**Big Idea Unit Worksheet: Anna Carter**

**Unit Overview**

Unit Title: Environments

Grade: 2nd grade

Enduring/Big Idea: Change

Rationale: This unit is developed for elementary students. In this unit we are addressing the enduring idea of change and how that relates to our environment. This is important because we are teaching children how we can impact the world around us by focusing positive ways to make a difference. The students will use artists El Anatsui, Gregory Euclide and Matthew Cusick as visual aids for learning how repurposing materials can create meaningful art.

Key Concepts about Enduring Idea:

* Change affects our environment.
* Change creates new environments.
* Change requires responsibility in our environment.

Key Concepts about Art/Visual Culture:

storytelling

3D art

warm and cool colors

various lines

Essential Questions about Enduring Idea: -

How does change affects our environment?

Where do changes occur in our environment?

When do we need to make a change in our environment?

Why are changes important in our environment?

Unit Objectives:

After the unit students will understand:

change and how it relates to our environment,

how we can change our environment,

where changes occur in our environment,

why changes are important to our environment

Standards:

NAEA:

**2. Content Standard:** Using knowledge of \*structures and functions

**Achievement Standard:**

Students

1. **know the differences among visual characteristics and purposes of art in order to convey ideas**
2. **describe how different \*expressive features and \*organizational principles cause different**

**responses**

1. **use visual structures and functions of art to communicate ideas**

**3. Content Standard:** Choosing and evaluating a range of subject matter, symbols, and ideas

**Achievement Standard:**

Students

1. **explore and understand prospective content for works of art**
2. **select and use subject matter, symbols, and ideas to communicate meaning**

TEKS:

**Create artworks using a variety of colors, forms, line, and media
Express ideas about simple subjects, ideas, stories, and constructions in artwork**

**Lesson Overview**

**Lesson 1**

Title: Crazy Creatures

What will students do?:

Create sculptural creatures from recyclable materials

What will students learn from this?:

repurpose objects for art

painting skills

use warm and cool colors

Key artist/artwork/artifact:

El Anatsui, *3 Continents*

Reason for choosing this:

learn about sculpture,

learn responsibility in our environment

Assessment

 Evidence: completed their sculpture by deadline using either warm or cool colors

 Levels & Criteria

Exemplary: students completed their sculpture in a timely manner, creative use of materials and paint medium

 Essential: students completed their sculpture in a timely manner using materials and paint given to them

 Partial: incomplete sculpture very little creativity with little use of paint

**Lesson 2**

Title: Home Sweet Home

What will students do?:

Create habitats for their creatures

What will students learn from this?:

what a habitat is and how its important to the environment

Key artist/artwork/artifact:

El Anatsui

Gregory Euclide

Reason for choosing this:

learn about sculpture

3D art

Assessment

 Evidence: working in groups to create habitats for their creatures

 Levels & Criteria

Exemplary: created positive environment within group and contributed creatively to the creation of their habitat

 Essential: worked with others, helped with constructing of habitat

 Partial: difficulty working with others, little to no contribution constructing habitat

**Lesson 3**

Title: Once upon a time….

What will students do?:

write stories about their creatures

What will students learn from this?:

create a concept behind their artwork

incorporate choices their creatures make to create a positive impact on the environment

Key artist/artwork/artifact:

El Anatsui

Gregory Euclide

Reason for choosing this:

allow students to show depth and meaning in their artwork

Assessment

 Evidence: storytelling ability

 Levels & Criteria

Exemplary: created story that incorporates their creature and its environment making a positive impact on the environment

 Essential: wrote a story with use of creature making reference to the environment

 Partial: wrote a story with little to no use of creature and its environment

**Lesson 4**

Title: Mapping Out

What will students do?:

create maps to go along with their habitats

What will students learn from this?:

map making skills

different types of lines

create symbols

Key artist/artwork/artifact:

Matthew Cusick, *Many Rivers*

Reason for choosing this:

show how changes are made by living creatures in their environment

record the lives of the inhabitants of the students work

Assessment

 Evidence: use of various lines and symbols to create a map of their habitats

 Levels & Criteria

Exemplary: creative use of mapmaking skills with various symbols and line work

 Essential: create a map using different types of lines and use of symbols

 Partial: created a map with little to no use of various lines and symbols