

<b>Teacher(s)</b>	Gandara-Valderas	<b>Subject group and discipline</b>	Arts
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<b>Unit title</b>	"Somebody Stop Me" Clay Masks	<b>MYP year</b>	4 & 5	<b>Unit (hrs)</b>	<b>duration</b>	25 hours
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**Inquiry: Establishing the purpose of the unit**

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>
Communication	Composition & Expression	Personal and Cultural Expression – Social Construction of Reality

<b>Statement of Inquiry</b>
Composition communicates social constructions of reality

<b>Inquiry Questions</b>		
<b>Factual</b>	<b>Conceptual</b>	<b>Debatable</b>
<ul style="list-style-type: none"> <li>What are ways people communicate?</li> </ul>	<ul style="list-style-type: none"> <li>How are masks used to communicate?</li> </ul>	<ul style="list-style-type: none"> <li>To what extent does composition communicate social constructions of reality?</li> </ul>
<ul style="list-style-type: none"> <li>What are forms of composition?</li> </ul>	<ul style="list-style-type: none"> <li>How is a mask different from other sculptures?</li> </ul>	
<ul style="list-style-type: none"> <li>What are social constructions of reality?</li> </ul>	<ul style="list-style-type: none"> <li>How are masks used to construct social realities?</li> </ul>	

Objectives	Summative assessment	
<ul style="list-style-type: none"> <li>• A: i</li> <li>• B: ii</li> <li>• C: ii</li> <li>• D: i</li> </ul>	<ul style="list-style-type: none"> <li>• <b>G (goal)</b> – Composition communicates social constructions of reality</li> <li>• <b>R (role)</b> – Artists, sculptors, designers</li> <li>• <b>A (audience)</b> – Students will be presenting their masks to filmmakers</li> <li>• <b>S (situation)</b> – Filmmakers will be picking the top three masks to be used in their next film.</li> <li>• <b>P (product/performance)</b> – Students will have to write a mini-script with their mask and present it to the filmmakers.</li> <li>• <b>S (standards for success)</b> – C. ii The mask that is created for this new film must include basic features such as eyes, ears, nose and mouth; Must have form (not a flat mask); must include texture.</li> </ul>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <ul style="list-style-type: none"> <li>• SOI: Composition communicates social constructions of reality</li> <li>• Students will create a mask that communicates social construction of reality to a group of filmmakers in hopes of it being used in an upcoming film.</li> </ul>

### Approaches To Learning (ATL)

- **KNOWING AND UNDERSTANDING:** For the learner to find, interpret, judge and create information, the learner must make connections between various sources of information. The strategy that will be explicitly taught and practiced is the use of Cornell note taking during instructional time.
- **DEVELOPING SKILLS:** For the learner to consider new perspectives, the learner must practice visible thinking strategies and techniques. The strategies that will be explicitly taught and practiced are creating mini pots/cups using the pinch, coil and slab methods with clay.
- **THINKING CREATIVELY:** For the learner to generate novel ideas, the learner must create original works and ideas the strategy that will be explicitly taught and practiced is the effective use of a process portfolio – keeping track of their sketches, ideas, and overall composition before sculpting the mask.
- **RESPONDING:** For the learner to use skills and knowledge in multiple contexts, the learner must combine knowledge, understanding and skills to create a product (mask) the strategy that will be explicitly taught and practiced is to create an original mask made out of clay using techniques taught during skill building activities.

**Action: Teaching and learning through inquiry**

Content		Learning process	
<ul style="list-style-type: none"> <li><b>Objective:</b> Students will be able to create a sculpted mask out of clay.</li> <li><b>TEKS:</b> 117.302 (C)(1)(A), 117.302 (C)(2)(A), 117.302 (C)(2)(B), 117.302 (C)(2)(D)</li> </ul>		Learning experiences and teaching strategies	
Formative assessment		Differentiation	
<ul style="list-style-type: none"> <li>Formative assessment will be through the skill building activities: Pinch, Coil and Slab.</li> </ul>		<ul style="list-style-type: none"> <li><b>Content:</b> Enlarged text during notetaking and vocabulary terms.</li> <li><b>Process:</b> Longer time to create sculpture</li> <li><b>Product:</b> Simplified design</li> </ul>	
Resources			
State	Technological	Online	Textbooks, Consumables
<ul style="list-style-type: none"> <li>TEKS</li> </ul>	<ul style="list-style-type: none"> <li>Cell phones</li> </ul>	<ul style="list-style-type: none"> <li>Videos</li> </ul>	<ul style="list-style-type: none"> <li>The Visual Experience</li> </ul>

### Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
<ul style="list-style-type: none"> <li>• The unit might be inspiring to the community because they will be displayed in the spring art show – which the community will come out to see</li> <li>• Interdisciplinary connection: history</li> <li>• Attributes of the learner profile: Communicator, Reflective</li> </ul>		