

Curriculum Planning Map

Lauren Pedersen

Intended Teaching Site or Location : School in Miami-Dade County

Grade Level, Intended Audience/Learners: 5th grade

Project Title and duration of the lesson (how many days or sessions will the lesson take?)	Themes:	Lesson Objectives:	Interdisciplinary connections:	Enduring Understandings, and Essential Questions:	National and/or State Standards:	Assessment Tools:	Preliminary learning activities & Creative/Discussion Prompts:	Teaching / Instructional Resources:	Materials:
Intro. Activity: <u>A Journey Outside</u> (Local Nature Studies); 1 class period (55 minutes each)	Observing & Documenting	Students will (1) review elements of art and observe how these can be found in nature; (2) draw and describe natural elements through keen observation and examination outside	STEM	How can we learn more about the places we inhabit? How are art and nature connected? Place	(NAEA) VA:Cr1.2.5a; VA:Cr2.1.5a; VA:Cr2.3.5a; VA:Cn10.1.5a (Next Generation Sunshine State Standards) VA.5.C.1; VA.5.S.2; VA.5.O.3; VA.5.H.1; VA.5.H.3	How successful were the students in finding the elements of art within the natural elements? To what extent were students able to sketch and describe what they found?	Overview of Elements of Art Creative discussion prompts: What elements do you see in nature?	John Muir Laws “Guide to Nature Journaling” Elements of Art and Principles of Design Posters Nature Hunt Worksheet	Paper, Pencils, Nature Hunt Worksheets
Project 1: <u>Can You Sea Change?</u> (Nature Studies); 2 class periods (55 minutes each)	Education & Reflection ; Collective Communities & Individual Roles in an Ecosystem	Students will (1) learn about coral reefs and coral “bleaching” through Biscayne National Park and contemporary artist Beatriz Chachamovitz’ work; (2) create coral reefs with clay, applying knowledge about form and texture	STEM	How can art be used to document change? How can art be used to bring awareness? Place; Change	(NAEA) VA:Cr2.1.5a; VA:Cr2.2.5a; VA:Pr6.1.5a; VA:Re8.1.5a; VA:Cn10.1.5a; VA:Cn11.1.5a (Next Generation Sunshine State Standards) VA.5.C.1; VA.5.S.2; VA.5.S.3; VA.5.O.1; VA.5.O.3; VA.5.H.2; VA.5.H.3; VA.5.F.2	How successful were students in creating recreations of structures in a coral reef? To what extent were students able to add details to their forms? Did the students handle the materials and tools with care during the project and in clean-up? Use self-assessment worksheets	Creative discussion prompts: Why do you think she chooses coral reefs as the subject of her art? What might she be trying to have us notice? Self-assessment worksheets	National Park Service: Coral Reefs (https://www.nps.gov/bisc/learn/nature/coralreefs.htm) Beatriz Chachamovitz Coral Morphologic	Clay (model magic or quick dry if no kiln), Wax Paper, Sculpting tools, Paint (tempera or acrylic craft), Water, Self-Reflection Assessment Worksheets
Project 2: <u>Mapping Miami</u> (Natural History); 2 class periods	Cartography & Place; Arranging , Highlighting	Students will (1) observe connections between cartography (mapmaking) and	STEM	How is mapmaking related to art? How can art represent change? Place; Change	(NAEA) VA:Cr1.1.5a; VA:Cr1.2.5a; VA:Cr2.3.5a; VA:Re.7.2.5a;	To what extent did the students add personal touches/objects of significance to their map? How successful were the students in	Creative Discussion Prompts: What changes are visually documented? What	https://art21.org/read/maps-providing-a-sense-of-direction/	Paper, Pencils, Rulers, Ink Pens, Tea, Water, Colored Pencils, Markers, Places

(55 minutes each)	ng & Reflecting	art while learning about the natural history of our county; (2) design a map of Miami-Dade County using elements of design and accenting places of personal significance			VA:Re8.1.5a; VA:Cn10.1.5a (Next Generation Sunshine State Standards) VA.5.C.1; VA.5.C.2; VA.5.S.1; VA.5.S.3; VA.5.O.2; VA.5.O.3; VA.5.H.1; VA.5.H.3; VA.5.F.1	mixing cartography designs/symbols with artistic elements? Use students' Places of Personal Significance Worksheet	factors from the video do you think contributed to these changes? How do these artists depict places of personal significance? How do these artists use color in their maps? Discussion about borders (physical and metaphorical) Places of Personal Significance Worksheet	Mark Bradford (<i>Scorched Earth</i> , 2006, <i>Lights and Tunnels</i> , 2015); Kathy Prendergast (<i>Road Trip 17</i> , 2023, <i>Fujidelic</i> , 2015-16); Ibrahim Mahama (<i>Anoma Kole Kole</i> , 2023-24, <i>Untitled (Triptych)</i> , 2019)	of Personal Significance Worksheets
Project 3: <u>Exploring Culture</u> (Cultural Studies & Cultural Journalism); 2 class periods (55 minutes each)	Storytelling; Artifacts; Personal & Cultural Significance	Students will (1) learn about modes of artistic inquiry of culture and lived experience; (2) create artworks that reflect their chosen cultural study; (3) describe and explain the narratives/story behind their piece	Language Arts & History	How can art be used to explore culture? How can art be used to tell stories or share personal significance? Place; Ancestry	(NAEA) VA:Cr1.2.5a; VA:Cr3.3.5a; VA:Cr3.1.5a; VA:Re7.2.5a; VA:Re8.1.5a; VA:Re9.1.5a; VA:Cn10.1.5a (Next Generation Sunshine State Standards) VA.5.C.1; VA.5.S.2; VA.5.O.3; VA.5.H.1; VA.5.H.2; VA.5.F.2; VA.5.F.3	How successful were the students in creating a visual representation of their cultural study? To what extent did the students participate in an artistic inquiry? How successful were the students in describing/explaining what they had learned? Use planning worksheets in assessing the learning outcomes of the lesson	Creative Prompts: Visual culture and culture connection Visual culture and objects of everyday life as "different" and therefore worthy of artistic depiction and inquiry Activity worksheet (planning)	https://www.miamiaandbeaches.com/things-to-do/multicultural-miami/diverse-cultures-in-miami Josh Aronson, (<i>Miami for Frieze Magazine</i>); Eddie Arroyo (<i>Allapattah</i> , 2020, <i>Miami Produce Center, NW 12th Ave. and 22nd St., Miami, FL 33127</i> , 2019, 5825 NE 2nd Ave., Miami, FL 33137, 2017)	Various art mediums available to students that are accessible in the classroom: Planning Worksheets, Pencils, Access to Varying Artistic Mediums for Artmaking, Access to Technological Devices for Research
Project 4: <u>Creative Community Problem-Solving</u> (Community Engagement); 3 class periods (55 minutes each)	Identification & Creative-Problem Solving; Community Engagement; Active Roles	Students will (1) learn about people in the community that take active roles in advocating for change through their art and vocations; (2) identify issues or spaces in their school that they want to address; (3) collaboratively design and create posters that bring awareness and		What communities are you apart of? What does it mean/look like to be a participant in a community? How can we engage with our community? In what ways can we play an active role in the communities we are participants in? Place; Community	(NAEA) VA:Cr1.1.5a; VA:Cr3.1.5a; VA:Pr4.1.5a; VA:Pr6.1.5a; VA:Re8.1.5a; VA:Cn11.1.5a (Next Generation Sunshine State Standards) VA.5.C.2; VA.5.S.2; VA.5.O.3; VA.5.H.2; VA.5.H.3; VA.5.F.1; VA.5.F.2; VA.5.F.3	To what extent did the students work effectively together in groups? How successful were the students in identifying and describing an issue visually? How successful were the students in creating a solution and representing it? Use students' group planning worksheet	Creative discussion prompts: being a member (belonging to) of a community vs. Being an active participant; What communities are you apart of? What does it mean/look like to be a participant in a community?	Misael Soto (Department of Reflection); Betty Osceola (https://www.nytimes.com/2024/10/29/travel/everglades-micosukee-reservation.html); Xavier Cortada (<i>Reclamation</i> , 2006-)	Posterboard, Pencils, Markers, Paint (if requested), Group planning worksheets

		showcase their proposed solutions					Group planning worksheet		
Project 5: <u>Changing Concrete</u> (Transformative Education); 2 class periods (55 minutes each)	Transformation/Change; Place	Students will (1) learn about visual arts culture, romanticized landscapes to Eco-Art, and discuss how art documents change; (2) create a mixed media piece combining architectural drawing with a visual lens into the landscape that was before	STEM	How can art reflect and explore change? How can art reflect the past and present of a space, or of a person? Place; Change	(NAEA) VA:Cr1.2.5a; VA:Cr2.3.5a; VA:Re.7.2.5a; VA:Re9.1.5a; VA:Cn10.1.5a; VA:Cn11.1.5a (Next Generation Sunshine State Standards) VA.5.C.2; VA.5.S.1; VA.5.O.2; VA.5.H.1; VA.5.H.2; VA.5.F.2; VA.5.F.3	To what extent did the students engage with the project through architectural details, form, and line? How successful were the students in making part 2 of the project different through style and color? Use students' self-assessment (reflection) worksheets	Creative discussion prompts: How can art represent change? How can art affect change? Self-assessment/reflection worksheets	Florida Highwaymen (Roy McLendon, <i>Tall Pines</i> , ~1963, <i>Country Road</i> , 1972, Harold Newton, <i>God Sky</i> , 1970s); Coral Morphologic (<i>Projections of a Coral City</i> , 2022, <i>The Reefline</i> , 2024-); Xavier Cortada (<i>Underwater HOA</i> , 2018)	Pencils, Paper, Ink Pens, Scissors Glue, Watercolor, Paintbrushes, Markers, Colored Pencils, Self-Assessment Reflection Worksheets