

Pop Art Perfect

Focus of Unit & Alignment to Standards

Affective Focus: Perfectionism, fear of failure, positive risk-taking, persistence, and empathy

Academic Focus: Pop art, poetry writing, artistic expression, real-world math application

Big Ideas <ul style="list-style-type: none"> • Artistic inspiration and expression is personal and flexible. • Pop art is a style of art differentiated by subject and color. • Art and poetry are vehicles for personal expression and communication of important ideas. • Perfection is not the same as striving for excellence. • Practice is required to improve task performance. • Planning helps us to achieve our goals. • Math skills are needed to achieve some artistic goals. • Surveys allow us to collect data about people's preferences. • Museums are organized to enhance appreciation of art. 	Student Inquiries <ul style="list-style-type: none"> • What is pop art? • What inspires artists? • Why is math important when making art? • How can a plan help me achieve my goals? • How can a survey help find answers to a problem? • How do rhyme patterns make poems better? • How is a museum organized and why? • How can I present my pop art and poem to an audience so they understand and enjoy it?
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Skills Focus

Affective Skills <ul style="list-style-type: none"> • Developing a realistic understanding of abilities • Positive risk-taking • Work ethic • Resilience • Expressing and labeling feelings • Empathy 	Disciplinary Skills <p>Math: Qualitative reasoning, use math models to solve problems, use appropriate tools to solve problems, measurement, multiplication, basic scale</p> <p>ELA: Poetry writing, communication with clarity through speaking and writing</p> <p>Art: identify patterns, create pop art painting/sculpture, express ideas/feelings through art</p>	Thinking Skills <p>Creative Thinking: Elaboration, originality, flexibility, imagery</p> <p>Critical Thinking: Problem solving, evaluation, synthesis, analysis, identifying patterns, making generalizations</p> <p>Research: Interview (survey) as data collection, formulating meaningful questions</p>
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Learning Objectives

<ul style="list-style-type: none"> • Learners will articulate their feelings associated with risk taking, failure, persistence and resilience. • Learners will formulate goals for developing strategies to persist in the face of challenging tasks. • Learners will create plans to accomplish performance goals. • Learners will understand the role of inspiration in art. • Learners will apply understandings of the pop art style to create art. • Learners will apply mathematical thinking and use the proper tools and strategies to create art. • Learners will formulate questions and analyze data to solve problems. • Learners will identify and create patterns to write poems. • Learners will understand that museums are organized to enhance audience appreciation. • Learners will prepare a presentation to share art and poetry with an audience.
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Alignment to Common Core State Standards

<p>CCSS.ELA-Literacy. Reading Literature K.1, 3, 4, 9,10 / RL.1.1-4,6,7,9,10 / RL.2.1,3,7,10 / RL.3.1,3,4,6,7,10</p> <p>CCSS.ELA-Literacy. Reading Foundations K.1-4 / RF.1.1-4 / RF.2.3-4 / RF.3. 3-4 /</p> <p>CCSS.ELA-Literacy. Writing. K. 2,3,7,8 / W.1.2,3,5,8 / W.2.3,4,8 /W.3.2,3B,C,D,5,7,8(if doing research)</p> <p>CCSS.ELA-Literacy. Speaking and Listening. K. 1-6 / SL.1.1-6 /SL.2.1-4 / SL.3.1-3,4,6</p> <p>CCSS.ELA-Literacy. Language. K.1-6 / L.1.1-6 / L.2.1-6 / L.3.1,2A,2C,2D,2F,3,4A-C,5A,5B,6</p> <p>CCSS.Math.Content.Number and Operations in Base Ten.1.0AB3/1.4,6 / 2.NBT.B.5</p> <p>CCSS.Math.Content.Measurement and Data.KMD.A1MD.A1,2/ 2MDA1</p>
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Lesson 3

Student Inquiry:

Why is math important when making art?

Summary of Chapter 3

In this chapter, the six friends visit the Art Museum to check out the pop art show that Miss Rich told them was opening. When they arrived, Miss Relic, the curator, told the kids that the museum could not hold the pop art show because they did not have the money for the show. She told the friends that fewer people were visiting the museum. Miss Relic did not understand why people had stopped visiting. That afternoon at the lake, Odie suggests that the kids find out why people aren't coming to the museum. They start to look for answers.

Learning/Performance Goals:

- Learners will reflect on and write about their reaction to feelings of disappointment.
- Learners will define new vocabulary words and practice dictionary skills.
- Learners will choose and use appropriate tools to measure height, width, length and circumference of 3-dimensional objects.
- Learners will identify their strengths and generate ideas for pop art.
- Learners will enlarge a drawing using appropriate measurement tools or grid paper. *

Minilesson

1. Introduce the chapter to learners

Allow students to look at illustrations to make predictions. Facilitators can help students focus the purpose for reading by stating "Let read to find out...". Walk through the chapter with students to define and review any words that may be challenging. The new words for this chapter are *museum* and *cancelled*.

2. Introduce the tasks to learners

- Provide any explanations, clarifications or direct instruction as necessary.
- Explain to learners that they will be learning some new measurement skills in this lesson. These skills will help them to make a pop art piece in the coming days.
- *This is a very math-rich lesson. Some of the math concepts and procedures will be new for learners. Facilitators may need to plan a little more time than they typically would in this unit to review concepts of repeated addition, basic multiplication, and measurement of 3D geometric shapes. Facilitators might want to supply manipulatives to support independent work on the multiplication tasks. Facilitators might consider setting up a math station during the unit. A station that has tools and resources to support the math concepts might be helpful in both supporting student independence and managing the unit.*

Student Tasks

1. Journal Entry (Task 3.1)

Prompt: Write (or draw) about a time when you were disappointed. How did you feel? What did you do?

2. New Words to Learn (Task 3.2) *museum, cancelled*

Review the new words for the chapter, and add any words students are unfamiliar with. Since students have had some practice with this vocabulary format, facilitators can instruct students to identify challenging words independently.

3. Measurement Fun (Task 3.3)

- This lesson is an introduction (or review depending on student experience) of measurement of 3-dimensional objects. Facilitators should provide a box (cube) and a cup (cylinder) for students to measure. If the objects to measure are too small, the students will struggle to “round up” to the nearest inch.
- *This task might be frustrating for some learners. It is important for advanced learners to struggle until they have success. Learning the rewards of hard work can teach resilience and persistence. Perfectionism can be the result of a persistent lack of adequately challenging tasks. Although the challenge is necessary, it is a balancing act for facilitators to ensure that students don't get so frustrated that this becomes a negative learning experience. For this reason, I have included a HINT Card (p. 30) to provide support when students are too frustrated.*

4. Make it Bigger (Task 3.3*)

- This task is an advanced task for learners that are ready for an introduction to dimension and scale. This will require some direct instruction for most students.
- Explain to students that dimension is the size and shape of an object. When we want to enlarge a drawing, we must measure so the object we've enlarged is the same size and shape as the original.
- Demonstrate the task for students on an object of your choosing.
- 1 inch grid paper might be helpful for some students.

5. I'm Inspired (Task 3.4)

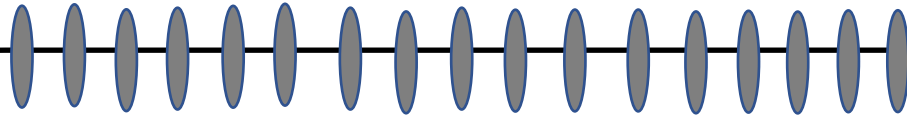
- This task is designed to give students an opportunity to reflect on their interests and strengths to decide whether they will make a sculpture or a painting.
- This is an independent task for the most part, but facilitators should introduce the task and ask students to brainstorm several ideas before settling on one.
- *As in the story, some advanced learners will struggle with making a decision. Although it seems inconsequential to most adults, these small decisions can be paralyzing for learners who worry that they will not measure up to peer, parent, teacher or even their own expectations. This experience will help students work through the decision making process and it is important to provide support if you see avoidance or stalling behaviors.*

Assessment

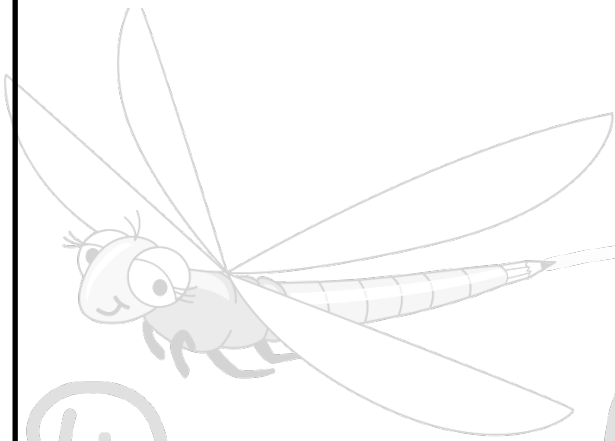
- Self-evaluation
Teachers may choose to have students complete a self-evaluation each day for each lesson, or once a week to make students accountable for independent work. Teachers can copy the rating charts.
- Anecdotal notes
Daily or weekly observations can be recorded to document student performance for all or some of the tasks. Facilitators can focus on specific skills for each student or group.
- Skills Checklist

NOTES:

Journal Entry



Write about a time when you were disappointed. How did you feel? What did you do?



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New Words to Learn

museum

I think it means...	Dictionary definition
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Draw a picture



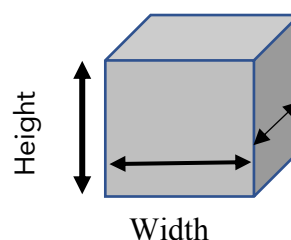
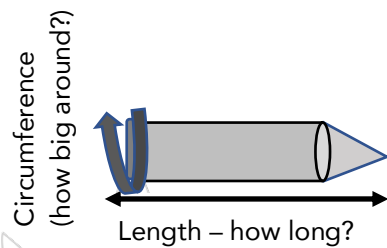
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Write a sentence

Measuring Fun

Luna made a sculpture of her fat pencil. To make the sculpture 10 times bigger, she had to know how big around the fat pencil was and how long it was. She measured around her pencil to find the **circumference** (how big around?). Then she measured the **length** of her pencil. Because her pencil had round sides, she needed a tape measure to get an accurate measurement.

If Luna wanted to make a sculpture of a box, she would have used a different tool and her calculations would have been different. To measure a box, Luna would have to know the height (how tall?) and the width (how wide is each side?).



Measure a cup and a box. Record the measurements in the chart below.

Cup	Length	Circumference
Draw the cup.	How long is the cup?	How big around is the cup?
	_____	_____
Box	Height (top to bottom)	Width of each side (across)
Draw the box.	How tall is the box?	How wide is each side of the box?
		Side 1 = _____
		Side 2 = _____
		Side 3 = _____
		Side 4 = _____

I'm Inspired!

It is time for you to decide what kind of pop art you are going to make! You can choose to make a sculpture or a painting. First, you must come up with an idea!

Sculpture

or

Painting

- ☐ I like to do math calculations.
- ☐ I like to build things with my hands.
- ☐ A sculpture is the best way to share my idea.

- ☐ I like to draw.
- ☐ I like to paint using bold colors.
- ☐ A painting is the best way to share my idea.

These are some ideas for pop art I want to make.

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