

Instructional Unit Title: Reflecting on Community Experiences

The teacher may provide images of place created by artists so that students can explain that exploring place/space is one of many types of subject matter and areas of interest for many artists.



The teacher may provide examples of art work and journals/sketchbooks that explore how place is discovered by artists so that students can investigate how elements found in places and spaces (swing, stove, bed) can identify their use (play, cook, sleep, dream, etc.) or misuse.

The teacher may use the art work of favorite place to allow students to consider where each place resides in the larger context of a community so that students can begin thinking about how artists might visually depict how places, building, and structures can be placed (on a map) using the expressive features and characteristics of art.

The teacher may provide examples of places, structures and buildings so that students can identify how a building's or structure's purpose and function relates to its form.



The teacher may lead a discussion about meaning of universal symbols/elements (e.g., key/legend, compass rose, longitude and latitude) that are used in maps so that students can analyze the purposes and meanings of symbols in design.

The teacher may use photographs of places and buildings in the community so that students can think about how communities can be organized around education, government, recreation/ entertainment, health and commerce.



The teacher may lead a discussion on how artists and designers have used maps as inspiration so that students can compare and contrast different approaches to create "artistic variations and interpretations" of maps that incorporate symbolic and pictorial elements not found in traditional maps.

The teacher may lead a discussion on collaborative art making by showing videos and/or bringing in a guest speakers so that students can identify elements essential to the collaborative art making process.

The teacher may show various examples of project planning notes so that students can analyze and document their own planning process necessary for collaborative art making.

PERFORMANCE ASSESSMENT: As a 2nd grade unit, the intent is to clearly define community. A working definition might be: a group of people living in the same place or having a particular characteristic in common. Using the community as a central topic, teachers can explain that patterns and symbols can have "agreed upon meaning". Patterns and symbols can also be personal or both when considering the architecture, mapping arrangements and various aesthetics and needs in planning and creating a community environment. Another emphasis for students is that communities can change for many reasons.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit <http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples>.