

State Parks Patch

Central Focus	Community
Grade Level	4th Grade
Class Size	9
Time	2 class periods on Saturdays - 9:00am - 10:50am
Class Demographics	

State Visual Arts Standards Addressed
<p>VA:Cr3.1.5a - Revise artwork in progress on the basis of insights gained through peer discussion.</p> <p>VA:Cr1.1.4a - Brainstorm multiple approaches to a creative art or design problem.</p> <p>VACr1.2.4a - Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.</p> <p>VA:Re9.1.4a - Apply one set of criteria to evaluate more than one work of art.</p>

Common Core State Standards Addressed
<p>CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>CCSS.ELA-LITERACY.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic</p> <p>CCSS.ELA-LITERACY.W.4.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely</p>

UNIT OVERVIEW
In this unit, students will design a small felt badge that represents a state park. In previous classes the students will have learned about parks and their importance to our country and communities. Utilizing this knowledge, the students will analyze badges and how they are used, then will create one of their own accordingly.

Forms	2D		3D	4D	
Frames	Cultural	Subjective	Structural	Postmodern	

Conceptual Framework	Artwork	Artist		Audience		World

Student Prior Knowledge and Conceptions
<ul style="list-style-type: none"> - State Parks and their uses and importance - State Parks - Badges and representations presented on them
Interdisciplinary Connections
Environmental Science- State parks English- Artist Statement

UNIT OBJECTIVES
<i>As a result of this lesson, students will be able to:</i>
<ul style="list-style-type: none"> - Using felt, glue, string and needles, students will create a badge that successfully represents a state park of their choosing (VACr1.2.4a) - Drawing thumbnail sketches, students will brainstorm at least five ideas and designs for their patch (VA:Cr1.1.4a). - During class discussion, students will research State parks for information that will guide their design processes and name three facts (VACr.2.4a). - In peer discussion, students will do an in-progress critique and provide at least one suggestion to their peer, then apply the feedback to their patch before turning it in (VA:Cr3.1.5a). <p>VA:Cr3.1.5a - Revise artwork in progress on the basis of insights gained through peer discussion. VA:Cr1.1.4a - Brainstorm multiple approaches to a creative art or design problem. VACr1.2.4a - Collaboratively set goals and create artwork that is meaningful and has purpose to the makers. VA:Re9.1.4a - Apply one set of criteria to evaluate more than one work of art.</p>

TEACHER MATERIALS

<ul style="list-style-type: none"> - Vocab poster - Design Process poster - Example of felt badge - Practice worksheets - thumbnails - Guided prompts for Artist Statement 	<ul style="list-style-type: none"> - Daily Parent Letters - Printed out information packets for 12 State Parks (9 students) 	<ul style="list-style-type: none"> - Felt pieces - Darning Needles or Plastic Needles - String - Stencils - White glue - Colored pencils - Lined paper - for Artist Statement
---	---	--

STUDENT MATERIALS		
-	-	-

ARTISTS IN CONTEXT	
Key Artists	<p>Chester Don Powell - one of the original logo/poster designers for the parks in the 1930s - https://the-parks-company.myshopify.com/collections/wpa</p> <p>Naima Almeida (felt artist) - layering</p>
Key Artworks	Look at State Park logos and badges - both from the original 1930's collection as well contemporary designs
Key Critical Questions	<ul style="list-style-type: none"> - What are State Parks? <ul style="list-style-type: none"> - What are they used for? - What is their importance? - What are some things that help represent State Parks? <ul style="list-style-type: none"> - souvenirs, patches, stuffed animals, pictures - What state parks are you familiar with? - How could we commercialize the park like State Parks? - How do the color choices of the patches create a mood for the park? - How did the artist show the perspective that we discussed within the patches?

VOCABULARY AND LANGUAGE ACQUISITION

Vocabulary	<p>Running Stitch- a simple needlework stitch consisting of a line of small even stitches that run in and out through the cloth without overlapping</p> <p>Whip Stitch- hand sewing stitch in which the needle is passed in and out of the fabric in a series of stitches that circle an edge of the fabric</p> <p>Applique- ornamental needlework in which pieces of fabric are sewn or stuck onto a large piece of fabric to form pictures or patterns</p> <p>Linear perspective- a type of perspective used by artists in which the relative size, shape, and position of objects are determined by drawn or imagined lines converging at a point on the horizon</p> <p>Atmospheric perspective- method of creating the illusion of depth, or recession, in a painting or drawing by modulating color to simulate changes affected by the atmosphere on the colours of things seen at a distance</p>	
Language Functions	<p>(analyze, compare/contrast, critique, describe, interpret, question, etc.)</p> <p>Describe - Through an artist statement at the end of art making, students will describe the decisions they made for their badge and will explain why.</p>	
Language Demands	Syntax	Discourse
Language Tasks and Activities	<ul style="list-style-type: none"> - Thumbnail Sketches - pick their favorite sketch and state why it's their favorite (before starting their felt patch) - Circling or highlighting useful information that they can use from the information packets on their State parks (3 facts) - Artist Statement <p>Discussion- during class discussion, students will describe national parks and provide information that will guide their design process</p>	
Language Supports	<p>Writing - Artist Statement with prompts and using vocabulary</p> <p>Posters- Vocab posters</p> <p>Demo- Demonstrate the stitches we are using and remember to repeat the words when correlating with movement.</p>	

SPECIAL PRE-INSTRUCTION PREPARATIONS	
<ul style="list-style-type: none"> ● Room setup ● Cut out felt squares ● Cut out numbers to draw and pick their park 	

ACCOMMODATIONS FOR SPECIFIC DIVERSE LEARNERS
Adaptations and Accommodations
<ul style="list-style-type: none"> - Providing stencils and templates for sizes and simple designs - Bigger patches or allowing choice - Providing pre holed felt that allows students to create designs more effectively.
Enrichment and Extensions
<ul style="list-style-type: none"> - Allow more detail to be added to their current patch
Activity for Early Finishers
<ul style="list-style-type: none"> - Early finishers can design another park patch (choose from one of the remaining parks) - Students could design a letterhead using the patch logo

OBJECTIVE-DRIVEN ASSESSMENTS
<p>Formative: In progress critique at the beginning of the 2nd class - Have students pair with their neighbor and discuss their projects and possible alterations. Teacher will write and verbally discuss the feedback per sketch.</p> <p>Summative: Rubric with guided requirements for the final piece</p>

REFERENCES
<ul style="list-style-type: none"> - Nps.gov - the-parks-company.myshopify.com/collections/wpa

** Developed and written by Amora Malzewski, Kylie Clary, and A.J. Kepka, Art Education, Illinois State University, 2019*

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 1

Launch	Instruction Methods
--------	---------------------

<ul style="list-style-type: none"> - Teacher will launch a “get to know you discussion” <ul style="list-style-type: none"> - To find out students interests - Allow everyone to introduce themselves <ul style="list-style-type: none"> - How do you say your name? - What school do you go to? - What's your favorite color? - What's your favorite animal? - What are some things you like to do in free time? - Teacher will discuss class procedures and rules. - “Because we don’t have as much time as the previous weeks, we are going to jump right into it” 	<ul style="list-style-type: none"> - Discussion, group talk
Instruction	Instruction Methods
<ul style="list-style-type: none"> - Teacher will lead discussion on State parks/ into state parks and assess students prior knowledge on the topic - Critical questions from above - Teacher will discuss PowerPoint and artist examples - Teacher will discuss project and project requirements <ul style="list-style-type: none"> - Teacher will ask the students about the perspective used and techniques used within the teacher examples. <ul style="list-style-type: none"> - How does the artist use perspective? How can you tell? - What colors did the artist use, does that initiate a mood or emotion? - Teacher will provide a demonstration and discuss vocabulary terms in the process (Running stitch and Whip stitch) <ul style="list-style-type: none"> - Students will practice on a piece of practice felt along with the teacher doing the demonstrations - Stitching handouts will be provided to students - Teacher will provide a demonstration of building the layers of the patch <ul style="list-style-type: none"> - Draw out their patch on white paper - Trace with wax paper - shiny side down (draw on the matte side) - Cut out the big shapes - Iron onto felt - Cut the felt with the wax paper still on - peel off wax paper after cutting - Teacher will have students draw numbers that allow them to pick a park 	<ul style="list-style-type: none"> - Discussion - Demo - Independent work time

<ul style="list-style-type: none"> - Teacher will provide research packets to students and instruct them to start their 5 sketches along with highlighters and pencils. - The students will pick three facts from the information packet that they will write on their sketches, and then use for their landscape representation. - Teacher will pass out felt according to students sketches being completed - Teacher will allow independent work time with music playing 	
Closure	Instruction Methods
<ul style="list-style-type: none"> - Teacher will discuss clean up procedures and announce 5 minutes before cleaning up - Teacher will guide students into a think, pair, share on what went well and what did not - Teacher will line up students and dismiss 	<ul style="list-style-type: none"> · Discussion

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 2

Launch	Instruction Methods
<ul style="list-style-type: none"> - Teacher will welcome the students back to class - Teacher will discuss previous class briefly, - Who can tell me what we did last week? - What are some of the things that went well, what did not? <ul style="list-style-type: none"> - Do you remember what terms we discussed that are important for landscape representations? - Can someone describe what the processes of display perspective are? <ul style="list-style-type: none"> - "if you're struggling you may look around the room" 	<ul style="list-style-type: none"> ·
Instruction	Instruction Methods

<ul style="list-style-type: none"> - Teacher will introduce artist statement (2-3 sentences) <ul style="list-style-type: none"> - Describe your work.. - What were your goals? - What do you think of it? - Teacher will do a shortened demonstration to remind students how to complete the stitches. (Running Stitch and the Whip Stitch) - Teacher will regain attention and direct them into independent work time to finish their project - Stitching handouts will be provided to students - When stitched patch is complete, students will start working on their Artist Statement <ul style="list-style-type: none"> - Artist Statement prompts provided - Students will write out their Artist Statement on lined paper 	<p>Independent work time</p> <p>Peer discussions</p>
Closure	Instruction Methods
<ul style="list-style-type: none"> - Teacher will reintroduce clean up procedures and announce 5 minutes before cleanup time. - Gallery walk with students work <ul style="list-style-type: none"> - Students will put all their patches on their tables and students will walk around viewing everyone's work - Artist statement will be displayed next to their patch during the "gallery walk" - Students will then bring their artwork out to the hallway to display for their parents to be coming - Teacher will line up students and dismiss 	<ul style="list-style-type: none"> · Small group discussions about what are some interesting designs they saw