

Olivia Gudes Principles of Possibility:

Playing, Forming Self, Investigating Community Themes, Encountering Difference, Attentive Living, Empowered Experiencing, Empowered Making, Deconstructing Culture, Reconstructing Social Spaces, Not Knowing

4th grade unit

“Exploring media, the possibilities and where we stand”

Big Idea	Skills and Concepts	Medium/Resources
Empowered Experiencing: Visual Culture as means of communication, tolerance and empathy	<ul style="list-style-type: none"> Students use color, shape and text to convey a personal freedom they would fight for as a civil right. Ex: choosing what books to read, riding bike, privacy, when to use electronics, choice of clothing Combining and simplifying personal freedom into 3 elements “A picture says 1,000 words” Power of placing pictures and words together 	Collage-paper variety, mag cut outs Barbara Kruger Romare Bearden Jacob Lawrence
Encountering Difference, Forming Self Color, text, imagery send a message, share thoughts of hopes and dreams	<ul style="list-style-type: none"> Traditional comic strip structure of small number of frames with time elapse in the “gutter” Problem solution, everyday life & concern of all Visual art communicates compassion, understanding, connection, humor Sifting through story details to know what to hold on to and what to let go of (determining importance) 	Comic Strip-colored pencil, fine black tip Charles Shultz Roy Lichtenstein
Artwork is a concrete representation of an experience.	<ul style="list-style-type: none"> Observation of how gesture conveys emotion Manipulation & play of foil as art medium Folding, bending, twisting and turning parts into whole 	Foil Figures-foil, cardboard base, tape Alberto Giacometti John Chamberlain
Attentive Living: Capturing physical gesture with a message	<ul style="list-style-type: none"> Naming the central message of the figure by thinking about what they have learned from the problem/solution/emotion Finding the motion to name the central message of the comic strip Dipping back into the comic strip (rereading) to find evidence that supports the gesture Naming the central message by giving sculpture a title 	Clay Figure-Clay, clay tools
Comparing Figures	<ul style="list-style-type: none"> Comparing figures side-by-side to see how they are alike Dipping back into figures to see how the details are the same or different between two figures Comparing two stories by thinking about their central messages Comparing two stories by using a graphic organizer to lay out the evidence 	Assessment Partner discussion/analysis survey
Acting out a Story	<ul style="list-style-type: none"> Matching your gesture to illustration in comic strip Acting with fluency by thinking about how the characters might feel Connection of life represented in the visual and performance arts 	Mary Hall: One Day, But and So... Acting out or even doing readers’ theater with the traditional literature will be a great way to support fluency and understanding of character.

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Examples of Student art work



From top left to bottom left:

Foil Figures exploring life experience of soccer by Holly,
horseback riding by Courtney and dance by Gail.

"I would like the freedom to ride my bike when and where" Kevin

"My kind of music is what I want to play." Mitch

"Me and my guitar" Mitch

"Sweet home plate" by Sarah