson* | 21 February 2014 |

|  |
| --- |
| **Content Statements – Perceiving/Knowing** |
| 5PE Identify and name materials used in visual art. |
| **Content Statements – Producing/Performing** |
| 2PR Generate ideas and images for artwork based on observation, memory, imagination and experience. |
| **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 be able to color their planets after seeing real life examples and teacher example.  Students will review and be able to identify primary and secondary colors.  Students will effectively glue their planets onto their artwork. |
| (Stage Two) **Performance-based Assessment Strategies**  (attach assessment documents if applicable) |
| Artwork will be collected and checked for color knowledge as well as craftsmanship in the coloring and gluing. |

|  |
| --- |
| **Age-appropriate Vocabulary** |
| Primary colors – Red Blue and Yellow  Secondary colors – Purple Green and Orange |
| **Accommodations for Special Populations** |
| Teacher can assist in coloring and/or gluing the planets. |
| **Art/Visual Culture Examples** |
| Teacher example  Pictures of planets |

|  |
| --- |
| **Preparations** |
|  |
| Materials/Resources for Teacher |
| * Diffuser paper cut into circles (3 per student) * Colored markers * Glue * Student’s space scene * Water spray bottle * Printed color pictures of planets (laminated) |
| Materials for Students |
| None |
| Safety Procedures |
| A dot is a lot for glue. |

|  |
| --- |
| (Stage Three) **Learning Activity** |
|  |
| **Getting the Classroom Environment Ready** |
| Hand out diffuser circles. |
| **Procedures for the Teaching/Learning Structure** (*indicate approximate time for each step*) |
| (2 mins) hand out circles  (3-4 mins) discussion on planets and colors. Show planet examples. What colors are they? What shape? Remind students that blended primary colors make secondary ones.  (10-12 mins) hand out markers and have students color in their planets. Students are encouraged to think about what colors might emerge if the colors blended.  (10-12 mins) pass out glue. Students are to glue their planets into their space scene. Teacher will remind them that a dot is a lot and for these circles we only need 4-5 dots to hold them in place. Once they are glued in, the teacher will be walking around and spraying the planets with water to blend the colors.  (4 mins) collection of artwork and materials |
| **Clean-up Procedures** (Room, Materials & Work Storage) |
| Materials and artwork will be collected by teacher. If needed the artwork can be put on a drying rack of just laid out on the art cart. |

|  |
| --- |
| **Closure, Review & Anticipation** (what’s next?) |
| Students will look over their space scene and see how all the steps combined to create the whole. They will be able to review primary and secondary colors on the planets. |
| **Supplemental Activity** |
| If a student finishes early they can have another planet or two to color and add to their space scene. |

|  |
| --- |
| **Teacher reflection focused on the lesson after it has been taught** |
| (enter text here) |

|  |
| --- |
| **Be sure to attach** **to the full instructional unit** |
|  |

**Bibliography:**

http://en.wikipedia.org/wiki/Mars

http://en.wikipedia.org/wiki/Jupiter

http://en.wikipedia.org/wiki/Saturn

Unit based on a similar unit by Nicole Sheff, Ohio State University