

BIG IDEA:

WE CAN USE ART TO EXPLORE HOW PEOPLE CONTRIBUTE TO OUR COMMUNITIES THROUGH THE JOBS THAT THEY DO.

ENDURING UNDERSTANDING:

ARTISTS ENGAGE IN EXPLORATION AND IMAGINATIVE PLAY WITH MATERIALS.

ART CONCEPTS:

ART CAN MOVE AND BE INTERACTIVE.

ART CAN BE USED IN PLAY AS A TOY.

ART CAN BE MADE FROM MANY DIFFERENT MATERIALS.

ART CAN BE BOTH 2D AND 3D.



STRENGTHS OF THIS UNIT:

- ✘ The unit integrates art with Common Core English Language Arts Standards and kindergarten social studies curriculum.
- ✘ All projects are three-dimensional, interactive, and used as props for role-playing typical jobs that people do in the community (building construction, urban planning, taxi driver, car wash, gas station, car rental).
- ✘ Using the art props for dramatic play, children make imaginative connections between art and their personal experiences, daily lives in the community, adult jobs, and children's book narratives.
- ✘ Through creating these interactive sculptures/toys/props, students develop and practice basic art skills such as cutting, gluing, folding and taping paper, tracing basic shapes, and drawing simple figures.
- ✘ The unit includes simple methods for embedded, formative assessment.



STANDARDS-BASED

National Core Arts Standards:

- ✘ VA:Cr1.1.K Engage in exploration and imaginative play with materials.
- ✘ VA:Cr2.1.K Through experimentation, build skills in various media and approaches to art-making.
- ✘ VA:Cn10.1.K Create art that tells a story about a life experience.

Kindergarten Curriculum Benchmarks:

- ✘ Discuss the different kinds of jobs that people do.
- ✘ Describe how people earn a living in the community and the places they work.

Common Core Language Arts Standards:

- ✘ CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.
- ✘ CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.
- ✘ CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
- ✘ CCSS.ELA-Literacy.SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- ✘ CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.



DEMONSTRATION

Day 1

1. Look at the flattened box carefully and find the front, back, side and top.
2. Select a paint colors for the building and paint it.
3. Show samples of doors. Where will you put a door? Cut out shapes for a door and glue (even if paint is still wet, the glue will hold).
4. Cut out windows of variety of shapes. Show how you can match and use symmetry.
5. Arrange the windows and glue them securely to the box.
6. Make a mailbox and write name on it. Glue in place.
7. If there is time the student can find another color to paint the window panes.

Day 2

1. Use oil pastels to create lines that show wood, brick or stone. Show samples for each side. Refer back to the model used that shows all the sides are the same. You can explain that the sides do not to match if they make that choice.
2. Cut open the doors and windows.
3. Add flower boxes, pots, benches and details that make it a place to live.
4. Add curtains in windows.
5. FOLD up the box and shape it.
6. Bring up to art teacher who will use a glue gun to attach it to a base.
7. Student can write name on the base.
8. Tape the roof to make it flat or sloped.
9. Glue a piece of construction paper on the roof.
10. Continue to add details.





PROJECT 2: TAXI DOG



DEMONSTRATION: BUILD A DOG (LIKE BUILD-A-BEAR PARTIES)

1. Students choose a sock from the available supply.
2. Dog tag: Cut out dog tag circle, student writes name on it. Teacher punches hole in it and a hole in paper strip for the collar.
3. Dog head: Stuff the sock to make the head with one piece of newsprint to give it form..
4. Eyes: Students select one small rectangle of paper. Fold it in half. Draw eyes and cut them out. Using tacky glue, press the eyes onto the sock head of dog.
5. Nose: Continue by making the nose out of a triangle with black poster board.
6. Tongue: use red felt or fabric.
7. Ears: Fold small rectangle of paper in half. Model different shapes for ears: Pointed, shaggy, straight, rounded, small, fringed...
8. Add a tail!
9. Decorate the collar with a pattern using markers.
10. Attach collar with glue and one piece of masking tape around the head of the dog.



ADDITIONAL INFORMATION:

Prompt **self-to-text connections** during work time:

- ✘ What is your dog's name?
How is it like Maxi?
- ✘ Would your dog like to ride in a Taxi? Have you ever been in a taxi? Where did you or would you go?
- ✘ Would you like to be a taxi driver? Why or why not?

Elaboration:/extension:

If there is time, the students can make a bone, dog dish, dog toys or other accessories to be stuffed inside the body of the dog to take home.

Materials:

Socks, tagboard, wire, tacky glue, markers, felt, scissors, fiberfill or crumpled paper/newsprint.



PROJECT 3: TAXI CAB

Objectives

- ✗ Trace a taxicab shape using a stencil/template, cut it out, and create a 2D taxi.
- ✗ Create a checkerboard pattern on the taxi, plus add details according to observations of the taxi in the book and from their own experiences with taxis.
- ✗ Use the cardboard taxi as a prop to dramatize and connect to the Taxi Dog story.

Motivation

With my toy CB radio/cell phone, I pretend to have a radio call from a taxi dispatcher. For example:

Dispatch:: This is CheckerTaxi Service.

You: Yep, this is Ms. Meri..

Dispatch: I have a student at Midvale Elementary School who needs a ride home. Is your taxi available?

You: Yes, it is! I'll be there in 5 minutes.

Dispatcher: Okay. I will radio ahead to let them know you and Maxi are coming!

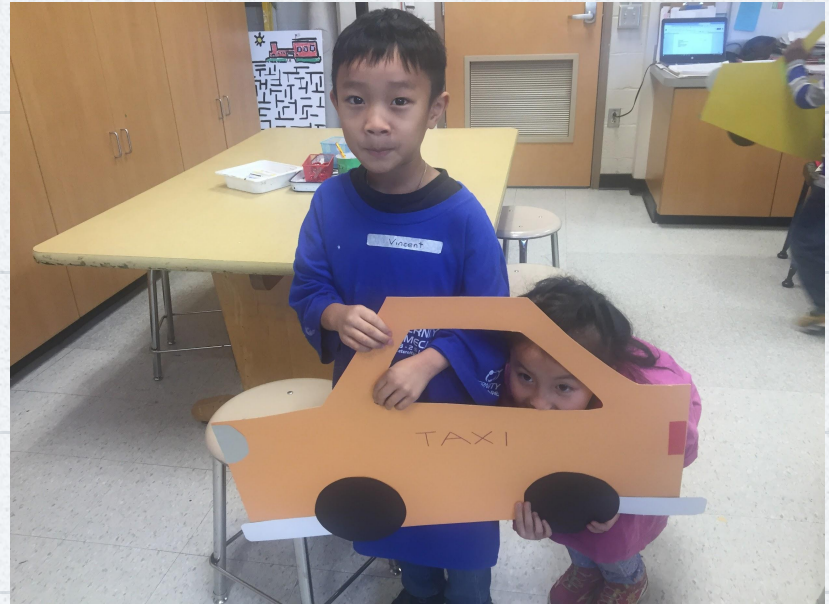
Read the rest of *Maxi the Hero*.

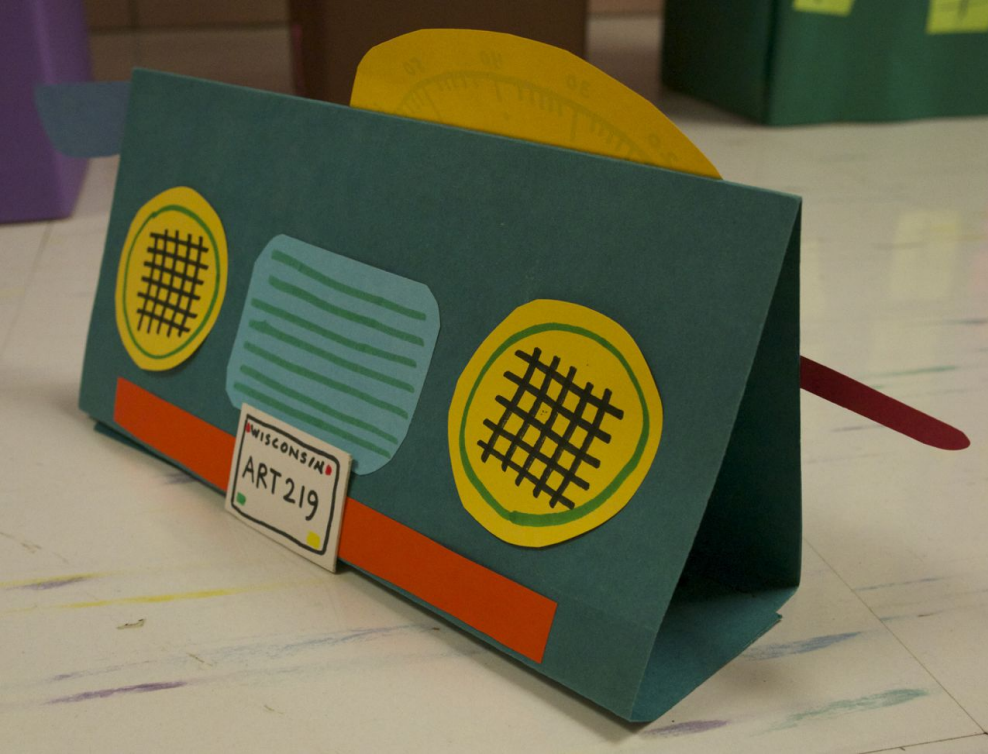
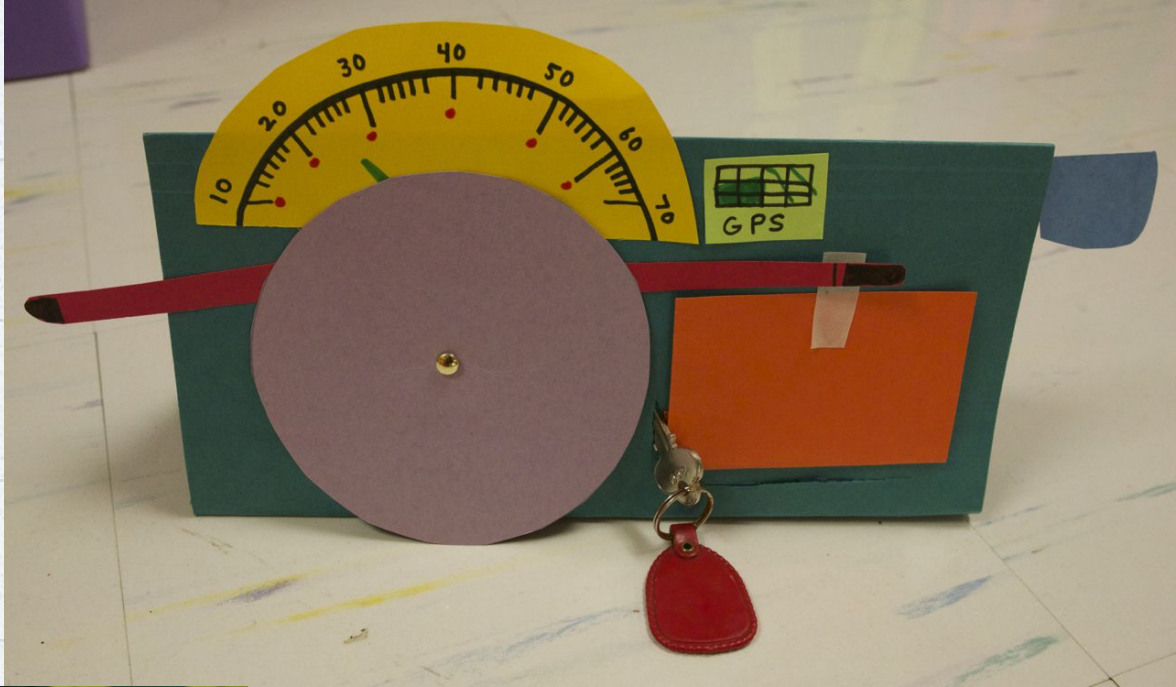
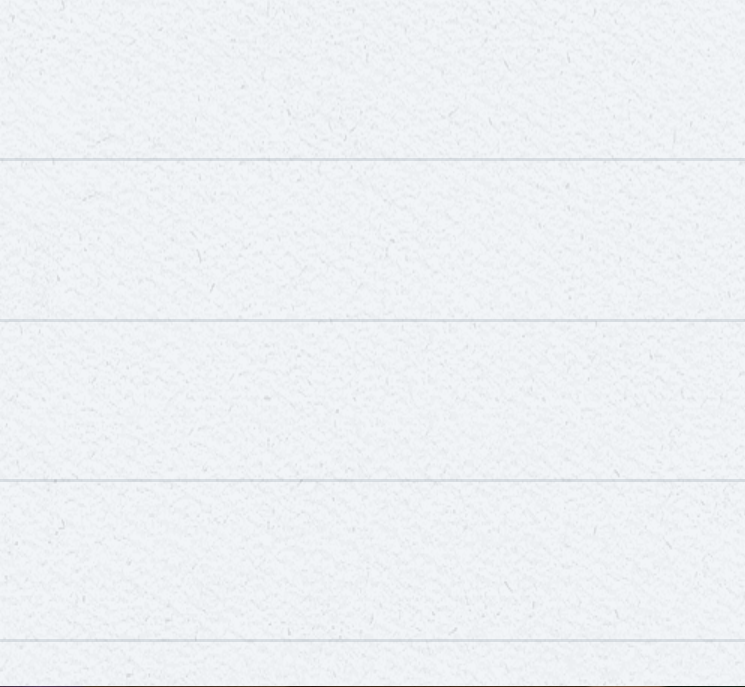


ADDITIONAL INFORMATION

Teacher reflections:

I thoughtfully design lessons to have a playful component in which students use the art they make to stimulate their imaginations and sense of wonderment. If riding in a pretend taxi motivates understanding about our community, then I will do it! Beep! Beep!





CAR DASHBOARD: IN THE DRIVER'S SEAT



PROJECT 3: DASHBOARD (2 CLASS PERIODS)

Objectives

1. Create a three-dimensional car dashboard with movable parts.
2. Identify, draw, and cut out basic geometric shapes (oval, circle, square, rectangle).
3. Use the dashboard in dramatic play to make connections to book, imaginative and real life experiences.

Motivation for Day 1

While students sit on the carpet, use the dashboard teaching sample and drive around the town (classroom) reporting what you see out your car window.

Materials

Wire, cardboard, poster board, metallic paper, glue, scissors, pencils, markers, construction paper, hole puncher, tape, awl and paper fasteners.

Props: gas pump, signs with street names from the school neighborhood, car key ring and sample car logos and images of car grills for reference.



DEMONSTRATION DAY 1

1. Using old file folder or 9 x 12 paper, fold a triangular prism and staple the bottom to secure in place.
2. Use plastic lid to trace a circle on colored paper to make the steering wheel. Student cuts it out, and teacher uses an awl to punch a center hole.
3. Student uses a paper fastener/brad to attach the wheel to the dashboard.
4. Student makes a speedometer, drawing three arcs in a rainbow on paper.
5. Student makes a gas gauge with F and E, and adds a glove compartment that opens and closes.
6. Student makes a slot to insert a CD or iphone for playing music.







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DASHBOARD DAY 2

Motivation

Read the book, *In the Driver's Seat* by Max Haynes.

With the dashboard teaching sample, pretend to get ready for a car trip (i.e. find your car keys, check a map, get in the car and look at gas gauge). Turn on car and drive to a gas station. Pump gas, get back in car. Use the horn, etc. Arrive at destination.

Examine the teacher's completed sample and the compare to the dashboards students made last week. Ask them what's missing from their work? What else can we add today?

Demonstration

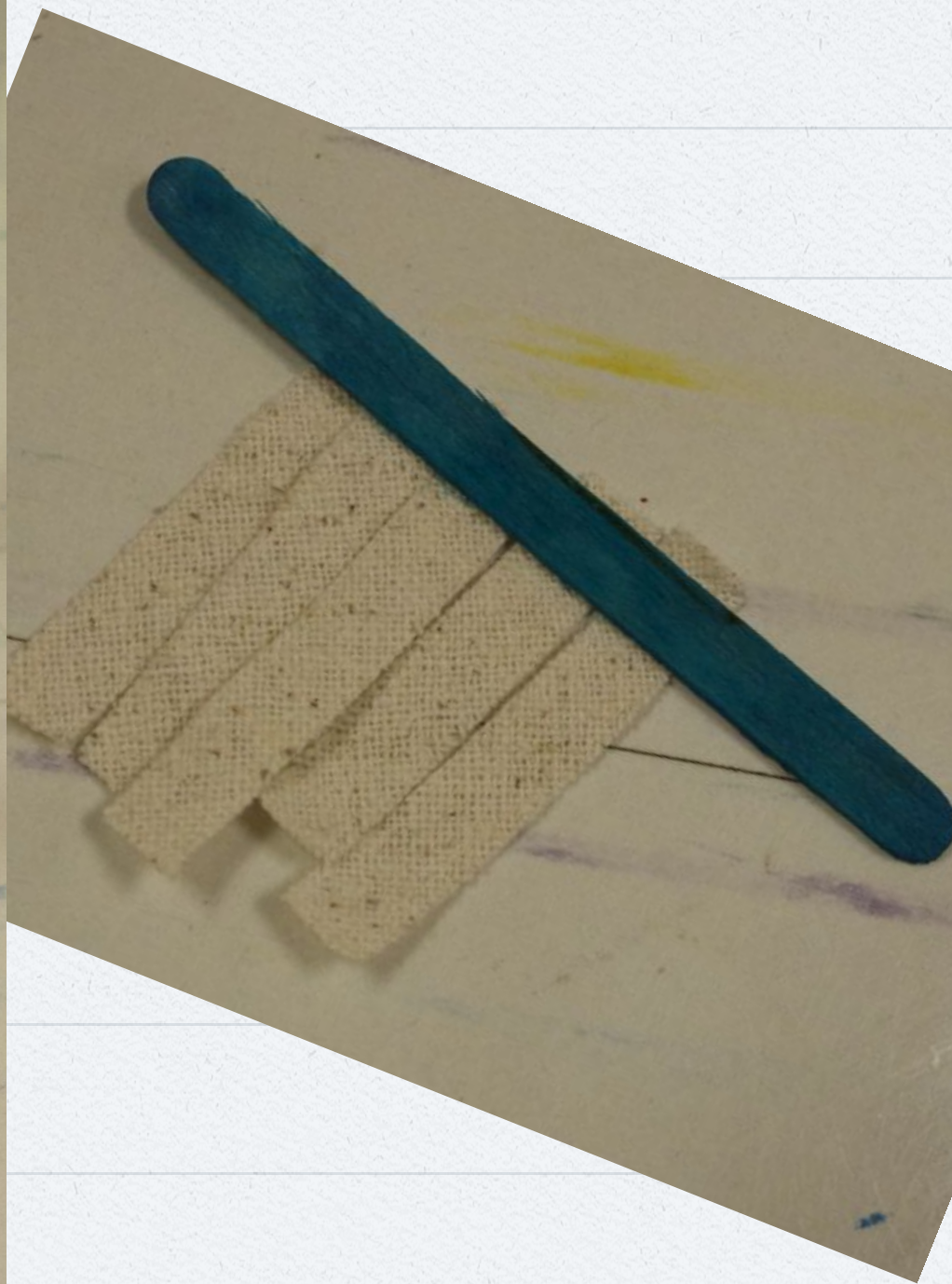
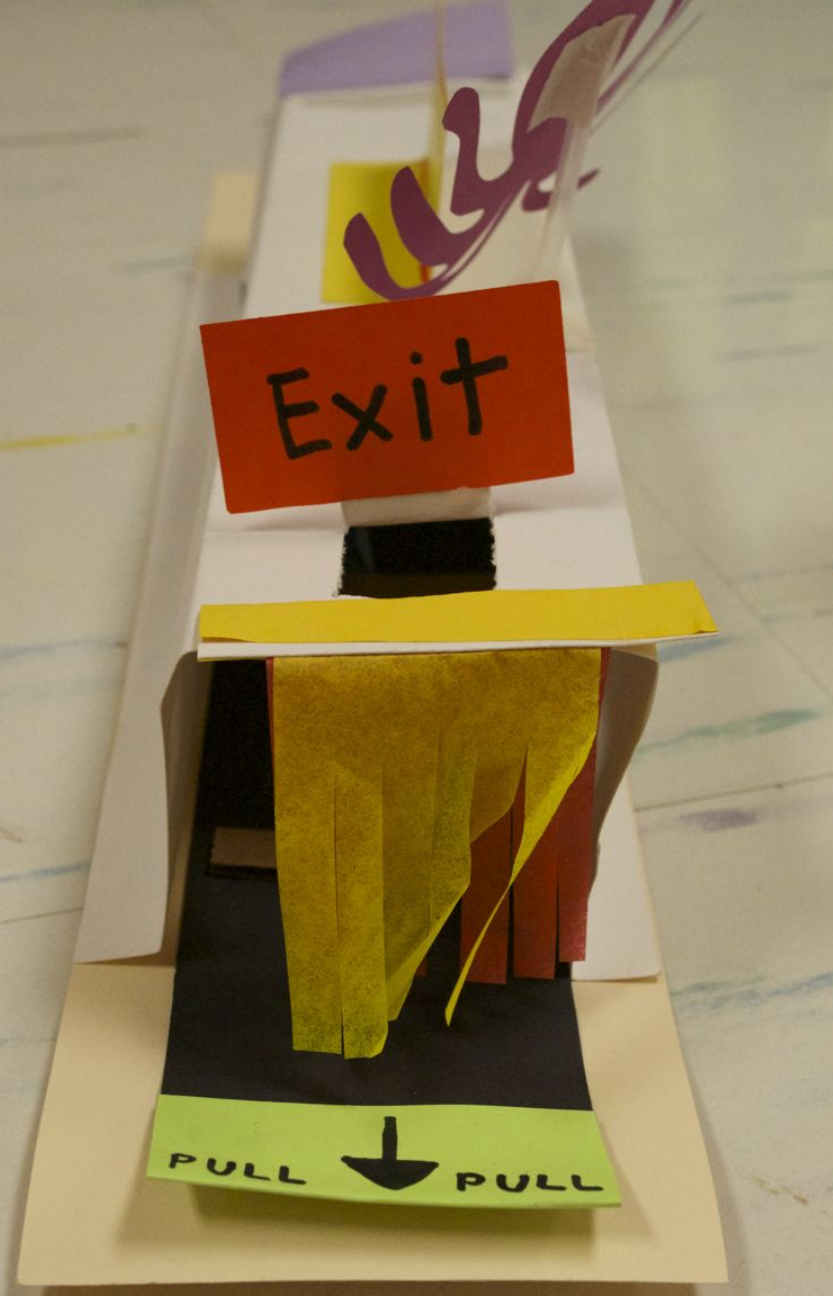
1. Add turn signals with paper strips.
2. For the horn, trace a circle. Draw car logo onto the circle, cut out and attach. Tip: Provide logo and car images for reference.
3. Draw circles on silver paper and cut out for headlights and add radiator grill by drawing lines on a rectangle.
4. Add side mirrors with foil paper inside rectangle, square, or oval shaped paper.
5. Add GPS unit and make a map in the square/rectangle and add gas tank door with paper and tape.

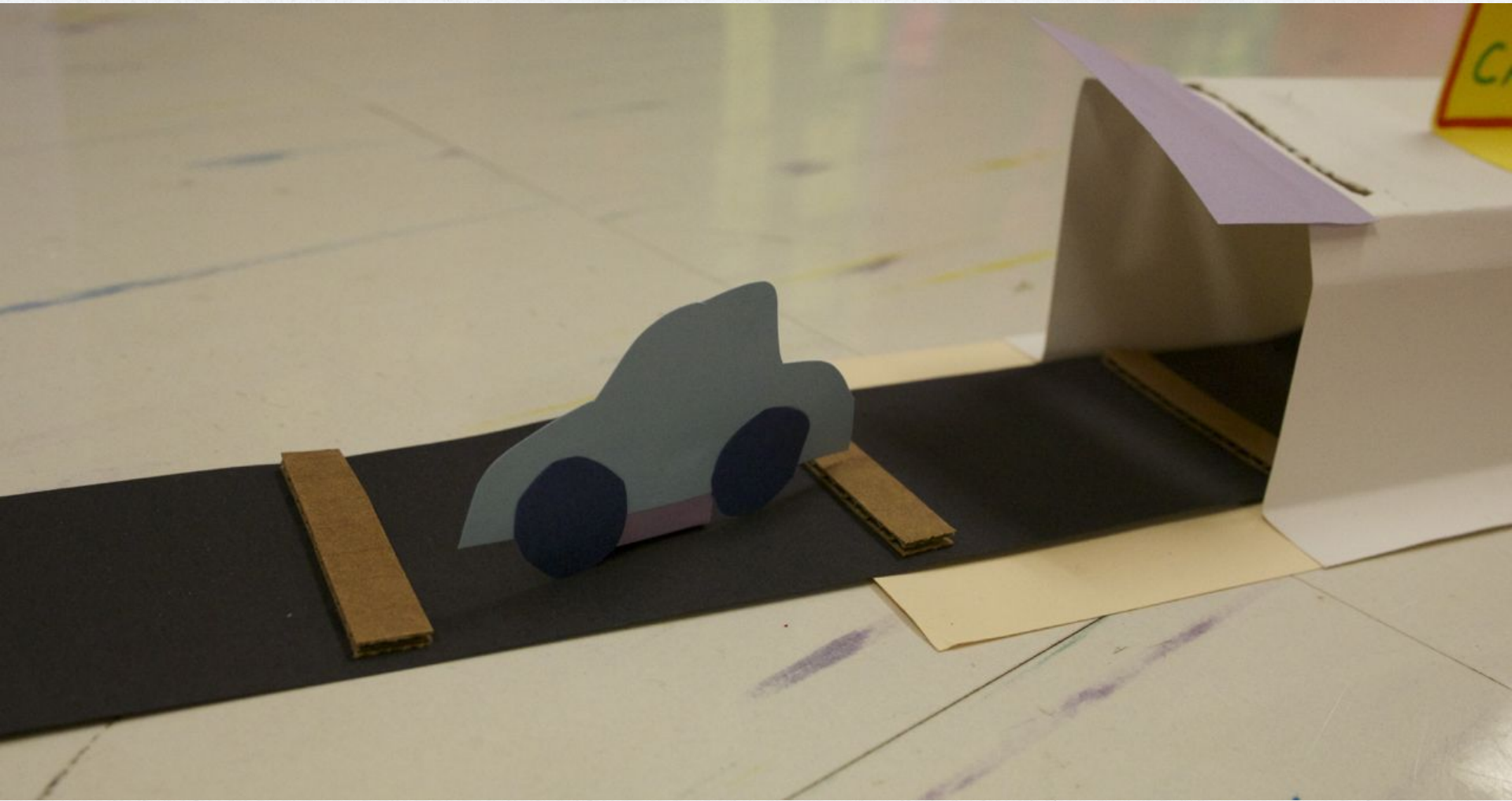





PROJECT 4: CARWASH









Midvale Car
Rental 

PROJECT 3: CAR WASH

Objectives

- ✘ Construct a three-dimensional car wash sculpture with interactive, movable details.
- ✘ Through dramatic play, make connections between their artwork, the text, and their personal experience with car washing.

Motivation

Set up the matchbox cars into a rental car lot. Select a car. The car is dirty, so you take it to a car wash (the teaching sample). Find the entrance and position it so it can be pulled through the sculpture. Drive it through making the sounds of soap, scrubbing and drying.

Read the story *Car Wash* by Sandra and Susan Steen, illustrated by G. Brian Karas.



DEMONSTRATION

1. Write name on base of carwash.
2. Glue flaps of the pre-folded tag board.
3. Place hand inside the tunnel and press down to attach.
4. With a marker, draw a window.
Teacher cuts a slot inside for students to use as a start to cut it open. Teacher can also cut a hole in the top as an opening for students to blow into the tunnel to act as the “dryer” or slip cleaning brushes into the opening to scrub the toy car.
5. Using permanent markers, students can draw bubbles on small rectangles of the acetate, and then glue them on the windows to mimic glass.
6. Cut strips of tissue paper to attach to the end of the tunnel to function as the drying rags and/or glue fabric strips onto a cardboard handle to serve as a tool to wash the car.
7. Additional props: car wash signs, logos, paper cars, people working at the car wash.
8. Make the pull strip to hold the cars in place as they are pulled through the tunnel.





DRAMATIC PLAY

Students will choose a toy car from the rental lot and use the carwash sculpture for dramatic play, acting out the roles of someone who works at the car wash or buys services from a car wash, connecting to their personal experiences and the children's book *Car Wash* to their art making.



For clean up, students wash the table as if they worked at a car wash (teacher squirts water/suds on tables, students make sound effects for scrub, scrub, swish, swish, using their arms like windshield wipers, putting hands up in the air to blow dry, and using a dry towel to finish the table).

