



ART Unit Chinese Dragons (Second Grade)

BIG IDEA: We can design a Chinese Dragon and learn about the meaning of dragons in the Chinese culture.

STAGE ONE: DESIRED RESULTS

ESTABLISHED GOALS (Common Core Standards):

Speaking and Listening K-5

- 2.1 Participate in collaborative conversations with diverse partners and grade 2 topics and texts with peers and adults in small and larger groups.
- 2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- 2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- 2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language K-5

- 2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 2.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.

New York Art Standards:

- 1. Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.
- 2. Students will know and use a variety of visual arts materials, techniques, and processes.
- 3. Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.

Danielson Framework:

Domain 3: Component 3C: Engaging Students in Learning

Domain 1: Component 1E: Design Coherent Instruction

UNDERSTANDINGS:

- Students will understand that a cultural theme can be represented in a variety of contexts.

ESSENTIAL QUESTIONS:

- What values does a theme in cultural art represent?
- What inspires an artist?



Recycled Paper & Yarn – Chinese Dragons

<ul style="list-style-type: none"> • Students will understand that a topic represented in cultural art is used in order to represent a variety of cultural values. • Students will understand that a variety of mediums can be used when creating art. • Students will understand that ideas, themes, or concepts are found in works of visual art. 	<ul style="list-style-type: none"> • How can we work with color? • How can we use a varied medium in order to create a piece of visual art?
<p>KNOWLEDGE:</p> <ul style="list-style-type: none"> • Students will know what the dragon represents in the Chinese culture. • Students will know new art vocabulary. • Students will know how to place colors onto paper in an organized way in order to represent a pattern. <p>ESSENTIAL VOCABULARY:</p> <ul style="list-style-type: none"> • Paper Cutting Art • Collage • Pattern • Medium • Organization • Values • Culture 	<p>SKILLS:</p> <ul style="list-style-type: none"> • Students will look at a works of Chinese cultural dragon art. • Students will discuss works of Chinese dragons represented in a variety of cultural events and visual elements. • Students will write a response to a work of art. • Students will collage a Chinese dragon using cut paper. • Students will work in 2 dimensional art forms, use basic art tools, and gain knowledge of media and compositional elements.

STAGE TWO: ASSESSMENT EVIDENCE

<p>PERFORMANCE TASK (S): (STUDENTS WILL DEMONSTRATE STANDARD BY)</p> <ul style="list-style-type: none"> • Participating in small group and whole group discussions. • Write an opinion essay on a visual art work. 	<p>OTHER EVIDENCE: (FORMATIVE)</p> <ul style="list-style-type: none"> • Written responses • Observations/ Notes • Accountable talk • Collage work • Use of mediums
<p>KEY CRITERIA (TO MEET THE STANDARD)</p> <ul style="list-style-type: none"> • Ability to bring originality and creativity to discussions • Ability to contribute relevant information to discussions • Ability to collaborate with peers • Ability to gain control over many conventions of standard English in speaking and writing • Ability to explore art materials and art techniques 	



STAGE THREE: Learning Plan for Social Students

- Teacher will present lesson through PowerPoint presentation
- Students will go off and work in small groups, partnerships, or independently to apply knowledge and learning

Days	Lesson / Activity	Materials
1	<p>Session 1 – Launch unit with a read aloud.</p> <p>Share read aloud with children</p>	<p>Book – Possible titles: Jin Jin The Dragon by Grace Chang Legend of the Chinese Dragon by Marie Sellier</p>
2	<p>Session 2 – Gaining knowledge of the dragon in the Chinese culture.</p> <p>Use the PowerPoint to review what the Chinese dragon looks like, what animals the Chinese dragon draws from, and some traditional representations of the Chinese dragon in the Chinese culture.</p>	<p>PowerPoint</p>
3	<p>Session 3 – Begin designing and creating the dragon</p> <p>Review the art terms:</p> <ol style="list-style-type: none"> 1. Paper cutting is the art of cutting paper designs 2. Collage is a piece of art made by sticking various different materials and pieces of paper or fabric onto a backing. <p>Show photos of some “amazing paper cut art”. One artist even made a “Frida” paper cut piece!!!</p> <p>Tell students we will be doing a similar technique for creating Chinese dragons. Show students the photo of the finished piece, so that they understand the goal of the project. Point out the reusable materials we will be using that teacher got from Materials for the Arts Warehouse. Use items like yarn, pipe cleaners, recycled paper or various colors. We will also be using scissors and glue.</p> <p>Tell the students that today we will be focusing on the body of the dragon and that next time we can add the claws and head.</p> <p>Demonstrate to students how to create a serpentine dragon body by gluing yarn onto a black paper.</p>	<p>PowerPoint for photos</p> <p>Black recycled construction paper</p> <p>Recycled colored construction paper</p> <p>Yarn/pipe cleaners/flower wire/any reusable item that can be bent</p> <p>Glue</p> <p>Scissors</p>



Continue to demonstrate how to cut and glue paper onto to either side of yarn as in photo. Students can experiment with color combinations and / or color patterns.





4 Session 4 – Continue working on project

Students can finish the paper cutting and move onto the dragonhead. Show students the photo of project to spark ideas on how to create the dragonhead, including the curled paper for the fire.

Students' curl paper strips by rolling around a pencil.

Although not in the photo students can add legs and 5 claws to dragon using recycled paper.

5 Session 5 – Adding fringe to our work for an added effect

Tell students that today they will add the fringe to their work.

Hole punchers

Reusable yarn or ribbons



	<p>Demonstrate how to use the hold puncher to punch holes on black paper.</p>	
<p>6</p>	<p>Session 6 – Prewriting about our art unit</p> <p>Have groups work on a ‘thinking map’ to tell all about Chinese Dragons. (Circle maps based on key words ‘tell all about’)</p> <p>Groups can talk collaboratively but should create their own ‘circle maps’. This way they can refer to their circle maps when writing about Chinese dragons in the following session.</p>	
<p>7</p>	<p>Session 7 – Writing prompt: What have you learned about the dragon in Chinese art?</p> <p>Today we are going to reflect on this past art unit and our Chinese Dragons. We learned a lot some significant things about dragons and what dragons mean in the Chinese culture.</p> <p>Let’s think about all the things we learned. You can refer to your circle maps from last session. Turn those notes into sentences. Write a paragraph!</p>	<p>Circle maps from last session Writing paper</p>
<p>8</p>	<p>Session 8 – Gallery Walk</p> <p>Have students work displayed on their individual tables their feedback sheets.</p> <p>Gather students on the carpet to talk about the type of feedback we might give an artist. We could respond to the:</p> <ul style="list-style-type: none"> -colors chosen -the way the artist used color <p>Record possible responses on chart paper.</p> <p>Have sentence structure charted: I really like the way you _____. I noticed you _____.</p> <p>Review gallery walk procedures.</p>	<p>Feedback response sheets</p>
<p>NYC Connection</p>	<p>Plan a trip to Flushing Meadows Park to see the Chinese Dragon Boat races.</p> <p>Post trip writing connection: what did you notice about the dragons that was similar/different than your artwork?</p>	