

Student Achievement Toolkit 2007

UNIT PLAN TEMPLATE*

*NOTE: The first step in setting your Unit Goal is to unpack your standards. This step is represented at the bottom of the template because the other steps must be built upon this foundation. We've positioned the Unit Goal section at the top of the template because it represents the pinnacle of this work.

UNIT BACKGROUND			
Unit Number and Title:	Unit 2: Egyptian Cartouches	Grade Level:	7
Subject/Topic:	Egypt and Carving		
Key Words:	Line, Shape, Geometric Shape, Organic Shape, Egypt, Cartouche, Hieroglyphics		
Length (in weeks / days):	3 Weeks	Quarter:	1/2

Step 1: Creating Vision and Planning for Assessment	
1 st Unit Plan - GOAL	
TECHNICAL	
<p>Quantitative (the numerical data): Each student will achieve 80% success on unit standards. Each student will create 3 cartouche drafts, 1 final soap carving cartouche using 2 different Egyptian carving styles, 1 end of unit exam including 1 project reflection.</p>	
<p>Qualitative (what the numerical data mean your students will be able to DO with the content of your course): Each student will be able to identify, observe and produce a cartouche using both Old Kingdom and New Kingdom carving styles. Each student will be able to identify and create geometric and organic shapes. Each student will be able to compare and contrast various cartouches. Each student will be able to critically review their peer's and their own work. Each student will be able to identify Egyptians as having a content aesthetic as they wanted to send a message through their art.</p>	
MOTIVATING VISION OF STUDENT SUCCESS	
<p>This should be a concrete indication of what the learning will set the students up to be able to DO once they've achieved the goal. This should be anchored in the content and represent a destination that will serve to increase the educational and life opportunities for your students; therefore this motivating vision should have meaning beyond your particular classroom.</p>	

Once students have achieved my Unit 1 goals, they will recognize that art can and often does have a purpose other than something that just looks cool. Students will understand the context of carving through the ancient Egyptian culture. They will recognize symbols used in art and hieroglyphics as the alphabet used by Egyptians. They will understand the difference between geometric and organic shapes and identify how they are used in the hieroglyphic alphabet and in other symbols used throughout the world. Students will learn the basics of carving and create their own soap cartouches.

1st Unit Plan - Planning For Assessment

How will I measure my 1st Unit Goal?

- **Production:** Successful completion of Egyptian cartouche using soap as the medium. Cartouche will incorporate proper carving of boy/girl symbol in Old Kingdom style and proper carving of student's name in hieroglyphics in New Kingdom style.
- **Aesthetics:** understand Egyptians as having a content aesthetic because they wanted to send a clear message and/or tell a story via their artwork.
- **History:** identify and represent artwork from two different Egyptian Kingdoms (time periods)
- **Criticism:** interpret and judge reproduction cartouches and self created cartouche.

How will I measure progress toward the 1st Unit Goal?

- Completed shape finder worksheet indentifying and demonstrating geometric and organic shapes.
- Spot check of 3 sketchbook cartouches: rough, intermediate and final
- Weekly Quizzes (formative assessments) Including but not limited to: Vocab Check: carving, hieroglyphics, Egypt, Old Kingdom, New Kingdom, cartouche, geometric, organic
- T Checklist of proper teamwork
- T checklist of proper responsibility and safety with materials
- Spot checks of binder organization

1ST Unit Plan - What's The Big Idea?

Art has a purpose!

1 ST Unit Plan - Enduring Understandings	1 ST Unit Plan - Essential Questions	1 st Unit Plan - Tasks
<p>To meet the standards, students will need to understand that:</p> <ul style="list-style-type: none"> • Art has a purpose! Egyptians created cartouches in belief that if 	<p>To understand, students will need to consider such questions as:</p> <ul style="list-style-type: none"> • Why did the Egyptians create cartouches? • How is a cartouche art? 	<p>What are the performance tasks implied by the verbs in the standards?</p> <ul style="list-style-type: none"> • Identify, create, interpret, analyze, judge and reflect upon a cartouche.

<p>they did, the deceased would be able to come back to the earth.</p> <ul style="list-style-type: none"> • Symbols are things used to represent something else. • Art is different and similar from culture to culture around the world. 		
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1ST Unit Plan - Achievement Targets

<p>To understand, students will need to <i>have knowledge of</i>:</p> <p>-Basic definitions of the following:</p> <ul style="list-style-type: none"> • Art Elements • Art Principles • Art mediums • Art Styles • Art Periods <p>Vocabulary:</p> <ul style="list-style-type: none"> • Form • Shape • Organic Shape • Geometric Shape • Line • Carve • Hieroglyphics • Egypt • New Kingdom • Old Kingdom • Cartouche • Pharaoh • Mummy • Mummification <p>Tools/Equipment:</p> <ul style="list-style-type: none"> • Carving tools (pick, popsicle sticks, clay tools) • soap 	<p>To understand, students will need to <i>be able to</i>:</p> <ul style="list-style-type: none"> • Perform art criticism (description, analysis, interpretation, judgment) • Understand and apply the three art aesthetic theories (content, subject and composition)
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Steps 2 and 3: Misunderstandings & Lesson Objectives

Standard	Daily Lesson Objective(s)	# of days 1 day = xx min.	Potential Misunderstandings	Lesson Plan Notes
A.1.1 SW understand the language of art in reproductions	•			
A. 1.2 SW examine and identify materials appropriate for a process	•			
A.1.3 SW will recognize ancient/old/modern periods in art	•			
A.1.5 SW research life and work of an artist	•			
A.1.7 SW recognize rational for safety precautions	<ul style="list-style-type: none"> • SWBAT use pencils safely • SWBAT use crayons safely • SWBAT use paper safely • SWBAT use soap safely • SWBAT use carving tools 			no throwing, no ingesting, on project material only

	<ul style="list-style-type: none"> safely • SWBAT use rulers safely 			
A.1.11 SW engage in group problem solving	<ul style="list-style-type: none"> • 			
A.2.1 SW communicate ideas and feelings via media	<ul style="list-style-type: none"> • 			
A.2.2 SW study elements and principles of design	<ul style="list-style-type: none"> • 			
A.2.3 SW produce art involving problem solving (drafts)	<ul style="list-style-type: none"> • 			
A.2.5 SW explore Responsible use of art materials	<ul style="list-style-type: none"> • SWBAT use pencils responsibly • SWBAT use crayons responsibly • SWBAT use paper responsibly • SWBAT use soap responsibly • SWBAT use carving tools responsibly 	6		not wasteful, on project material only, no stealing

	<ul style="list-style-type: none"> ly • SWBAT use rulers responsibly • 			
A. 2.7 SW produce art displaying their knowledge of a period of art	<ul style="list-style-type: none"> • 			
A.2.8 SW experience working in groups	<ul style="list-style-type: none"> • 	6		
A.3.3 SW apply aesthetic reasoning to art work	<ul style="list-style-type: none"> • 	1		
A. 3.5 SW organize a portfolio of work	<ul style="list-style-type: none"> • SW organize portfolios 			
A.3.6 SW discuss why artists make different design choices	<ul style="list-style-type: none"> • 	1		
Unit Review and Assessment	<ul style="list-style-type: none"> • 	3		
Total	<ul style="list-style-type: none"> • 			

Step 4: Sequencing & Scaffolding Objectives on Calendar

Monday	Tuesday	Wednesday	Thursday	Friday
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October 6	7 Geometric and Organic Shape spotting outside. 2.2	8 <ul style="list-style-type: none"> • Sketchbook drawing animals from basic shapes 2.2, 2.3	9 <ul style="list-style-type: none"> • Sketchbook- create name in hieroglyphics 3.1, 2.2	10
13 <ul style="list-style-type: none"> • Reproduce name in hieroglyphics using transfer method 2.2, 3.1. 2.1, 2.3	14 <ul style="list-style-type: none"> • Begin cartouche carving 1.7, 2.5, 2.2, 3.1. 2.1, 2.3	15 <ul style="list-style-type: none"> • continue cartouche carving 1.7, 2.5, 2.2, 3.1. 2.1, 2.3	16 <ul style="list-style-type: none"> • finish cartouche carving 1.7, 2.5, 2.2, 3.1. 2.1, 2.3	17
18 <ul style="list-style-type: none"> • Egyptian/Mummification history lesson 1.3, 1.1	19 Cartouche criticism-review interpretation and judgment	20 <ul style="list-style-type: none"> • Egyptian aesthetic review 3.3	21 <ul style="list-style-type: none"> • Final exam/reflection 	22
24	25	26	27	28

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1.7 Checklist (Recognize rational for safety precautions= no throwing, no ingesting, on project material only)

- SWBAT use pencils safely
- SWBAT use crayons safely
- SWBAT use paper safely
- SWBAT use soap safely
- SWBAT use carving tools (pick, popsicle stick, clay tools) safely
- SWBAT use rulers safely

2.5 Checklist (Explore Responsible use of art materials= not wasteful, on project material only, no stealing)

- SWBAT use pencils responsibly
- SWBAT use crayons responsibly
- SWBAT use paper responsibly
- SWBAT use soap responsibly
- SWBAT use carving tools (pick, popsicle stick, clay tools) responsibly
- SWBAT use rulers responsibly

2.8 Checklist (Working in groups)

- SWBAT work cooperatively in a group (taking turns talking, no negative comments to one another, Taking turns using shared materials)
- SWBAT work responsibly in a group (using shared materials responsibly, no damaging one another's Work)