

WEEK	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>
BIG IDEA	COMMUNITY	COMMUNITY		COMMUNITY		COMMUNITY	
SUB-IDEA	<i>-Building classroom community through collaboratively designing art room Rules, Procedures, & Values</i>	<i>-Types of communities</i>	<i>-Continue jungle community</i>	<i>-Individual skills, talents, and abilities create a more dynamic group.</i>	<i>-Group portraits</i>	<i>-Family</i>	<i>-Family continued</i>
QUESTIONS & COMMENTS	What does the “Perfect Art Student & Friend” look like?	Where do we see communities? What are some characteristics of a group of people coming and working together with common interests/goals?		What qualities do you bring to the community and how are you unique?		What traditions, events, and things does your family do to help create a strong, loving community? What makes your family unique?	
PROJECT	Puzzle Pieces: We’re all different, but together we are whole!	Create a Jungle of animals in the room	Create flowers to enhance jungle diversity.	Self-expressive portraits		Create a narrative “quilt” piece about your family	
MEDIUM	Markers, colored pencils & large roll paper	Construction paper, acrylic paint, string & hole puncher	Construction paper, oil pastels, & graphite	Graphite & Tempera		Graphite, colored pencils markers, & torn paper	
ARTIST, READING, & TECHNOLOGY		“Great Kapok Tree: A Tale of the Amazon Rain Forest”	Georgia O’Keefe	Picasso		Faith Ringgold “Tar Beach”	

WEEK	8	9	10	11	12	13	14	15
BIG IDEA	COMMUNITY		COMMUNITY		COMMUNITY		COMMUNITY	
SUB IDEA	-Friends	- Friends <i>continued</i>	- School Issues	- School Issues <i>continued</i>	-Environment	<i>Environ. Cont.</i>	-Physical Landscapes	-Physical Landscapes <i>Continued</i>
QUESTIONS & COMMENTS	What makes your friends special? Get to know them better by exploring partner portrait techniques.		What things are important issues in your school community? How can we improve, solve, or shine light on these issues?		How does our environment affect our community health? How can we reduce, reuse, and recycle in art?		How do artists view their community and the places in which they live? Intro cityscapes, personal surroundings & environmental awareness.	
PROJECT	Blind contour drawings		Inspirational school slogan posters OR Kruger style advertisements		Nature art	Leaf Prints/ Rubbings	Create a landscape describing where you live.	Create a fantasy landscape of a place you'd like to live in
MEDIUM	oil pastels, black marker, graphite		Poster board and markers		Objects found in nature	Leaves, chalk pastel, paper, water		
ARTIST, READING, & TECHNOLOGY			Barbara Kruger		Goldsworthy & Dougherty			

WEEK	16	17	18	19	20	21	22	23	24
BIG IDEA	COMMUNITY		COMMUNITY			COMMUNITY			
SUB IDEA	<i>-Action</i>	<i>-Action continued</i>	<i>-Murals</i>	<i>- Murals continued</i>		<i>-Activism</i>	<i>- Hand building bowls/ bisque</i>	<i>-Glazing</i>	<i>-Planning promoting & voting</i>
QUESTIONS & COMMENTS	-Introduce content in art and how to critically analyze meaning in artwork. Positive change promoted through art. Messages are embedded into artwork and we need to be critical thinkers to decode it.		How does work that is placed in the actual community (vs. in galleries) affect the message and the audience of the art?	<i>Weeks 18-20</i>		What can we do as a class to make a difference in our local community using art? Intro to clay & Intro to Empty Bowls project			
PROJECT	Virtual Gallery Fieldtrip- critique how artwork may affect sense of community through positive change messages	Actual gallery or museum fieldtrip Viewer appreciation	Create a class mural and display in the hallways			Introduction to clay			Papermaking handmade "bowl shaped" invitations
MEDIUM			Roll paper, tempera paint, and graphite			Clay Hand building	Clay	Clay	Paper sculpture
ARTIST, READING, & TECHNOLOGY			Keith Haring						

WEEK	25	26	27	28	29	30	31
BIG IDEA							
SUB IDEA	<i>-Empty Bowls Event Finish all projects</i>	COMMUNITY <i>-Celebrate Community Ceramic art</i>	COMMUNITY <i>-Explore Public Ceramic Murals</i>	<i>- Public Ceramic Murals Continued</i>	<i>- Public Ceramic Murals Continued</i>	COMMUNITY <i>-Explore Public Art in your community</i>	<i>- Public Art in your community continued</i>
QUESTIONS & COMMENTS	Reflection on service learning	Invite local artists to give talks about their artwork and techniques that they use to complete it	Planning and idea sketches submitted. Final image voted on.			What does it mean to those who come in contact with it daily?	
PROJECT		Have students do workshops with local ceramic artists to explore other possibilities in clay.	Students create a collaborative wall mural with local ceramic artists.	Glaze/ decorate tiles	Complete glazing & assemble finished piece	Create your own public artwork. Display student work in various community settings such as in the city bus or in local restaurants /museums.	
MEDIUM		Clay	Pre-bisque ceramic tiles and glaze decoration			Graphic illustrations or Xerox reproductions	
ARTIST, READING, & TECHNOLOGY						Calder, Maya Lin, Frank Lloyd Wright	

WEEK	32	33	34	35	36	37
BIG IDEA	COMMUNITY	-	COMMUNITY			
SUB IDEA	<i>-Communication</i>	<i>- Communication continued</i>	<i>-Celebrations</i>	<i>-Celebrations continued</i>	<i>-Celebrations continued</i>	<i>-Art Community end of the year celebration!!!</i>
QUESTIONS & COMMENTS	Study printmaking for news and for imagery.				Reflect on the year in total. What did we learn about community?	
PROJECT	Create art classroom gazette. Have student competition for logos/illustrations for the graphics. Send home with students to update parent.		Research different community celebrations		Create a Banner of Knowledge to hang at our final celebration.	
MEDIUM	Print making		Paper Mache			
ARTIST, READING, & TECHNOLOGY						

Additional Ideas to Promote Community during the year:

Student artists of the month

Hang artwork in the hallways and describe the projects to the school

Have a gallery showing/art show during the year to showcase the work

Have an artwork sale and donate the funds to a community need

“Service-learning is a teaching method that enriches learning by engaging students in meaningful service to their schools and communities. Young people apply academic skills to solving real-world issues, linking established learning objectives with genuine needs. They lead the process, with adults as partners, applying critical thinking and problem-solving skills to concerns such as hunger, pollution, and diversity. Service-learning is education in action.” — Sen. John Glenn

SOURCE: <http://www.nylc.org/discover.cfm?oid=3152>