

Unit Title: Reflecting on Community Experiences

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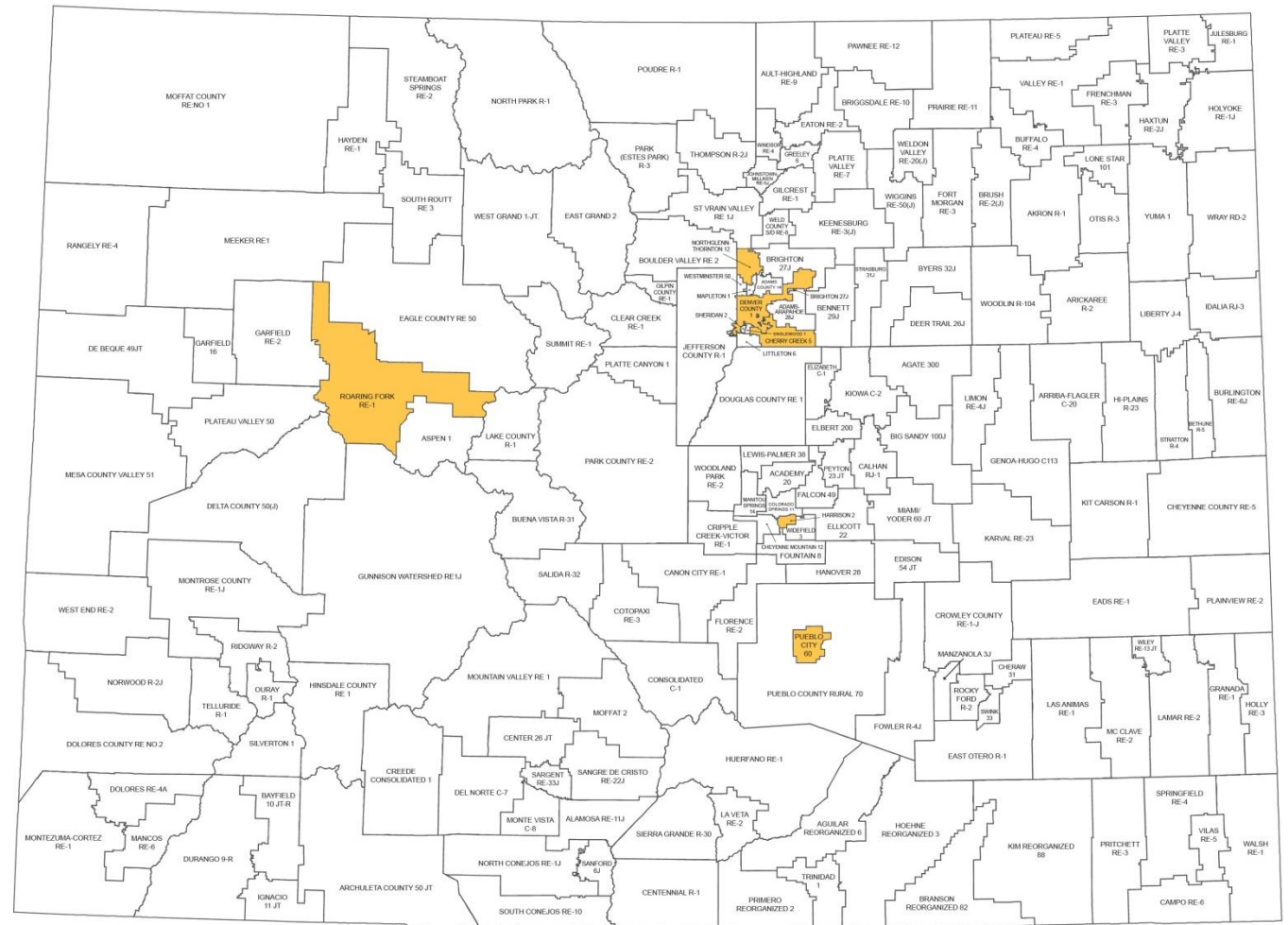
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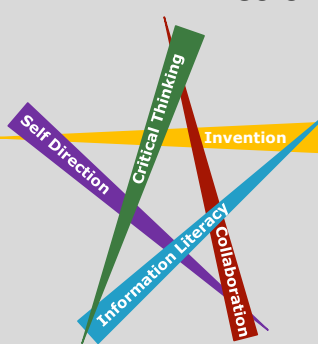


This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Visual Arts	Grade Level	2 nd Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Observe and Learn to Comprehend	1. Artists make choices that communicate ideas in works of art	VA09-GR.2-S.1-GLE.1	
	2. Characteristics and expressive features of art and design are used to identify and discuss works of art	VA09-GR.2-S.1-GLE.2	
2. Envision and Critique to Reflect	1. Visual arts use various literacies to convey intended meaning	VA09-GR.2-S.2-GLE.1	
3. Invent and Discover to Create	1. Use familiar symbols to identify and demonstrate characteristics and expressive features of art and design	VA09-GR.2-S.3-GLE.1	
4. Relate and Connect to Transfer	1. Visual arts respond to human experience by relating art to the community	VA09-GR.2-S.4-GLE.1	

Colorado 21st Century Skills



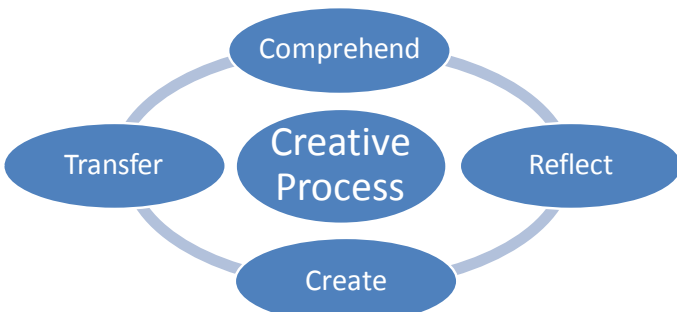
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



The Colorado Academic Standards for Visual Arts are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four visual arts standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Reflecting on Community Experiences	Instructor Choice	Instructor Choice

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	Reflecting on Community Experiences		Length of Unit	Instructor Choice
Focusing Lens(es)	Relationships	Standards and Grade Level Expectations Addressed in this Unit	VA09-GR.2-S.1-GLE.1, VA09-GR.2-S.1-GLE.2 VA09-GR.2-S.2-GLE.1 VA09-GR.2-S.3-GLE.1 VA09-GR.2-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • Why do artists reflect on their experiences? (VA09-GR.2-S.1-GLE.1,2) and (VA09-GR.2-S.2-GLE.1) and (VA09-GR.2-S.3-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c) • Why are communities different? • What is the artist’s role in the community? 			
Unit Strands	Comprehend/Reflect/Create /Transfer			
Concepts	Patterns, Symbols, Communication, Reflection, Life Connections/Human Experience, Collaboration, Community, Understanding			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Reflections on personal experiences inform an individual’s understanding of community. (VA09-GR.2-S.1-GLE.1) and (VA09-GR.2-S.2-GLE.1) and (VA09-GR.2-S.3-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c)	What are some methods for reflecting on experiences? (i.e. discussion, art-making, etc.)	How do reflections of personal experiences inform the understanding of community?
Patterns and symbols can communicate the relationships within a community. (VA09-GR.2-S.1-GLE.1,2) and (VA09-GR.2-S.2-GLE.1-EO.a,b,c) and (VA09-GR.2-S.3-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c)	What patterns or symbols would represent community? (i.e. a grouping of silhouetted figures)	What kinds of relationships can people have in a community? How can symbols and patterns be used to communicate community?
Creating community artwork (both individual and collaborative) depicts the values and ideas that make a community unique. (VA09-GR.2-S.1-GLE.1,.2) and (VA09-GR.2-S.2-GLE.1) and (VA09-GR.2-S.3-GLE.1) and(VA09-GR.2-S.4-GLE.1-EO.a,b,c)	What types of art communicates community? (i.e. public art, collaborative, personal, cultural etc.) What artists have created community-based art? What are some examples of collaborative art? (i.e. books, murals, etc.)	How can artwork communicate community experiences? Why does collaboration create community? What other ways do communities collaborate besides art-making? What makes some collaboration successful and other not?

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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Different ways symbols and patterns can be used in a variety of ways to represent community (VA09-GR.2-S.1-GLE.1,2) and (VA09-GR.2-S.2-GLE.1-EO.a,b,c) and (VA09-GR.2-S.3-GLE.1-EO.a,b,c,d) • Different relationships that are found in communities (VA09-GR.2-S.1-GLE.1-EO.a,b,c) and (VA09-GR.2-S.2-GLE.1-E.a,b,c) and (VA09-GR.2-S.3-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c) • Ways different materials and media can be used to create art that reflects personal and collaborative ideas of community. . (VA09-GR.2-S.1-GLE.1) and (VA09-GR.2-S.2-GLE.1-EO.a,b,c) and (VA09-GR.2-S.3-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c) 	<ul style="list-style-type: none"> • Create patterns and symbols to reflect on community (VA09-GR.2-S.1,2) and (VA09-GR.2- S.2-GLE.1) and (VA09-GR.2-S.3-GLE.1-EO.a,b,c,d) • Use appropriate materials and media to communicate their ideas of community. (VA09-GR.2-S.1-GLE.1,2) and (VA09-GR.2- S.2-GLE.1) and (VA09-GR.2-S.3-GLE.1-EO.a,b,c,d) • Create presentation-ready works of art. community (VA09-GR.2-S.1-GLE.1,2) and (VA09-GR.2- S.2-GLE.1) and (VA09-GR.2-S.3-GLE.1-EO.a,b,c,d)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Personal experiences and collaboration allows artists to reflect on their community.</i></p>
<p>Academic Vocabulary:</p>	<p>Communication, reflection, life connections, human experience, collaboration</p>
<p>Technical Vocabulary:</p>	<p>Media, presentation-ready, murals, patterns, symbols</p>

Colorado Teacher-Authored Sample Instructional Unit

Unit Description:	In this unit the students will explore place, space, architecture, city planning and mapping through the experience of community. Student will begin by studying their surroundings and eventually consider how communities, as a whole, are planned and created. Planning and understanding art making as a process are common to each learning experience. Expressive features and characteristic of art, symbols, and mixing media are also key elements in the unit. The unit culminates in a performance assessment that asks students to work collaboratively to design and map out a new community.
Considerations:	As a 2nd grade unit, the intent is to clearly define community. A working definition might be: a group of people living in the same place or having a particular characteristic in common. Using the community as a central topic, teachers can explain that patterns and symbols can have “agreed upon meaning”. Patterns and symbols can also be personal or both when considering the architecture, mapping arrangements and various aesthetics and needs in planning and creating a community environment. Another emphasis for students is that communities can change for many reasons.
Unit Generalizations	
Key Generalization:	Reflections on personal experiences inform an individual’s understanding of community
Supporting Generalizations:	Patterns and symbols can communicate the relationships within a community
	Creating community artwork (both individual and collaborative) depicts the values and ideas that make a community unique

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Patterns and symbols can communicate the relationships within a community
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You are an explorer and together with a large group of friends and family have landed/discovered in a new environment. You begin to design and build where you will live, what you will do, and where you will work, play, and learn. You and others in your developing community have decided to create a map together with a key (legend) to show all the parts of your community and how to get from place to place. You will put this map on a rocket and launch it in the air so others might find you and your community.
Product/Evidence: (Expected product from students)	<p>Students will work in small groups to map a new community. The process to complete this performance assessment will include the following components:</p> <ul style="list-style-type: none"> • Create an artwork depicting a special place • Use sketchbooks to recognize and record (list and draw) the environment • Create symbols for the functional features of their community • List elements and purposes of symbols used in maps • List and describe the steps necessary to plan a collaborative art work • Collaboratively create a map with a key (legend) to show all the parts of a community and how to get from place to place

Colorado Teacher-Authored Sample Instructional Unit

Differentiation: (Multiple modes for student expression)	Students may have multiple choices in verbal, artistic and written presentations and products: <ul style="list-style-type: none"> • Collage • Sketches • Drawings • Prints • Paintings
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Texts for independent reading or for class read aloud to support the content

Informational/Non-Fiction	Fiction
<p><i>Amazing Buildings</i>-Kate Hayden (DK Readers, Level 2)</p> <p><i>The Map As Art: Contemporary Artists Explore Cartography</i>- Katharine Harmon</p> <p><i>The Art of the Map: An Illustrated History of Map Elements and Embellishments</i>- Dennis Reinhartz</p> <p><i>From Mud Huts to Skyscrapers</i>-Christine Paxmann</p> <p><i>Building on Nature: The Life of Antoni Gaudi</i>-R. Rodriguez</p>	<p><i>Beautiful Oops</i>-Barney Saltzberg (40L Lexile Level)</p> <p><i>From Mud Huts to Skyscrapers</i>-Christine Paxmann</p> <p><i>Building on Nature: The life of Antoni Gaudi</i>-Rachel Victoria Rodriguez (AD550L Lexile Level)</p> <p><i>Me on the Map</i>- Joan Sweeney (Developing reader)</p> <p><i>Where do I Live?</i> –Neil Chesnow (Developing reader)</p> <p><i>My Neighborhood: Places and Faces</i>: Lisa Bullard (730L Lexile level)</p> <p><i>As the Crow Flies: A First Book of Maps</i>- Gail Hartman (320L Lexile level)</p> <p><i>As the Roadrunner Runs” A First Book of Maps</i>- Gail Hartman (320L Lexile level)</p> <p><i>Follow That Map: A First Book Of Mapping Skills</i>-Scot Richie</p> <p><i>You Are Here: Personal Geographies and Other Maps of the imagination</i>-Katharine Harmon</p> <p><i>Wonderful Houses around the World</i>- Y. Komatsu</p> <p><i>Amazing Buildings</i>- K. Hayden</p> <p><i>Famous Buildings of Frank Lloyd Wright</i>- B. LaFontaine</p>

Ongoing Discipline-Specific Learning Experiences

1.	Description:	Think like an artist: The characteristics and expressive features in works of art and design and an understanding of media, processes and tools that are needed to express ideas in the visual arts and help to determine artistic intent	Teacher Resources:	<i>Making Art: Form and Meaning</i> - Barrett, T. <i>Talking About Student Art</i> - Barrett, T
	Skills:	Create, analyze, interpret and make meaning of art and design	Student Resources:	
			Assessment:	Throughout the unit students will use journaling and sketchbooks to: <ul style="list-style-type: none"> • Provide written and verbal arguments for works of art • Give reasons for their artistic decisions and the artistic decisions of other artists • Research and document their ideas and primary source information in sketchbooks/journals to inform their decisions in making art

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2.	Description:	Create like an artist: Develop appropriate studio habits	Teacher Resources:	<i>Studio thinking 2: The real benefits of visual arts education</i> - Hetland, I., Winner, E., Veenema, S., & Sheridan, K.
			Student Resources:	N/A
	Skills:	Develop craft, engage and persist, envision, express, observe, reflect, stretch and explore, persistence, and understand art worlds	Assessment:	Throughout the unit students will use journaling and sketchbooks to reflect upon the creative process utilized in all art making.
3.	Description:	Research like an artist: Historical and cultural (contemporary) ideas, artworks and artists can be sources for, and are evident in, works of art	Teacher Resources:	<i>Making Art: Form and Meaning</i> - Barrett, T. <i>Talking About Student Art</i> - Barrett, T http://www.core77.com/blog/sketchnotes/sketchnotes_101_the_basics_of_visual_note-taking_19678.asp (Sketchnotes 101) http://sachachua.com/blog/2013/08/resources-for-getting-started-with-sketchnoting/ (Resources for getting started with sketchnoting) https://www.google.com/search?q=sketchnoting&rls=com.microsoft:en-us:IE-Address&rlz=1I7GFRC_enUS363_tbm=isch&tbo=u&source=univ&sa=X&ei=M_BJUpOgF-r7yAGFxIDYBQ&ved=0CEYQsAQ&biw=1536&bih=845&dpr=1 (Sketchnote images) https://medium.com/lets-make-things/2a87e47c0a25 (What to Put in a Sketchbook: For Beginners)
			Student Resources:	N/A
	Skills:	Use specific criteria to discuss and evaluate works of art	Assessment:	Throughout the unit students will use journaling and sketchbooks to critique and evaluate the creative process utilized in all art making.

Prior Knowledge and Experiences

These ongoing learning experiences build upon a presumed (student) working knowledge of the *basic* components and purposes of making art regarding 1) the characteristics and expressive features in works of art and design; 2) the use of media, processes and tools that are needed to express ideas in the visual arts; and 3) knowledge of historical and cultural (contemporary) ideas for source material in creating art appropriate for this grade level. Depending on when this unit is taught in 2nd grade, students may or may not have been taught the basic concepts about maps. Students may need to be taught these concepts prior to beginning this unit.

Learning Experiences # 1 – 9
Instructional Timeframe: Teacher Determined

Learning Experience # 1		
The teacher may provide images of place created by artists so that students can explain that exploring place/space is one of many types of subject matter and areas of interest that artists explore.		
Generalization Connection(s):	Reflections on personal experiences inform an individual’s understanding of community.	
Teacher Resources:	https://www.google.com/search?q=drawings+and+paintings+of+place+by+artists&rls=com.microsoft:en-us:IE-Address&source=lnms&tbn=isch&sa=X&ei=bW1IUqjrAoG9qQHZ64FA&ved=0CAkQ_AUoAQ&biw=911&bih=419&dpr=1#q=cityscapes+paintings&rls=com.microsoft:en-us%3AIE-Address&tbn=isch&facrc=_&imgdii=_&imgrc=WcoQa_rFntUssM%3A%3B6EJH9dFxsAnPzM%3Bhttp%253A%252F%252Fwww.platris.com%252Fimages%252FCityscapesManhattanNewYork_r3_c15.jpg%3Bhttp%253A%252F%252Fwww.platris.com%252FArtCollectionsCityscapesCityChic.html%3B491%3B394 (Manhattan/New York cityscape images) https://www.google.com/search?q=landscape&rls=com.microsoft:en-us:IE-Address&source=lnms&tbn=isch&sa=X&ei=BXFIUouSjDKrQHX6IG4CQ&ved=0CAkQ_AUoAQ&biw=911&bih=419&dpr=1#q=contemporary+landscape+paintings&rls=com.microsoft:en-us%3AIE-Address&tbn=isch (Landscape images) https://www.google.com/search?q=drawings+and+paintings+of+place+by+artists&rls=com.microsoft:en-us:IE-Address&source=lnms&tbn=isch&sa=X&ei=bW1IUqjrAoG9qQHZ64FA&ved=0CAkQ_AUoAQ&biw=911&bih=419&dpr=1#q=place%20map&revid=299168905&rls=com.microsoft%3Aen-us%3AIE-Address&tbn=isch&imgdii=_ (Map Images)	
Student Resources:	<i>Tar Beach</i> by Faith Ringgold	
Assessment:	Students will create an artwork depicting a special place to them and explain through journaling/sketchbook the decisions made in its creation. http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals and writing)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://isearch.avg.com/images?s=sideNav&cid=%7b35597DD8-0A27-48D4-89F4-7A4C162AC5E2%7d&mid=243e96cc48b4fae0a86518f68dd720b-06ce4fc639803a2e3563922518183d8e94088cb9&lang=en&ds=AVG&pr=fr&d=2012-0930+09%3a41%3a29&v=15.3.0.11&pid=avg&sg=0&sap=dsp&q=google+image+search+for+cityscapes%2c+landscapes+and+maps&tc=test10 (Google image search for cityscapes, landscapes and maps)	Students may review images of different environments (place/space) and homes from a variety of cultures identifying what might make them important to the artist

Colorado Teacher-Authored Sample Instructional Unit

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://thehelpfulartteacher.blogspot.com/2011/01/three-point-perspectivethe-really.html (The Helpful Art Teacher- Three Point Perspective) http://creativity.denverartmuseum.org/?lesson-plan+a-spiders-perspective (Denver art museum spider's perspective)	Students may create images of special place/space from multiple vantage points; demonstrating bird's eye and worm's eye view
Critical Content:	<ul style="list-style-type: none"> • Different relationships that are found in communities • Ways different materials and media can be used to create art that reflects personal and collaborative ideas of community 	
Key Skills:	<ul style="list-style-type: none"> • Use appropriate materials and media to communicate their ideas of community 	
Critical Language:	Communication, reflection, life connections/human experience, community	

Learning Experience # 2		
The teacher may provide examples of art work and journals/sketchbooks that explore how place is discovered by artists so that students can investigate how elements found in places and spaces (swing, stove, bed) can identify their use (play, cook, sleep, dream, etc.) or misuse.		
Generalization Connection(s):	Reflections on personal experiences inform an individual's understanding of community Patterns and symbols can communicate the relationships within a community	
Teacher Resources:	<i>How to be an explorer of the world</i> - Smith, K. http://www.pinterest.com/mdridlen/artist-journals/ (Pinterest site with examples of artwork journals)	
Student Resources:	<i>Make Art Make Mistakes: A Creativity Sketchbook</i> - Museum of Modern Art <i>Beautiful Oops</i> - Saltzberg, B.	
Assessment:	Students will use their journal/sketchbooks to recognize and record (list and/or draw) whatever catches their attention in the space around them (e.g., wads of gum under desk, graffiti, paper litter, flag, desk)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may use fill-in-the-blank sentences to guide students in creating a list: I see _____ in/by/on/under the _____. Students may be provided examples of images with translations	Students may work in small groups or in pairs to create a list Students may be allowed to draw rather than list objects
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.readwritethink.org/parent-afterschool-resources/printouts/nature-story-30248.html (Resource for observational writing)	After creating the list, students may more completely describe the context the item was found by writing about or drawing/painting the item in its context

Colorado Teacher-Authored Sample Instructional Unit

Critical Content:	<ul style="list-style-type: none"> • Different ways symbols and patterns can be used in a variety of ways to represent community • Different relationships that are found in communities • Ways different materials and media can be used to create art that reflects personal and collaborative ideas of community
Key Skills:	<ul style="list-style-type: none"> • Research components of community • Create patterns and symbols to reflect on community • Use appropriate materials and media to communicate their ideas of community
Critical Language:	Patterns, symbols, communication, reflection, life connections/human experience, community, documentation, observation, memory

Learning Experience # 3		
The teacher may use the art work of favorite place to allow students to consider where each place resides in the larger context of a community so that students can begin thinking about how artists might visually depict how places, building, and structures can be placed (on a map) using the expressive features and characteristics of art.		
Generalization Connection(s):	Reflections on personal experiences inform an individual’s understanding of community Patterns and symbols can communicate the relationships within a community	
Teacher Resources:	<i>Follow That Map: A First Book Of Mapping Skills-</i> Scot Richie Community maps http://www.brainpickings.org/index.php/2011/09/06/everything-sings-david-wood/ (<i>Everything Sings</i> , Denis Wood) http://education.nationalgeographic.com/education/map/?ar_a=1&map_types=52 (Thematic Mapping) <i>You Are Here: Personal Geographies and Other Maps of the imagination</i> by Katharine Harmon, <i>The Map As Art: Contemporary Artists Explore Cartography</i> by Katharine Harmon, <i>The Art of the Map: An Illustrated History of Map Elements and Embellishments</i> by Dennis Reinhartz	
Student Resources:	http://www.brainpickings.org/index.php/2011/09/06/everything-sings-david-wood/ (<i>Everything Sings</i> , Denis Wood) http://education.nationalgeographic.com/education/map/?ar_a=1&map_types=52 (Thematic Mapping)	
Assessment:	Students will create a visual map (e.g., this is a map without text or required map elements such as compass rose, legend etc.) of a place (e.g., the art room, home, school) that explains how the space is organized.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may create a map of a smaller section of a locale
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://education.nationalgeographic.com/education/mapping/?ar_a=1 (Resource for creating maps)	Students may plan and create more elaborate detail and themes on map including cartography elements (compass rose, legend etc.)

Colorado Teacher-Authored Sample Instructional Unit

Critical Content:	<ul style="list-style-type: none"> • Different ways symbols and patterns can be used in a variety of ways to represent community • Different relationships that are found in communities • Ways different materials and media can be used to create art that reflects personal and community culture
Key Skills:	<ul style="list-style-type: none"> • Research components of community • Create patterns and symbols to reflect on community • Use appropriate materials and media to communicate their ideas of community.
Critical Language:	Patterns, symbols, communication, reflection, life connections/human experience, community, documentation, observation, memory

Learning Experience # 4	
The teacher may provide examples of places, structures and buildings so that students can identify how a building's or structure's purpose and function relates to its form.	
Generalization Connection(s):	Reflections on personal experiences inform an individual's understanding of community Patterns and symbols can communicate the relationships within a community
Teacher Resources:	<p>Pictures of blueprints and elevation level designs:</p> <p>http://www.construction53.com/wp-content/uploads/2011/08/082311_2102_LayoutofCon1.jpg</p> <p>http://m.rgbimg.com/cache1oCAJS/users/t/ta/tacluda/600/mx8sxAa.jpg</p> <p>http://m.rgbimg.com/cache1oCAJY/users/t/ta/tacluda/600/mx8sxGC.jpg</p>
Student Resources:	<p>Photocopies of buildings from the community, web searches or from resource books</p> <p><i>From Mud Huts to Skyscrapers</i>- Paxmann, C.</p> <p><i>Building on Nature: The Life of Antoni Gaudi</i> - Rodriguez, R.</p> <p><i>Wonderful Houses around the World</i> - Komatsu, Y.</p> <p><i>Amazing Buildings</i> - Hayden, K.</p> <p><i>Famous Buildings of Frank Lloyd Wright</i> - LaFontaine, B.</p> <p>www.commons.wikimedia.org/wiki/File:Eiffel_Tower_(72_names).jpg (Eiffel Tower)</p> <p>http://www.alaska-in-pictures.com/data/media/9/inupiat-eskimo-igloo_438.jpg (Igloo)</p> <p>http://www.2x4architecture.com/2x4blog/wp-content/uploads/2013/02/village_surveys_015p.jpg (Mud Hut)</p> <p>http://www.wright-house.com/frank-lloyd-wright/fallingwater-pictures/F1SW-fallingwater-in-fall.html (Falling Water)</p> <p>http://upload.wikimedia.org/wikipedia/commons/thumb/5/5a/Porch_of_Maidens.jpg/800px-Porch_of_Maidens.jpg (Maidens at the Acropolis)</p> <p>http://www.make-my-own-house.com/images/permachitectsym.jpg (Images of architectural blueprints of interior symbols)</p>
Assessment:	Students will complete a T-Chart identifying one aspect of a building's form and connecting it with a particular function http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf (T-Chart template example)

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Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may use a pre-populated T-Chart (e.g., forms of architecture)	Students may work in pairs to fill in the T-Chart
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.make-my-own-house.com/images/permachitectsym.jpg (List of blueprint symbols)	Students may design their own blueprint
Critical Content:	<ul style="list-style-type: none"> • Different ways symbols and patterns can be used in a variety of ways to represent community • Different relationships that are found in communities • Ways different materials and media can be used to create art that reflects personal and collaborative ideas of community • Architectural functions and terminology • Balance , repetition, pattern • Function and human experience dictate architectural design 	
Key Skills:	<ul style="list-style-type: none"> • Research components of community • Create patterns and symbols to reflect on community • Use appropriate materials and media to communicate their ideas of community 	
Critical Language:	Patterns, symbols, communication, form and function, blueprint	

Learning Experience # 5		
The teacher may use photographs of places and buildings in the community so that students can think about how communities can be organized around education, government, recreation/ entertainment, health and commerce.		
Generalization Connection(s):	Reflections on personal experiences inform an individual’s understanding of community Patterns and symbols can communicate the relationships within a community	
Teacher Resources:	<i>Follow That Map: A First Book Of Mapping Skills</i> -Scot Richie http://geography.about.com/od/studygeography/a/mapparts.htm (Wikipedia-“Basic Needs”, Sarvodayausa.org)	
Student Resources:	<i>Follow That Map: A First Book Of Mapping Skills</i> by Scot Richie	
Assessment:	Students will revisit the visual map they created in learning experience #3 and create symbols for the functional features of their community (education, government, recreation/ entertainment, health and commerce) journaling/sketching their design decisions	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may pair/share to create symbols

Colorado Teacher-Authored Sample Instructional Unit

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.nationalgeographic.com/xpeditions/lessons/09/g68/cartographyguidestudent.pdf (Mapping techniques)	Students may add more traditional mapmaking elements besides key, orientation, and aerial view, such as grid, scale, index, etc. to the map
Critical Content:	<ul style="list-style-type: none"> • Different ways symbols and patterns can be used in a variety of ways to represent community • Different relationships that are found in communities • Ways different materials and media can be used to create art that reflects personal and collaborative ideas of community • City are organized in specific ways for purpose 	
Key Skills:	<ul style="list-style-type: none"> • Create patterns and symbols to reflect on community • Use appropriate materials and media to communicate their ideas of community. • Use map-making formats such orientation, key, aerial view to represent a real place 	
Critical Language:	Symbol, form and function, blueprint, design, orientation, key, aerial view	

Learning Experience # 6		
The teacher may lead a discussion about meaning of universal symbols/elements (e.g., key/legend, compass rose, longitude and latitude) that are used in maps so that students can analyze the purposes and meanings of symbols in design.		
Generalization Connection(s):	Reflections on personal experiences inform an individual’s understanding of community Patterns and symbols can communicate the relationships within a community	
Teacher Resources:	PROMPT for discussion: “You are the community map reader and need to explain what a legend or key is and how to read a map.”	
Student Resources:	Variety of types of maps http://www.youtube.com/watch?v=txsmjOltqWE&list=PLCE3CCE0F5C10BAEC (How to read a map)	
Assessment:	Students will journal/sketch a list of common map elements and purposes of symbols used in maps. Example prompt for response: “You are the community map reader and need to explain what a legend or key is and how to read a map.”	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://ada.osu.edu/resources/fastfacts/Sensory_Impairments.htm (Resources and tips for accommodations)	Students may respond verbally Students may use partner scribes for help writing list
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://en.softonic.com/s/graphic-design-kids:mac (Graphic Design Kids, free software downloads)	Students may create symbols on a computer
Critical Content:	<ul style="list-style-type: none"> • Different ways symbols and patterns can be used in a variety of ways to represent community • Different relationships that are found in communities • Ways different materials and media can be used to create art that reflects personal and collaborative ideas of community • Symbols are used in mapping to represent physical features, places, and locations on maps 	

Colorado Teacher-Authored Sample Instructional Unit

Key Skills:	<ul style="list-style-type: none"> • Create patterns and symbols to reflect on community • Use appropriate materials and media to communicate ideas of community • Use map-making formats such orientation, key, aerial view to represent a real place
Critical Language:	Analyze, symbol, form and function, blueprint, design, orientation, key, aerial view, design

Learning Experience # 7		
The teacher may lead a discussion on how artists and designers have used maps as inspiration so that students can compare and contrast different approaches to create “artistic variations and interpretations” of maps that incorporate symbolic and pictorial elements not found in traditional maps.		
Generalization Connection(s):	Reflections on personal experiences inform an individual’s understanding of community Patterns and symbols can communicate the relationships within a community Creating community artwork (both individual and collaborative) depicts the values and ideas that make a community unique	
Teacher Resources:	http://www.amazon.com/Remedios-Varo-Unexpected-Janet-Kaplan/dp/0789206277 (Remedios Varos, surrealist painter) http://www.pbs.org/art21/artists/trenton-doyle-hancock (Trenton Doyle Hancock) https://www.google.com/search?q=fantastic+maps&rls=com.microsoft:en-us:IE-Address&source=Inms&tbm=isch&sa=X&ei=OdZIUtu7J4WnqQHBwYHwAQ&ved=0CAkQ_AUoAQ&biw=911&bih=419&dpr=1 (Fantastic map images) https://www.google.com/search?q=fantastic+maps&rls=com.microsoft:en-us:IE-Address&source=Inms&tbm=isch&sa=X&ei=OdZIUtu7J4WnqQHBwYHwAQ&ved=0CAkQ_AUoAQ&biw=911&bih=419&dpr=1#q=fantastic+pictorial+maps&rls=com.microsoft:en-us%3AIE-Address&tbm=isch (Fantastic pictorial map images)	
Student Resources:	N/A	
Assessment:	Students will create a mixed media map (including a key, map symbols and artistic elements- drawings/icons of bridge, stairs, places of interest etc.) of how to get to all their favorite places in the community	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may create a map key in small groups or with another student to create their maps
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	https://www.google.com/search?q=fantasy+worlds&rls=com.microsoft:en-us:IE-Address&source=Inms&tbm=isch&sa=X&ei=MddIUqvDMcXHrQG92IGAAg&ved=0CAkQ_AUoAQ&biw=911&bih=419&dpr=1 (Fantasy world images)	Students may create a map and key based on an imaginary place

Colorado Teacher-Authored Sample Instructional Unit

Critical Content:	<ul style="list-style-type: none"> • Different ways symbols and patterns can be used in a variety of ways to represent community • Different relationships that are found in communities • Ways different materials and media can be used to create art that reflects personal and collaborative ideas of community • Symbols are used in mapping to represent physical features, places, and locations on maps
Key Skills:	<ul style="list-style-type: none"> • Create patterns and symbols to reflect on community • Use appropriate materials and media to communicate their ideas of community • Create presentation-ready works of art
Critical Language:	Inspiration, variation, interpretation, pictorial

Learning Experience # 8		
The teacher may lead a discussion on collaborative art making by showing videos and/or bringing in a guest speakers so that students can identify elements essential to the collaborative art making process.		
Generalization Connection(s):	Reflections on personal experiences inform an individual’s understanding of community Patterns and symbols can communicate the relationships within a community Creating community artwork (both individual and collaborative) depicts the values and ideas that make a community unique	
Teacher Resources:	http://www.wikihow.com/Collaborate-With-Artists (“How to Collaborate with Artists”) <i>Artist to Artist: 23 Major Illustrators Talk to Children about Their Art-</i> Eric Carle http://edition.cnn.com/2009/TECH/08/19/online.collaborative.art/ (Strangers gather on Web to make collective art)	
Student Resources:	<i>Artist to Artist: 23 Major Illustrators Talk to Children about Their Art-</i> Eric Carle	
Assessment:	Students will continue journaling/sketchbook to describe the differences between the individual and collaborative art making processes.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • Different relationships that are found in communities • Ways different materials and media can be used to create art that reflects personal and collaborative ideas of community 	
Key Skills:	<ul style="list-style-type: none"> • Use appropriate materials and media to communicate their ideas of community • Create presentation-ready works of art 	
Critical Language:	Collaborative art, public art, community	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 9		
The teacher may show various examples of project planning notes so that students can analyze and document their own planning process necessary for collaborative art making.		
Generalization Connection(s):	Reflections on personal experiences inform an individual’s understanding of community Patterns and symbols can communicate the relationships within a community Creating community artwork (both individual and collaborative) depicts the values and ideas that make a community unique	
Teacher Resources:	http://sdst.libguides.com/content.php?pid=326920&sid=3191365 (Good examples of visual note taking modifiable for grade level) http://insidetheclassroomoutsidethebox.wordpress.com/2012/03/04/teaching-communication-collaboration-in-elementary-school/ (Collaboration in elementary classrooms)	
Student Resources:	N/A	
Assessment:	Students will list and describe the steps necessary to plan a collaborative art work such as the creation of a community mural. http://www.pbs.org/parents/arthur/activities/acts/collaborate.html (Collaborative art projects)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.eduplace.com/graphicorganizer/pdf/sequence.pdf (Sequence template) Students may use fill in the blank sentences to guide students in creating a list. I would do this _____ first. I would do this _____ second. I would do this _____ third.	Students may fill in an incomplete procedure list for creating a collaborative art work Students may complete a list without describing each step for creating a collaborative art work Students may draw a storyboard, rather than write a list, of the steps necessary for creating a collaborative art work
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	After creating the list, students may more completely describe how each item is to be accomplished
Critical Content:	<ul style="list-style-type: none"> • Different ways symbols and patterns can be used in a variety of ways to represent community • Different relationships that are found in communities • Ways different materials and media can be used to create art that reflects personal and collaborative ideas of community • Symbols are used in mapping to represent physical features, places, and locations on maps • Sketchbooks are an integral part of the • planning process for artists 	
Key Skills:	<ul style="list-style-type: none"> • Create patterns and symbols to reflect on community • Use appropriate materials and media to communicate their ideas of community • Use map-making formats such orientation, key, aerial view to represent a real place • Effectively plan 	
Critical Language:	Primary and secondary source materials	