

Jessica Ens

Florida State University

# Unit Plan

**Title:** Box of Awesome

**Grades:** 5

**Teacher:** Jessica Ens

**Estimated Length:** 5 class periods

## Stage 1: Desired Results

### Content Standard(s):

- **VA.5.S.3.1** Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.
- **VA.5.H.2.2** Describe the ways in which artworks and utilitarian objects impact everyday life.
- **VA.5.O.3.1** Create meaningful and unique works of art to effectively communicate and document a personal voice.

### Main Objective:

Identify tools that can promote a positive attitude and describe the impact of a positive thinking on one's perspective.

### Essential Question(s):

- What are tools I can use to promote a positive attitude?
- How can positive thinking change my perspective?

### Understanding(s)/Goals students will understand that:

- Individuals can use tools to promote a positive attitude.
- Positive thinking can change one's perspective.

### Objectives/Outcomes students will be able to:

- Identify tools that can promote a positive attitude.
- Describe the impact of positive thinking on one's perspective.
- Discuss the result of a positive outlook.
- Illustrate a tool that promotes positive thinking.
- Analyze the influence of a positive perspective.
- Reframe their positivity tool into a visual representation.
- Write positive affirmations to accompany their artwork.

<b>Factual Knowledge (think)</b>	<b>Procedural Knowledge (make)</b>	<b>Conceptual Knowledge (act)</b>
<i>What should participants hear, read, view, explore or otherwise encounter?</i>	<i>What knowledge and skills should participants master?</i>	<i>What big ideas and understandings should participants be able to act on?</i>
Describe the impact of a positive thinking on one's perspective.	Analyze the influence of a positive perspective on one's attitude.	Design an artwork that utilizes visual elements as a tool for positivity.

## Stage 2: Assessment Evidence

**Performance tasks (what students will do and desired results from Stage 1)**

<b>Factual Knowledge (think)</b>	<b>Procedural Knowledge (make)</b>	<b>Conceptual Knowledge (act)</b>

With our class, discuss the impact of positive thinking on one's perspective. What are examples? How does it impact our outlook?	Use brainstorming to identify tools that can promote a positive attitude. Research examples of ceramic artists and positive affirmations.	Create an artwork that utilizes visual elements as a tool for positivity accompanied by written affirmations.
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**Evidence of learning (Evidence of student understanding and proficiency, DATA):**

- Sketch of clay design on worksheet.
- Photograph of the artwork.
- Written positive affirmations.
- Brainstorming activity.
- Checklist for project guidelines.
- Physical artwork.

***Possible problems for diverse learners, accommodations and modifications:*** *\*Accommodations and modifications have been deliberately planned for the best interest of the diverse learners and these strategies are then evaluated to assess the extent to which they are effective to the majority of the students. Accommodations and modifications include, but are not limited to, these items*

Teacher will deliberately account for the accommodations and modifications of special learners by physically modeling, with verbal instruction with visual aids, cooperative learning, with written instructions, example worksheet, example projects, example ceramic elements, sentence starters, teacher modeling, example affirmations.

## Stage 3: Learning Plan

### **Enabling knowledge (facts, concepts, principles) and skills (processes, procedures, strategies):**

- How to identify tools that can promote a positive attitude
- Approaches to writing affirmations
- How to diagram their thoughts/ideas/structures
- How artists create artwork to express a positive outlook
- How to create a successful design
- How to use a hand building technique to assemble an artwork
- How to critically examine and reflect on ideas and choices

### **Student needs to perform effectively and achieve desired results:**

- Opportunity to brainstorm positive affirmations
- Practice visually responding to prompts
- Small group discussion about their ideas
- Use a brainstorming technique to push concepts further
- Opportunity to explore the impact of positive thinking
- Look at and discuss the medium of ceramics
- Sketch or plan ideas for project
- Think about how their message will be conveyed by their artistic choices
- Finalize plans for their project

### **Activities to equip students with the needed knowledge and skills:**

- [101 Positive Affirmations](#)
- [Toddler Affirmations](#)
- [Kid President](#)
- [Roberto Lugo](#)
- What it means to use tools to promote positive thinking
- How to use a brainstorming activity
- How to write positive affirmations

### **Instructional goals:**

- A demo on how to handbuild a slab ceramic box
- Teacher modeling for brainstorming/venn diagram
- Examples of prints/plates
- Examples of the impact of positive thinking

**Materials and Resources:**

- Handouts/worksheets
- Pencil
- Clay
- Ceramic tools
- Trays to store clay
- Texture tools
- Paint
- Brushes
- Example/project ideas
- Rubric/printout of expectations

**Learning Plan:****Day One:**

1. Teacher will maintain objectivity and control of class while students enter art room.
2. Video intro (4 mins)
  - [Kid President](#)
  - Teacher will include technology to enhance student learning.
  - Teacher will use a narrative activity to help anchor information in memory and signal to students that certain information is important.
3. Intro to positive thinking and class discussion (5 mins)
  - Teacher will engage students in linking discussion activity to connect what they already know to new content.
  - What are things that make us happy?
  - What are challenges we face?
  - How can our attitude toward something affect our outcome?
  - How can a positive attitude change our outcome?

- Teacher will implement elaborative interrogations by probing students to further use their thinking to generate his/her answer.
- 4. Brainstorming - Affirmation graphic organizer (10 mins)
  - Students will use a graphic organizer to engage in an activity that requires them to examine new ideas in informal content.
  - Teacher will monitor student deepening of knowledge by comparing the group discussion and graphic organizer data.
- 5. Deepening and practicing new knowledge - Sketch/worksheet (20 mins)
  - Students will use the worksheet and sketch to identify general patterns that connect information to a metaphoric level.
  - Teacher will use visual organizer to scaffold new information.
  - Students will explain why their visual metaphors are appropriate.
- 6. Interacting with new knowledge - Clay slab demo (5 mins)
  - Teacher will cue important information in tone of voice and body language
  - Teacher will reference powerpoint during demonstration to cue important information
  - Teacher will demo how to cut slabs for project deliberately accounting for the accommodations and modifications of special learners
    - i. By physically modeling
    - ii. With verbal instruction
    - iii. With visual aids
    - iv. With written instruction
- 7. Examination of content perception and understanding
  - Maintaining an orderly classroom and utilizing established classroom procedures, students will clean up.
  - Teacher will ask exit questions while class lines up.
    - i. How much do you know about ceramics? - rating system

### **Day Two:**

- 8. Teacher will maintain objectivity and control of class while students enter art room.
- 9. Video intro (4 mins)
  - [Toddler Affirmations](#)
  - Teacher will include technology to enhance student learning.
  - Teacher will use a narrative activity to help anchor information in memory and signal to students that certain information is important.
- 10. Assuring quality student work - Sketch/worksheet (5 mins)



- Students will finish sketch/worksheet
  - Teacher will provide feedback to students regarding their progress and assist students in tracking their progress.
11. Interacting with new knowledge - Ceramic box handbuilding demo (10 mins)
- Teacher will cue important information
  - Teacher will demo how to make plates deliberately accounting for the accommodations and modifications of special learners
    - i. By physically modeling
    - ii. With verbal instruction
    - iii. With visual aids
    - iv. With written instruction
12. Students will apply new processes to handbuild ceramic box (20 mins)
13. Students will use sketch/worksheet to design exterior of ceramic box and handle (10 mins)
14. Examination of content perception and understanding
- Maintaining an orderly classroom and utilizing established classroom procedures, students will clean up.
  - Teacher will ask exit questions while class lines up.

### **Day Three:**

15. Teacher will objectivity and control of class by meeting students outside of the classroom at picnic tables.
16. Exemplar artist intro (5 mins)
- [Roberto Lugo](#)
  - Cooperative discussion about the artist and his artwork
  - What message does he include in his artwork?
  - Who is he inviting to the conversation?
  - How could it make someone feel to be represented in his artwork?
17. Interacting with new knowledge - Ceramic box handbuilding demo/review (5 mins)
- Teacher will cue important information
  - Teacher will engage students in a brief review of content that highlights the critical information deliberately accounting for the accommodations and modifications of special learners
    - i. By tone of voice
    - ii. Body position
    - iii. Explicitly telling students that the information is important

- Teacher will demo how to make handbuild ceramic box/design exterior deliberately accounting for the accommodations and modifications of special learners
  - i. By physically modeling
  - ii. With verbal instruction
  - iii. With visual aids
  - iv. With written instruction
- 18. Students will apply processes to handbuild ceramic box using and practicing new knowledge to create project in accordance to the rubric. (25 mins)
- 19. Maintaining an orderly classroom and utilizing established classroom procedures, students will clean up then return to seats. (5 mins)
- 20. Exit ticket (3-5 mins)
  - Teacher will use a narrative activity to help anchor information in memory and signal to students that certain information is important.
  - Students will write positive affirmation and attach it to the on the collaborative chain

#### **Day Four:**

- 21. Teacher will maintain objectivity and control of class while students enter art room.
- 22. Instruction - Painting demo (5 mins)
  - Teacher will demo how to printmake deliberately accounting for the accommodations and modifications of special learners
    - i. By physically modeling
    - ii. With verbal instruction
    - iii. With visual aids
    - iv. With written instruction
- 23. Students will use and practice new knowledge to print project in accordance to the rubric. (25 mins)
- 24. Knowledge comparison - Exit slip (10 mins)
  - Teacher will engage students in reflecting on their own learning and the learning process and monitor for the extent to which students self-assess their understanding and effort.
  - Students will deepen knowledge by examining similarities and differences in informational content by comparing current levels of knowledge of printmaking to their previous level of knowledge.
  - How much do you know about ceramics now? - rating
  - What did you do well?

- What could you do better?
- Teacher will analyze the data and determine the effectiveness of selected strategies for subgroups.

**Day Five:**

25. Teacher will objectivity and control of class by meeting students outside of the classroom at picnic tables.
26. Affirmation activity (10 mins)
  - Teacher will model activity
  - Students will use positive affirmation worksheet to add positive affirmations to their ceramic box
27. The teacher will identify and accommodate the needs of specific special learners by taking into consideration the data monitoring then modify instruction by the setting up the back counter for students that need additional time.
  - Students will be allowed to finish painting if needed
28. Students will have opportunity to view and add to peer work. (20 mins)
29. The teacher will engage students in a self-assessment activity that help them reflect on the learning process, their learning and their effort. (10 mins)

**Name:** \_\_\_\_\_

Positive thinking is a powerful tool that can improve your attitude, help you manage stress, and overcome challenges. Fill in the blanks to finish the positive sentences.

There is no one better to be than myself because I am unique and special.

I am enough.

I am awesome at \_\_\_\_\_

I am an amazing person because \_\_\_\_\_

My challenges help me learn and grow.

Today is going to be a great day because \_\_\_\_\_

I can control my own happiness.

I have courage and confidence when I \_\_\_\_\_

I believe in my goals and dreams.

Today I choose to think positive about \_\_\_\_\_

I can get through anything.

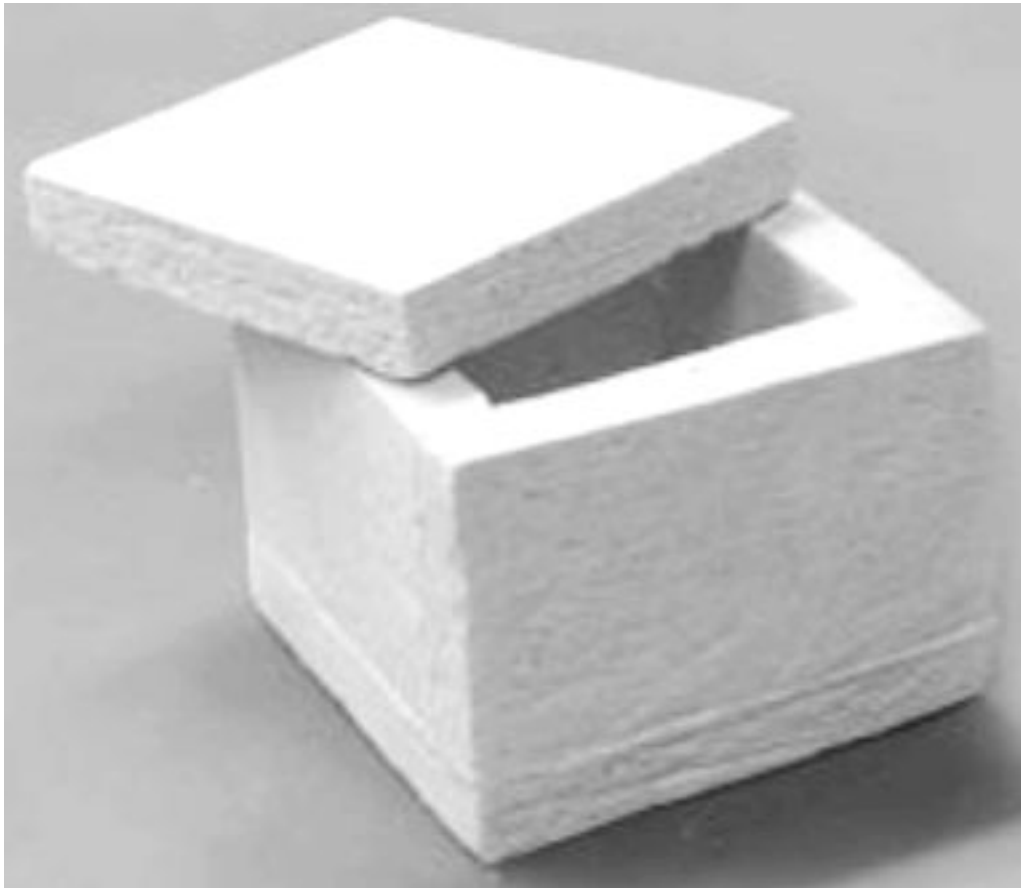
I can do anything I put my mind to.

I can \_\_\_\_\_

I stand up for what I believe in.

\_\_\_\_\_

\_\_\_\_\_



**This design would be a positivity tool for me because:**

**This design would make me think of:**

**Name:** \_\_\_\_\_

There is no one better to be than myself because I am unique and special.

I am enough.

I am awesome at \_\_\_\_\_

I am an amazing person  
because \_\_\_\_\_

My challenges help me learn and grow.

Today is going to be a great day because \_\_\_\_\_

I can control my own happiness.

I have courage and confidence when I \_\_\_\_\_

I believe in my goals and dreams.

Today I choose to think positive about \_\_\_\_\_

I can get through anything.

I can do anything I put my mind to.

I can \_\_\_\_\_

I stand up for what I believe in.

# Art Rubric

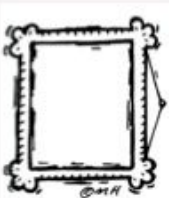



















## Goal

4

3

2

1

Project Criteria					
	I followed all the directions of the project. I understand the project goals and can explain them in my own words.	 I followed all the directions of the project. I understand the project goals and can explain them in my own words.	 I followed some of the directions of the project. I somewhat understand the project goals and can explain some of them in my own words.	 I had a hard time following some of the directions. I don't understand most of the project goals and/or can only explain some of them in my own words.	 I did not following any of the directions. I do not understand any of the project goals and/or can not explain any of them in my own words.
	I used all of the project skills and processes correctly. I took care with all of my project details. My art work is clean and free of smudges.	 I used all of the project skills and processes correctly. I took care with all of my project details. My art work is clean and free of smudges.	 I used some of the project skills and processes correctly. I took care with some of my project details. My art work is mostly clean and free of smudges.	 I did not use most of the project skills and processes correctly. I did not take care with most of my project details and/or my art work is not clean and free of smudges.	 I did not use any of the project skills and processes correctly. I did not take care with any of my project details and/or my art work is not clean and free of smudges.
	I used unique and/or original artistic choices in my project. I was successful in using my problem solving skills.	 I used unique and/or original artistic choices in my project. I was successful in using my problem solving skills.	 I used some unique and/or original artistic choices in my project. I was somewhat successful in using my problem solving skills.	 Most of my artistic choices were not unique and/or original. I was unsuccessful in using my problem solving skills.	 None of my artistic choices were unique and/or original. I was completely unsuccessful in using my problem solving skills.
	I was focused on my project during work time and always remained on task. I managed my time well everyday.	 I was focused on my project during work time and always remained on task. I managed my time well everyday.	 I was somewhat focused on my project during work time and partially remained on task. I managed my time well some days.	 I was not focused on my project during work time and failed to remain on task most of the time. I did not manage my time well most days.	 I was never focused on my project during work time and completely failed to remain on task. I did not manage my time well any of the days.