

Jamieson Elementary School

Unit Curriculum Map on: Environmental Art & Science -- SOLAR ENERGY

Subject: Art Dates: 1st Quarter (9 lessons) Grade Level: Upper (6-8) 2007-2008

Essential Question (The overarching questions that guide instruction and engage student learning.)	Content (The key concepts and ideas presented in this unit, as well as the instructional materials used to introduce the concepts.)	Skills (The actions that a student needs to do in order to show understanding of this unit. Look at your state standards)	Assessments (What product would you accept as evidence that the student understands the content of the unit?)
<p>WHAT IS SOLAR ENERGY?</p> <p>1. In what ways is the Sun important to Human life on Earth?</p> <p>2. How have people in different times, places and cultures depicted the Sun in Art?</p> <p>3. How does Solar Energy affect us in our daily lives?</p> <p>4. Where can we find evidence of Solar Energy in the School Garden?</p>	<p>INTRODUCTION The Sun is the source of all energy for planet Earth..</p> <ul style="list-style-type: none"> - videos: The Sun, Solar Energy -graphic organizers: KWL, webs -solar prints <p>ART HISTORY People in many cultures have understood the importance of the Sun, even before the emergence of modern Science.</p> <ul style="list-style-type: none"> -power point slide show: Stonhenge, Aztec art, Egyptian art, etc., -graphic organizers: Venn, comp/cont <p>OBSERVATION & DESIGN There are many examples of Solar Energy to be found right here in the School Garden and on the north lawn and the playground (light and shadow, heat, evaporation, plants and leaves in autumn phases).</p> <ul style="list-style-type: none"> -field observation, notes, sketches -graphic organizers: webs -Goldsworthy DVD (selected segments) -Scholastic Art issue on Andy Goldsworthy, Environmental Sculptor 	<p>ART</p> <ol style="list-style-type: none"> 1. Make 2-D "Solar Prints", using the element of value and the principle of contrast. (#25A.3d) 2. Design and construct 3-D/time arts "Environmental Sculptures" using principles of emphasis and unity to express an idea about the Sun. (#26.B.3d) 3. Identify and describe how elements, principles, expressive intent, materials and processes combine to create resulting effects in environmental sculptures. (#25.A.3d & 26.A.3e) 4. Compare and contrast how the Sun has been depicted in Art in various cultures through time. (#27.B.3 & #25.B.3) <p>SCIENCE</p> <ol style="list-style-type: none"> 5. Explain and apply knowledge of interactions of Solar energy and matter in environmental sculptures. (12.C.3a) (link to Art skill #2) 6. Identify important contributions to science & technology by various cultures. (13.B.3b) (link to skill #4) 	<ul style="list-style-type: none"> -solar prints -graphic organizers: webs, charts, Venn diagrams, etc. -sketches and field notes -environmental sculptures -photographs -power point presentations using photos of environmental sculptures -multiple choice and short answer quiz -extended response