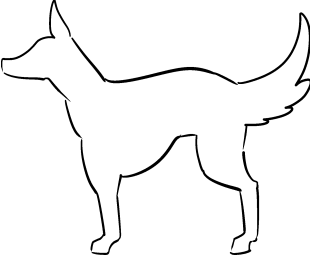


risd | Department of Teaching + Learning in Art + Design
 Alternate Template for Unit + Lesson Planning Combined

Unit Title + Grade Level:	Them Bones- Grade 1st
Big Idea + Overview:	Skeletons!
Rationale + Cultural Responsiveness:	Students will learn the historical and cultural relevance of bones while incorporating them into their artistic practices.
Unit Objectives:	As a result of instruction/at the end of this unit, students will be able to: <ul style="list-style-type: none"> ● Imagine what a creature's insides look like. ● Understand what bones are. ● Use collage to create a form.
Assessment Strategies (formative + summative)	Formative- Informal work presentations in class. Summative- students will create a single larger piece compiling their earlier projects.
NCVA Standards:	VA:Cr1.1.3a- Elaborate on an imaginative idea. VA:Cr1.2.2a- Make art or design with various materials and tools to explore personal interests, questions, and curiosity. VA:Cn11.1.2a- Compare and contrast cultural uses of artwork from different times and places.
Differentiated Instruction:	<ul style="list-style-type: none"> ● Using large fonts ● Providing separate spaces for students who have difficulty concentrating- with periods of time during the day where they can reconvene with their friends! ● Allowing students who are having trouble to work with a friend.
Safety Procedures:	<ul style="list-style-type: none"> ● Using non-toxic materials ● Keeping fire exits clear ● Making sure clay workspaces are cleaned down with wet paper towels.

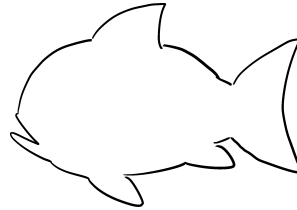
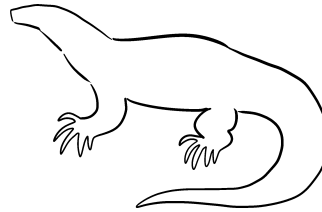
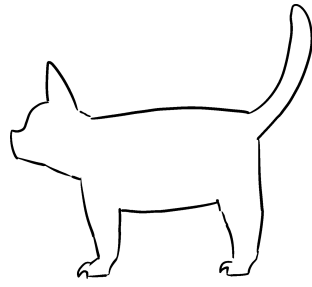
Class Session	Instruction Details:	Visual References	Materials Needed	Planning Notes (if any)
Class 1	Hook/Intro: <ul style="list-style-type: none"> ● Seating ● Attendance ● Handing out materials for the day (calling up a student and asking if they want a friend to help) ● Every student is given a folder to contain their work for this class. Briefly explain skeletons to students! Ask a few of them if they know what they are/ what they do.		Colored/Pencils Crayons Markers Erasers PAPER	

Templates showcasing the outlines of 4 different kinds of animals will be displayed; Dog, Cat, Fish, Lizard. One table is called up at a time and each student takes 1.

Exploration/Making:
Students are asked; "What do you think the insides of these animals look like? Can you draw them?" and they have at it! If they finish their drawing they can pick another template!

Closure:
Asking 1 or 2 students to show they work, ask them if they can identify what parts they can see, do they know the names?

- Folders are collected.
- Materials are collected (same method as passing them out.)
- Students are lined up and sent off.



Class 2

Hook/Intro:

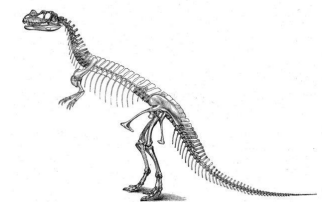
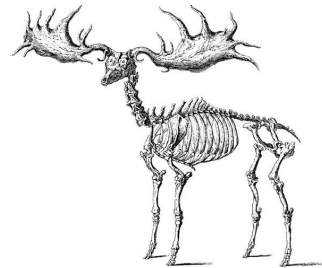
- Seating
- Attendance
- Handing out materials for the day (calling up a student and asking if they want a friend to help)

Students will be learning about Chimeras.. Pieces of real animals assembled into a fantastical creature.

Exploration/Making:
Students will receive templates of skeletons, and they will have to cut them apart, and glue them onto a larger sheet of paper- creating their own unique skeleton!

Closure:
Pick 1 or 2 students and ask them what they named their creature (if at all!)

- Folders are collected.
- Materials are collected (same method as passing them out.)
- Students are lined up and sent off.



EXAMPLE OF A FINISHED PROJECT BELOW.

Templates
Scissors
Glue
Pencils
Erasers

Class
3-6

Hook/Intro:

- Seating
- Attendance
- Handing out materials for the day (calling up a student and asking if they want a friend to help)

Talk about Jose Posada and the use of bones for narratives. The cultural storytelling of bones (calaveras) VS real examples of stories through skeletons (fossils.)

Exploration/Making:

Students will be expanding on their chimera, by drawing what it looked like when it was alive! Additional time will be devoted to be answering the following questions that can help the students create a story about their chimera:

1. What did your chimera do when it was alive?
2. What did its home look like?
3. How did it become a skeleton?

Closure:

Showcase and Curation!

1 to 2 students will present their creature at the end of class. Another class period will be devoted to collaborative assessment! Everyone will be given a slip of blank paper, and sit by a chimera that isn't their own! They will write their name on the paper, and answer the following questions.

1. What do you like about this chimera?
2. In a respectful way, what is something you would've done differently?
3. What would happen if your chimera, met this chimera?

Students will keep the messages written by their visitor and put it in their folder with their chimera collage.



JOSE GUADALUPE POSADA, TARANTULA, LA TURBANTE, WOODBLOCK



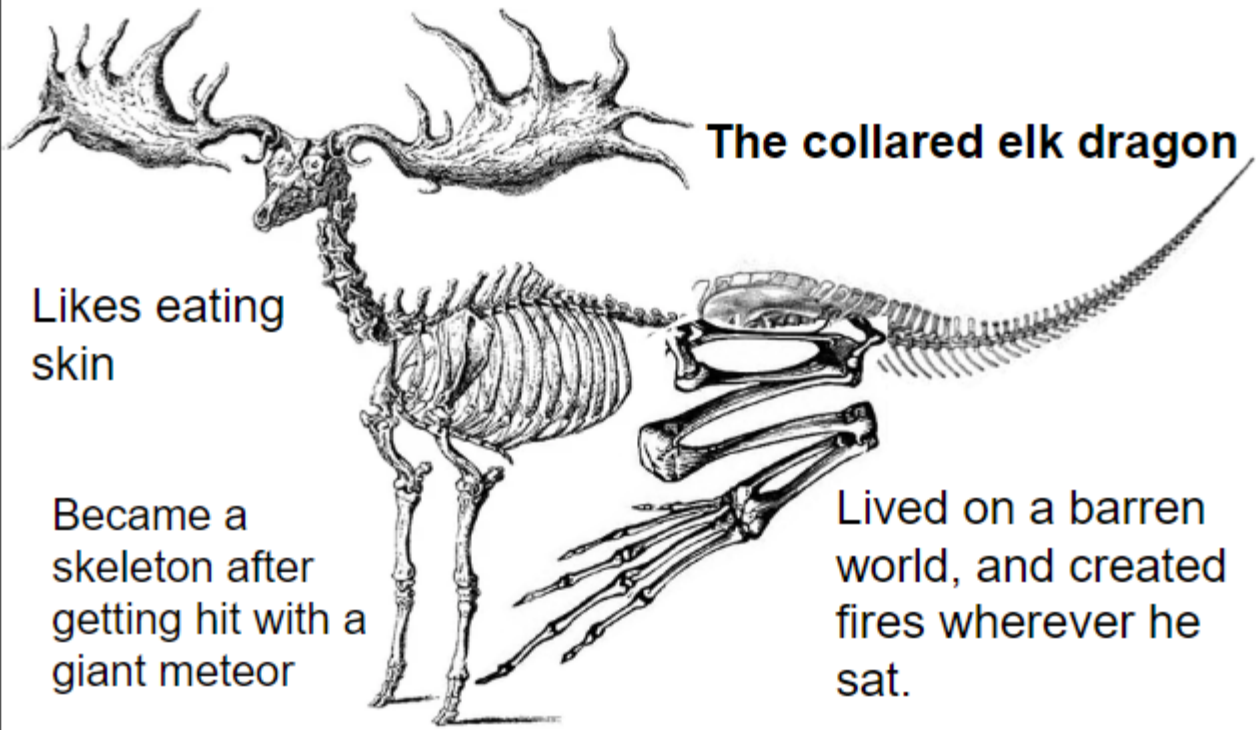
Jose Posada



The Triassic Cuddle

Scissors
Glue
Markers or Paint

	<ul style="list-style-type: none"> • Folders are collected. • Materials are collected (same method as passing them out.) • Students are lined up and sent off. 			
Class ???	<p>ALTERNATE PROJECT???</p> <p>Hook/Intro:</p> <ul style="list-style-type: none"> • Seating • Attendance • Handing out materials for the day (calling up a student and asking if they want a friend to help) <p>Brief discussion of how fossils are assembled/interpreted by paleontologists</p> <p>Exploration/Making: Students will be assembling their own skeleton from a giant pile of cutouts into a collage! (this collage will also be a part of the watercolor environment.)</p> <p>Closure:</p> <ul style="list-style-type: none"> • Folders are collected. • Materials are collected (same method as passing them out.) • Students are lined up and sent off. 		<p>Scissors Glue Construction paper Boney Bits: courtesy of myself</p>	



The collared elk dragon

Likes eating skin

Became a skeleton after getting hit with a giant meteor

Lived on a barren world, and created fires wherever he sat.