



materials for the arts

Reused Paper – NYC Skyline Collage

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ART Unit Second Grade: NYC Skyline

BIG IDEA: We can learn about the NYC skyline shapes by responding to literature through creative art.

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. Students will know about resources and opportunities for participation in visual arts in the community and use appropriate materials.
3. Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. 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 an artist can reflect 'life' in their artwork.
- Students will understand that a piece of art can present a picture of life.
- 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.

ESSENTIAL QUESTIONS:

- What can a work of art reflect?
- What inspires an artist?
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KNOWLEDGE:

ESSENTIAL VOCABULARY:

- photograph
- inspire
- skyline
- background
- foreground
- mood

SKILLS:

- Students will discuss works of photographic art.
- Students will write a response to a work of peer created art.
- Students will collage and draw a picture in pastel in which they depict an experience.
- Students will work in 2 dimensional art forms, use basic art tools, and gain knowledge of media and compositional elements.

STAGE TWO: ASSESSMENT EVIDENCE

PERFORMANCE TASK (S): (STUDENTS WILL DEMONSTRATE STANDARD BY)

- Participating in small group and whole group discussions.
- Write an opinion essay on a visual art work.

OTHER EVIDENCE: (FORMATIVE)

- Written responses
- Observations/ Notes
- Accountable talk
- Individually created art piece

KEY CRITERIA (TO MEET THE STANDARD)

- Ability to bring originality and creativity to discussions
- Ability to contribute relevant information to discussions




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- 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
- Ability to transfer an experience from the community onto a piece of visual art

STAGE THREE: Learning Plan for Social Students

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

	Lesson / Activity	Materials
Literature Connection	<p>Session 1 / Literature Connection and Book Discussion</p> <p>After reading class will discuss what make NYC so special.</p> <p>Create a thinking map.</p>	<p>Book: Sky Dancers by Connie Ann Kirk New York New York by Laura Krauss Melmed This Is New York by M. Lasek</p>
Cultural Field Trip	<p>Session 2 / Field Trip to the Skyscraper Museum</p> <p>http://www.skyscraper.org/home_flash.htm</p> <p>OR</p> <p>Brooklyn Heights Promenade</p>  <p>Both field trips will give students an opportunity to have an understanding of NYC skyline.</p>	

<p>Project</p>	<p>Analyzing and Interpreting Art</p> <p>Gather students around the Smart Board and introduce the students to art (photos, paintings, drawings, etc.) images of NYC skyline.</p> <p>Have an open discussion of noticings:</p> <ul style="list-style-type: none"> -colors -lines -foreground -background -mood <p>Using the second powerpoint of the skyline through other art, have students notice how artists have used colors to recreate this famous skyline.</p> <p>Have an open discussion of how the artists try to recreate the lines of the building shapes.</p>	<p>Power point files</p>
	<p>Creating the skyline</p> <p>Using colored paper paint chips have students sketch a skyline of NYC. Each rectangle can be a narrow building or they can tape two together for a wider building. OR they can tape several together and sketch the entire skyline across the taped chips.</p> <p>Encourage the students to really think about the shape of the individual building tops, in order to represent the varied building designs. (Some are dome shapes, some have spires, some are straight horizontal lines.)</p> <p>Student choice: The buildings can be individual entities or it can be a one piece skyline</p> <p>Model this</p>	<p><i>paint chips (REUSE from paint store. They often discard paint older paint chips to make room on their display shelves for the newer colors)</i></p> <p>pencils</p> 
	<p>Cutting out the skyline</p> <p>Have students CAREFULLY cut out their skylines paying close attention to following their sketched lines.</p>	<p>Scissors</p>



	<p>Add images (optional)</p> <p>Have students sketch window shapes onto their buildings, as few or as many as desired.</p> <p>Model this</p>	<p>dark colored pens, markers, crayons</p>
	<p>Creating mood with the appropriate colored background.</p> <p>Have students glue cut skyline onto a <i>REUSED paper (found in MFTA warehouse) paper</i>, at the bottom creating thus creating the foreground with the skyline.</p> <p>Talk about how the background, can be used to create a mood in our art. Refer back to the PowerPoint where the artists let us know what time of day it is by the way the background sky looks.</p> <p>We can decide if our art is representing the middle of the night then we would use dark colors for the background sky. If our art were representing the sunset or sunrise, we would use more orange. OR we might choose blue for the middle of a sunny day, gray colors for a rainy day.</p> <p>Have students choose the appropriate color reused paper for the background of the skyline, in order to create the mood.</p>	<p>PowerPoint</p> <p>REUSED colored paper</p>
	<p>Writing about our pieces</p> <p>Begin by brainstorming possible descriptive words of our art pieces.</p> <p>Using a bubble map (graphic organizer for brainstorming describing), have students describe their art pieces with descriptive words.</p>	<p>Paper for bubble map</p>
	<p>Gallery Walk</p> <p>Have students work displayed on their individual tables their feedback sheets.</p>	<p>finished art pieces feedback sheets</p>



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Gather students on the carpet to talk about the type of feedback we might give an artist. We could respond to the:

- Colors they used
- The shapes they designed
- The mood they represented

Record responses on chart paper.

Review gallery walk procedures.

Have students rotate among the tables responding to artwork on the feedback sheets. Encourage kind responses and monitor flow of the room at your discretion.