

Backward Design Unit Plan: Communal School to Community Action

Grade: 3rd and 4th

Time: 10, 40-minute class periods

Resources: Stuhr, P. (Stuhr, P. L. (1994). Multicultural art education and social reconstruction. *Studies in Art Education*, 35(3), 171-178.

Stage 1 – Desired Results	
Established Goals: <ul style="list-style-type: none">• to identify disjunctions within and among current school community practices• to research possible causes and effects of interactions among people• to research and generate potential solutions to needs within the school social environment• to use art to promote and experience the positive effects of communal activity• to participate in a community bonding event that involves art• to participate in the creation process of making relief tiled benches• to model and promote positive communal attitudes• to “Be the Solution You Hope to See”	
Understandings: Students will understand that... <ul style="list-style-type: none">• sometimes groups of people have conflicts within themselves and among other groups• transparent communication can help with conflict resolution and unity among diversity• art can communicate conflict resolution and unity among diversity	Essential Questions: <ul style="list-style-type: none">• What are the various disjunctions among and within the school social environment?• How can disjunctions be effectively repaired in a social environment?• What do positive communal actions and attitudes look and sound like?• What can we do to establish a community of ongoing communication about the need for cultural and social unity?• What kinds of community bonding activities include art?
Students will know... <ul style="list-style-type: none">• formal communication skills• community leaders are also community members• art is a form of communication• actions that represent positive communal activities	Students will be able to... <ul style="list-style-type: none">• communicate clearly and respectfully with others• model positive communal and social attitudes and behaviors• create art that promotes unity among community members and groups
Stage 2 – Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none">• use observation to research a community social and cultural need• design a sculpture that promotes unity among diverse cultures of people• promote community unification activity through sculpture and visual and verbal communication	Other Evidence: <ul style="list-style-type: none">• express positive attitude and support for community and social bonding• communicate the causes and effects and model the positive desired results of communal actions• extend ideas that strengthen understanding and unity among school community members

Stage 3 – Learning Plan

Learning Activities:

1. observe and describe interactions among other students
2. troubleshoot causes and effects of and potential solutions for negative interactions among others
3. present small team action plans for building community and promoting positive communal interactions
4. develop selected action plan(s) into a unified community event that involves the art of sculpture and positive interaction
5. participating in clay tile-making activity, bench construction activity, and community building through positive social actions

Assessment Plan:

- to identify disjunctions within and among current school community practices
observation research data and group discussions
teacher observation, checklist
- to research possible causes and effects of interactions among people
observation research data, personal research, personal interviews
teacher observation, checklist, video reflections
- to research and generate potential solutions to needs within the school social environment
observation research data, personal research, personal interviews
teacher observation, checklist, video reflections
- to use art to promote and experience the positive effects of communal activity
tile-making, bench-building event, small team idea presentations
teacher observation, checklist, rubric
- to participate in a community bonding event that involves art
tile-making and bench-building event
teacher observation, reflection discussion
- to participate in the creation process of making relief tiled benches
tile-making and bench-building event
teacher observation, reflection discussion
- to model and promote positive communal attitudes
personal actions, dispositions
teacher observation, reflections discussion
- to “Be the Solution You Hope to See”
personal action, dispositions
teacher observation, reflections discussion

Common Core Standards:

1. Understanding and applying media, techniques, and processes
 - b. Students describe how different materials, techniques, and processes cause different responses
 - c. Students use different media, techniques, and processes to communicate ideas, experiences, and stories
2. Using knowledge of structures and functions
 - b. Students describe how different expressive features and organizational principles cause different responses
3. Choosing and evaluating a range of subject matter, symbols, and ideas

- b. Students select and use subject matter, symbols, and ideas to communicate meaning
- 4. Understanding the visual arts in relation to history and cultures
 - a. Students know that the visual arts have both a history and specific relationships to various cultures
 - c. Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art
- 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others
 - c. Students understand there are different responses to specific artworks
- 6. Making connections between visual arts and other disciplines
 - a. Students understand and use similarities and differences between characteristics of the visual arts and other arts disciplines
 - b. Students identify connections between the visual arts and other disciplines in the curriculum