**Name: \_\_\_\_Hannah Ayers\_\_\_\_\_\_\_\_\_\_\_\_** CURRICULUM PLANNING TOOL

Unit Big Idea: Movement Grade Level: 6 Illinois Fine Art Goals:

**Unit Key Concepts and Essential Questions: Movement. Every living being moves. How do people move? What makes people move? Can we distinguish patterns in our movement? How do people move individually, locally, nationally, globally? Do people move differently in different places of the world?**

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| **Session** | **Title of Lesson/**  **Expected Result[s]**  [& Length of Time to Completion] | **LP Key Concepts**  [list the IMPT concepts about the big idea] | **Dialogue/Concepts**  [Essential Questions you will ask; points of discussion; what they are learning] | **Historical/MC & Contemporary Art Exemplars**  [artworks, books, artists, visitors, interviews, videos] | **Key Artistic Concepts**  [conceptual understandings, materials, techniques] | **Instructional/Artmaking Activities**  [Bullet point step by step procedures for the activities] | | **Closure/**  **Assessment**  [how you will wrap it up and how you will grade the lesson’s results] |
| **Week 1** | How did I get here?  Map making  40 Min. | We move everyday | How do we move every day?  What patterns, designs do we see in our movements?  How are we different? | /Users/hayers/Downloads/W1siZiIsIjI4NjgxNyJdLFsicCIsImNvbnZlcnQiLCItcmVzaXplIDEyODB4MTI4MFx1MDAzZSJdXQ.jpg  William Anastasi Pocket Drawings 1969 | Line, drawing, performance, documentation. | | * I will pass out sketchbooks and ask them to write their names on the cover and feel free to take down any notes if they feel like it. * I will introduce the concept of movement, asking them to write a few examples in their sketchbooks of ways they move and why. I will ask a few people to share their ideas and we will have a small discussion. * I will introduce the drawing activity by showing them Anastasi’s work and asking them to make a drawing representing their movements from the time they woke up this morning up until the present moment. I will do a quick demo of what I expect it to look like so they don’t end up making drawings like Anastasi’s. * I will pass out larger sheets of paper and a selection of drawing utensils and ask them to set their sketchbooks aside. * As they finish, I will ask them to look around at their peers’ drawings and make some mental observations of similarities and differences. * I will have them fold the artwork and tape it into their sketchbook so they can fold it out and in to view it and store it. * I will ask them to write a response in their sketchbooks for- “We all started by waking up and we are all sitting here now, but the time in between can vary a lot. What might the differences in our daily movements say about us?” | I will close it up by asking them to consider the ways they move throughout the week and they will share something at the beginning of class next week.  I will collect their sketchbooks and grade them based on the quality of their entries and their engagement in the drawing and discussion. |
| **Week 2** | Transportation, movement patterns  Analyzing traffic and making drawings  (2 weeks, 40 min each) | Everybody moves in different ways. and this manifests visually and can be interpreted through artwork. | What happens when everybody is moving at the same time?  Why do lots of people move at the same time, or go to the same places?  How do people move differently in different spaces and locations? | The students will be presented with a selection of locales as a handout. The handout will include information about the types of transportation, and some of the cultural activities that happen there.  I will show a few time lapses of traffic in the various locations  Times Square: <https://www.youtube.com/watch?v=ZfxNANiXd8g>  Venice: <https://www.youtube.com/watch?v=cn5kLZHRjcM>  Vietnam: <https://www.youtube.com/watch?v=08OpjYn1BlY>  Amsterdam: <https://www.youtube.com/watch?v=fQdwlNkirKg>  Campus (00:39): <https://www.youtube.com/watch?v=4qyItmYP3E8> | Printmaking, Sketching, Pattern. | | * I will start by having a few people share the movements they considered throughout the week. * I will open the lesson with the video clips of mass movement in different places. * I will present them with the various locales they can choose from and have them pick. I’ll have them sit in clusters, one person from each locale. I’ll give them time to go over the handout and make a few sketches of the types of transportation from that place. * I will present them with the activity. We will be making stamps out of Styrofoam to use to depict the traffic flow of an area within their chosen locale. The students should decide if they want to depict a specific street or site seeing destination. They need to think about what the people they are depicting are doing, maybe where they are going. Are they going to work or school? Are they shopping? Is it a heavy tourist destination? Have them discuss their decisions in their groups so that they are sharing information. * From here they will make a stamp or a couple stamps to depict the ways the people move. They will do this by drawing the shape onto the Styrofoam and cutting the shape out. * In their sketchbooks I will ask them to write about how the types of travel and transportation is different in the location they chose compared to where they live. | They will make a little pocket for their stamps out of paper and tape it into their sketchbooks to keep them in a safe space until next week.  I will give them a half sheet handout where they will have to sketch the location for their final project.  I will grade them based on their participation in discussion, what they wrote in their sketchbooks and if they completed at least one stamp. |
| **Week 3** | Week 2 of Transportation, movement Patterns | Everybody moves and this manifests visually and can be interpreted through artwork. | What patterns do we see in societal movement?  What does the collective movement say about the culture of the members of that place? | /Users/hayers/Downloads/Painted-Platz-2-1024x768-960x720.jpgI will show this YouTube video of Guerilla art in Berlin where they spilt different colors of paint on the street and the cars drove over it, dragging colors based on the flow of traffic.  https://www.youtube.com/watch?v=N1AHBZybjW4&feature=youtu.be | Printmaking, Drawing, Pattern. | | * I will have them take out their handouts and glue or tape them into their sketchbooks. * I will show them the video of Guerilla Art in Berlin to show them an artistic act encouraged by traffic. * I will explain the final part of the activity. The students will get a sheet of paper where they will draw out the sketch they made for homework. They will then use bright colors of paint to stamp out the movement of their subjects onto their location. * I will pass out paper and have them make their drawings. * I will show them how to apply paint to the stamp and make the print. I will pass out small containers of paint and let them add the stamps. * We will hang them to dry or keep them on a drying rack. * I will ask them to write a reflection in their sketchbook, answering the question “What does the collective movement of a place say about the culture of its members?” | I will congratulate them on finishing a piece. I will ask if anyone wants to say anything they like about someone else’s artwork. |
| **Week 4** | Animal Movement  Drawing | How and why do animals migrate?  How does the way people move relate to the way animals move? | How do the patterns of movement look similar and how do they look different?  Is movement of animals different than humans? | We will have an immersive classroom experience where we go through the migration of a single animal.  I will have a slideshow with an image of the animal, and the locations where it stops during its migration. | Sketching, bookmaking, narrative | | * The students will come in and sit down. * We will quickly make a small booklet that will become their “passport” to follow the migration of an animal * I will project an image of the animal which they will draw on the first page of their sketchbook. * They will write down some facts about the animal on the page next to it, they will flip the page and I will send them off to their first location. They will sketch this location and write info down. As I see them completing the drawing, they will get a stamp to indicate they went to this location * I will run through a couple more locations and they will have a finished book tracking the migration of the animal | I will ask them to do a small writing exercise that I will collect where they discuss the way this animal migrated and how it is similar of different to the way humans move.  I will grade them based on their completion of the passport and their written response.  For next week I will ask them to ask their parents about their heritage and how their families came to America and from where. |
| **Week 5** | Migration/immigration Patterns  Week 1 | Looking at our families global movement and mapping it out linearly. | When we scope out to a global view, how do those patterns change?  What drives this kind of movement?  Where is your family from? | 28935.jpg IN2186_31_CCCR1-600x383.jpgRirkrit Tiravanija. Untitled 2008–2011 (the map of the land of feeling) I–III. 2008–11 | Collage and drawing | | * The students will pull out their handouts from the week before. * I will introduce them to Rirkrit Tiravanija’s work and introduce our activity. * Using collaged images combined with drawings and writing, they will create a linear artwork that traces their family’s movement over the decades. * Before they start drawing I will ask them to do some sketches in their notebooks of some imagery they can include to indicate the places they have lived or symbols that represent the places their ancestors are from * Then they can begin by making cut outs of construction paper and positioning them on their long sheet of paper to decide the layout before gluing them down * Then they will add drawings and writings to complete the work * We will do a walk around and they have to write down one thing they learned about a peer that they didn’t know before in their sketchbook. We can share a couple. | To wrap up I will ask them if they noticed any similarities or differences in their family stories.  I will ask them to write in their sketchbooks some of the reasons families move from one country to another.  I will assess them based on the completed work and their participation in the discussion. |
| **Week 6** | Migration/Immigration Patterns  Week 2 | How did everyone in our class get to where we are now as displayed through our ancestors travels? | When we scope out to a global view, how do those patterns change?  Are there similarities in the reasons our families migrated? | This week we will do a class project where we map everyone’s individual stories onto one big world map mural. | Collaboration, drawing, large scale work | | * Drawing on the maps we made last week, we are going to make a class mural of where we are all from. * I will have a pre-drawn out, large map of the world. The students will be split into groups and will get to work on one of the main continents coloring it in and adding elements that depict some of the culture there and depict some of the terrain. * They will glue the countries onto the larger mural. * Then the students will get to put their family’s migration pattern on it using yarn. * As a class, we will get to see how these travels overlap. | At the end of class I will ask them how these global movements relate to animal migrations.  I will grade them based on their ability to work well in a group and what they’ve written in their sketchbooks. |
| **Week 7** | Wrap up- What’s your next move? | What have we gleaned from analyzing the different ways people and animals move?  We looked at ourselves as individuals and families, to city-specific societies, migratory animals, and global families. What patterns can we discern?  What type of things make people move? | They should have learned that people move for many reasons. And lots of people throughout history have moved for similar reasons. We move for work, for leisure, for comfort and freedom. Living things move.  Why is it important for us to consider the way people move?  I think it helps us to be understanding of other people and to feel connected to others around the world as well as in our own communities. | I am going to have them think about somewhere they want to move in the future. This can be in the next week or in the next 20 years. | Drawing, printmaking, collage, writing, bookmaking, etc. | | * Using the artmaking processes they learned this semester, they can make a free art project to depict a move they hope to make in the future. This can be a depiction of their bus ride home after school, or their dream to move to another part of the country/world. * They will write a bit out in their sketchbook before getting started on their art piece. * At the end of class we will share them with the class and give each other feedback and words of encouragement about peoples future moves. | I will ask the big question: Why is it important for us to consider the way people move?  I will ask them to write an answer in their sketchbook and then have a couple people share  I will assess them based on their ability to answer that last question, their confidence in the artmaking processes, and their finished artwork. |