

## CCSD Visual Art Curriculum Objective (June, 2006)

**DISCIPLINE:** Visual Art

**COURSE/GRADE:** 5<sup>th</sup> Grade, 3D Cartoons

**DATE:** 6/12/06

**ID#:** 5art c1b4o1

**LESSON TIME:** 3-40 min periods

### 1. ESSENTIAL SKILLS:

Develop career goals  
Develop personal goals  
Use effective team skills  
Access, interpret and process information  
Show personal integrity through respectful, responsible actions  
Communicate effectively in multiple ways  
Identify and solve problems  
Use productive organizational skills

### 2. CONTENT STANDARDS:

1. Creative Expression

#### **BENCHMARKS:**

4. Choosing and Evaluating a range of subject matter, symbols, and ideas

#### **PRIOR LEARNINGS:**

Knowledge of and ability to use art vocabulary  
Proper use of tools and materials  
Personal and group observations and experiences  
Ability to read and follow directions  
Listening skill

#### **VOCABULARY:**

three-dimensional, foreground, middle ground, background, main character

### 3. OBJECTIVES/ASSESSMENTS:

#### **OBJECTIVE (Basic):**

**Content:** Identify subjects, symbols, and ideas as possible sources for content in their own works of art

**Context:** Teacher shares examples of cartoons. Class discusses different types of cartoons, parts of a cartoon, how to create them, and explains guidelines of project. Students create four thumbnails of possible cartoon backgrounds and

main characters. Teacher and student then decide on best combination and student begins final cartoon. Student works to create background and then character separately. Color and assembly come after drawing is complete.

**Criteria:** Students should create a completed cartoon with foreground and background. Background should fill the page. Character should compliment background.

#### **ASSESSMENT (BASIC / AUTHENTIC):**

Assessment should be performance based. Students should demonstrate effort and creativity when designing a completed three-dimensional cartoon. The final product should contain a foreground and background. Background should fill the page and character should compliment background.

#### **OBJECTIVE (COMPLEX):**

**Content:** Identify subjects, symbols, and ideas as possible sources for content in their own works of art

**Context:** Teacher shares examples of cartoons. Class discusses different types of cartoons, parts of a cartoon, how to create them, and explains guidelines of project. Students create four thumbnails of possible cartoon backgrounds and main characters. Thumbnails should represent them and a place that they love to be. Teacher and student then decide on best combination and student begins final cartoon. Student works to create background and then character separately. Color and assembly come after drawing is complete.

**Criteria:** Students should create a completed cartoon with foreground and background. Background should fill the page. Character and background should represent the student and a place that they enjoy.

#### **ASSESSMENT (COMPLEX / AUTHENTIC):**

Assessment should be performance based. Students should demonstrate effort and creativity when designing a completed three-dimensional cartoon. The final product should contain a foreground and background. Background should fill the page and character should compliment background. Character and background should represent the student and a place that they enjoy.

#### **RESOURCES:**

- Cartoon Books
- Cartoon Videos
- Cartoon Strips

#### **4. STRATEGIES:**

##### **INITIAL STRATEGY:**

- Teacher shares examples of cartoons

- Students and teachers discuss different types of cartoons and how they are created and portrayed
- Students work independently to create 4 thumbnail drawings
- Students work to create enlarged background and character
- After outlining and coloring cartoon is assembled

#### **MODIFYING STRATEGY:**

- Teacher shares examples of cartoons
- Students and teachers discuss different types of cartoons and how they are created and portrayed
- Students and teachers work together to come up with 4 idea drawings
- Students work to create enlarged background and character with teacher assistance
- After outlining and coloring cartoon is assembled

#### **EXTENDING STRATEGY:**

- Teacher shares examples of cartoons
- Students and teachers discuss different types of cartoons and how they are created and portrayed
- Students work independently to create 4 thumbnail drawings of themselves in a place that they enjoy spending time
- Students work to create enlarged background and character
- After outlining and coloring cartoon is assembled

#### **INTERDISCIPLINARY STRATEGY:**

- Reading connections for comic books
- Historical references to news and politics
- Cartoons relate to current events