

Unit Plan
Individuality with *Pezzettino*
Projected # of Days 5

- I. Overview** The teacher will read the book *Pezzettino* by Leo Lionni on the first day of the unit. We will discuss the word *pezzettino*, what it means, what language it is in, the geographic location of the country that language is spoken in, and what it means to be made up of little pieces. Students will then create their own creatures like the ones in the book using printmaking techniques. The next class students will sculpt a three-dimensional habitat for their creature using paper maché pulp. We will discuss what a habitat is and what defines a habitat. The next class students will paint these habitats to further identify the food and water sources for their creatures as well as the shelter it lives in. The fourth class will involve re-visiting *Pezzettino* and looking at the patterns and textures in the book. We will then define pattern and texture. Students will create a two-dimensional habitat using a collage of textured papers for their printed creatures from day one, referencing the three-dimensional one as a guide. The final class we will discuss shape and form, what the difference is between the two, and what makes a square and a cube so special. We will identify other forms around the room and the teacher will demonstrate how to create a cube out of modeling clay. Students will then create their *pezzettino* creature out of cubes of multicolored clay and attached with toothpicks. They will then apply these to their sculpted habitats and be able to explain the difference between the three-dimensional piece and two-dimensional one.
- II. Individuality with *Pezzettino***
- a.** Individuality, Printmaking, Sculpting, Form, Shape, Habitat, Collage, Painting
- b.** What does the word *pezzettino* mean? What language is it? What is a shape? A form? What is a habitat? What defines a habitat? How are we, as people, made of little pieces?
- III. Rationale** Students will learn about the word *Pezzettino*, its Italian origin, and its definition, “Little piece.” Students will then be able to describe how they, like the character Pezzettino in the book, are made of little pieces as well. This is what makes them unique. Students will learn printmaking, collaging, and sculpting skills, as well as gain experience in painting and creating composition. This unit crosses disciplines with Language Arts and Science, as well.
- IV. Target Student Group/Teaching Context** Normal Kindergarten class. Students will need prior knowledge of cutting and gluing. Fine motor skills will be involved, but more for development than as requirement to complete the unit.
- V. Specific Unit Objectives**
- **Objective 1:** After reading through *Pezzettino*, by Leo Lionni, students will recall that each person is an individual and unique, being composed of different “pieces” and “colors.” Students will then transfer this knowledge into a stamp-making activity, during which they create their own creature made of squares similar to the ones found in *Pezzettino* using erasers and stamp pads.
 - **Objective 2:** After demonstrating how to handle the paper maché material to create a three-dimensional habitat, the student will be able to use the material effectively to create a habitat that includes food, water, and shelter for their *pezzettino* creature.
 - **Objective 3:** After demonstrating how to apply paint to the paper mache habitats, the student will be able to paint their habitat and define what areas of the habitat are food, water, or shelter for their *pezzettino* creature.
 - **Objective 4:** After reviewing the patterns and textures in the book *Pezzettino* and describing what defines each, the students will cut and paste textured pieces of paper to create a two-dimensional environment for their stamped *pezzettino* creature from the first day. Students will use their three-dimensional habitat as a reference.
 - **Objective 5:** After creating their creature based on their stamp creation with self-made clay cubes and toothpicks, students will be able to describe how the construction of a three-dimensional art object differs from a two-dimensional one.

Individuality with *Pezzettino*

Date

Name Derek Cook

Grade Level Kindergarten

I. Big Idea: Individuality

A. Concept Statement/Key Concept (the specific focus of the lesson/clarifying the Big Idea)

B. Essential Questions

II. Objectives / Expected Learner Outcomes

After reading through *Pezzettino*, by Leo Lionni, students will recall that each person is an individual and unique, being composed of different “pieces” and “colors.” Students will then transfer this knowledge into a stamp-making activity, during which they create a stamp that, when pressed, reveals a shape identifiable to themselves, and create a character out of the repetitious application of these shapes.

III. Focused Standards of Education (3-5)

• 6.B Students identify connections between the visual arts and other disciplines in the curriculum (Related National Standards for Visual Arts Education)

• K.7 The student will identify and use the following in works of art:

1. Color—red, blue, yellow, green, orange, violet, brown, black, white
2. Shape—circle, square, triangle, rectangle, oval

K.11 The student will use motor skills (e.g., pinching, pulling, squeezing, twisting, pounding, rolling, folding, cutting, modeling, stamping) to create two-dimensional and three-dimensional works of art.

1.4 The student will create works of art inspired by stories or poems, ideas, and themes.

1.5 The student will create art from real and imaginary sources of inspiration.

1.8 The student will arrange shapes in space within the picture plane.

IV. Lesson Cycle

Warm Up Activity: Ask students if they know what the word on the board means or how to say it (word is “Pezzettino,” pronounced pets-eh-tee-no, and means “little piece” in Italian).

Focus: Go over the pronunciation of the word, explain that it is Italian, and what it means in that language.

Transition Plan: Show students the copy of *Pezzettino*, by Leo Lionni, that I will be reading from.

Instructional Input: Read through the book. At the end, ask for volunteers to explain what happened (questions will also be asked throughout the book, based on plot events). Explain to students that Pezzettino is unique, and he is made of little parts, he is not *meant* to be a part of something else, he is himself. Ask for students to say what each of them is made up of (this could be physical things like body parts, or metaphorical things such as happiness, ninja skills, or athletic abilities). Explain to students what their “mission” is for the day: they will be making stamps. These stamps will be made of a shape that is identifiable to them. I will show my example (the shape of a kayak, guitar, or bike will probably work, depending on how complex). We will be drawing the shape, then cutting them out from cardboard, then creating the stamps for use next class.

Transition Plan: Explain safety of using scissors.

Guided Practice: Ask students again what *pezzettino* means, and ask for some student suggestions to get their mind working as to what shape they could use.

Transition Plan: Dismiss students to tables by table number.

Independent Practice: Students will be drawing their shapes on cardboard and cutting them out. Once that task is complete the student will glue straws to the cardboard so they will be able to use it as a stamping mechanism. I will be moving among the classroom to assist students with their needs of cutting or gluing.

Transition Plan: Students will place all pencils, scissors, and glue in the center of their table.

Closure: Explain to students that we have successfully created our own pezzettinos, and next week we will be stamping them onto a sheet of paper to create a creature, just like the-one-who-runs and the-strong-one in Leo Lionni's book. Each creature will be unique, and I can't wait until the following class when we get to make them!

V. Materials/Resources/Relevant Vocabulary

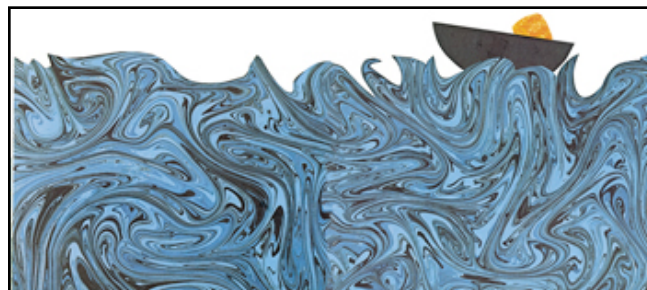
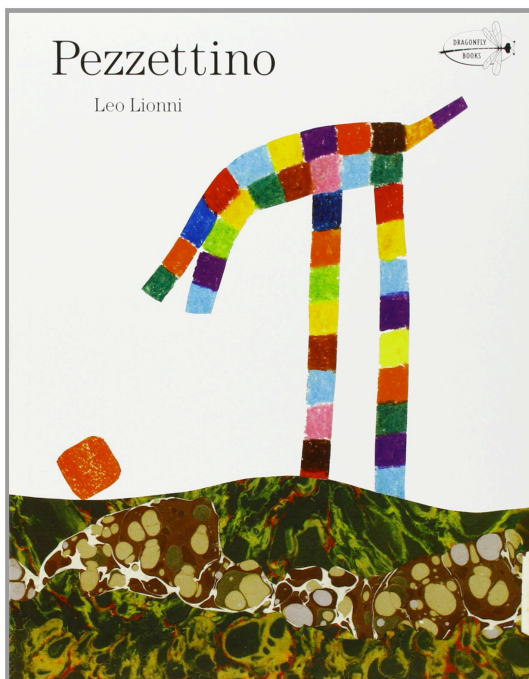
Cardboard, scissors, pencils, glue, straws. Copy of *Pezzettino*, by Leo Lionni, and a definition of individuality.

VI. Accommodations likely needed

Scissors might not be the easiest for all students to work with, so some may need my assistance more than others.

IX. Suggested Supplemental Activities

The following class period the students will be making their own creatures like the ones from Lionni's book using their stamps. They will create a name for this creature, as well as a "short story" behind what it is (students at this age have a wide imagination, so this should be no problem for them). They will potentially create an environment for the creature as well on the paper.



Individuality with *Pezzettino* (Day 2)

Date

Name Derek Cook

Grade Level Kindergarten

I. Big Idea: Individuality

A. Concept Statement/Key Concept Students will describe how people are all different, and made of little parts, much like *Pezzettino* from the book we read.

B. Essential Questions What is a habitat? What makes a habitat? What does three-dimensional or sculptural mean?

II. Objectives / Expected Learner Outcomes

After demonstrating how to handle the paper maché material to create a three-dimensional habitat, the student will be able to use the material effectively to create a habitat that includes food, water, and shelter for their *pezzettino* creature.

III. Focused Standards of Education

• **1. Content Standard:** Understanding and applying media, techniques, and processes

Achievement Standard: Students c. use different media, techniques, and processes to communicate ideas, experiences, and stories (Related National Standards for Visual Arts Education)

• K.11 The student will use motor skills (e.g., pinching, pulling, squeezing, twisting, pounding, rolling, folding, cutting, modeling, stamping) to create two-dimensional and three-dimensional works of art.

1.4 The student will create works of art inspired by stories or poems, ideas, and themes.

1.5 The student will create art from real and imaginary sources of inspiration.

IV. Lesson Cycle

Warm Up Activity: Ask the class what new word we learned last class (“*Pezzettino*”) and what it means (“little piece” in Italian).

Focus: “Remember how last class we created our own creatures? Well, for the rest of the time I am with you all we are going to be making these creatures and their homes three-dimensional! That means something I can walk around, pick up, touch, hold with my hands, etc. Today we are going to start by making the creatures home using paper maché.”

Transition Plan: Bring out my example from the previous class, and the paper maché materials.

Instructional Input: Have students gather around me at a table (no one behind me) to see how I handle the materials and how we will be using the materials to build the environments three-dimensionally.

Transition Plan: Once demo is finished, dismiss students by table number to their tables where materials are already distributed.

Guided Practice:

This is when students practice the new information they’ve learned usually with a short supervised activity---so that you can quickly see if they understood the new information or not. It is also a GREAT time to “prime the idea pump” to get their juices and ideas flowing in a brainstorming /thumbnailing /mapping/ collaborative exercise, etc. so that when you turn them loose on their own in the next step, they don’t look at you and say, “I don’t know what to do.”

Transition Plan: (what do you need to consider as you shift from one activity to the next?)

Independent Practice: Students are using paper maché to mold an environment or home for their *pezzettino* creature.

Transition Plan: Have students leave their environments on the table and wash their hands before lining up.

Closure: Ask students what something is called when I can walk around it, pick it up, touch it, hold it with my hands, etc. (They will recall three-dimensional!)

V. Materials/Resources/Relevant Vocabulary

Three-dimensional, paper maché material, paper plates

IX. Suggested Supplemental Activities

The following class the students will paint these environments, to match their two-dimensional version or not, and then the final class students will create their creatures out of clay and attach them to their three-dimensional environments.

Individuality with *Pezzettino* (Day 3)

Date

Name Derek Cook

Grade Level Kindergarten

I. Big Idea Individuality

A. Concept Statement/Key Concept Students will describe how people are all different, and made of little parts, much like *Pezzettino* from the book we read.

B. Essential Questions

II. Objectives / Expected Learner Outcomes

After students use a variety of objects to create a patterned surface they will be able to define that a pattern is the repetition of anything - shapes, lines, or colors.

III. Focused Standards of Education

• **I. Content Standard:** Understanding and applying media, techniques, and processes

Achievement Standard: Students c. use different media, techniques, and processes to communicate ideas, experiences, and stories (Related National Standards for Visual Arts Education)

• K.11 The student will use motor skills (e.g., pinching, pulling, squeezing, twisting, pounding, rolling, folding, cutting, modeling, stamping) to create two-dimensional and three-dimensional works of art.

IV. Lesson Cycle

Warm Up Activity: When students come in, there will be visuals of patterns on the board in a variety of forms: shapes, colors, lines, paintings, photographs, and drawings. I will ask students to tell me what they see on the board and what is similar among all of them.

Focus: Students will be creating a patterned surface on their environment for their creature using stamps, rollers, and other materials provided.

Transition Plan: Encourage students to participate by asking if anything (shape or color) is repeated, or shown more than once. What could this be called?

Instructional Input: Students will learn the definition of pattern, which is the repetition of anything, including line, color, and shapes. I will explain that repetition is when something occurs or happens more than once. We will look again at *Pezzettino* to show that Leo Lionni used textured paper to create his two-dimensional environments in the book, and explain that we will do the same thing on our environments using rollers and stamps. I will then demonstrate the proper use of those materials to create a pattern on the paper maché example, encouraging creativity and filling up the surface so very little white shows, but not too much paint or they will never dry and might not look as pleasing to the eye, and thereby distract from the pattern.

Transition Plan: Put materials back down on the front table.

Guided Practice: Ask students how much paint we need to use to create a pattern (“Not a lot” is acceptable), and what a pattern is (“When something is shown more than once” or “The repetition of something” or “A line/shape/color repeated/shown more than once!”)

Transition Plan: Dismiss students to their tables by color of clothing.

Independent Practice: Students will be creating patterns on their environments using stamps, rollers, and other materials. I will be going around asking students what their pattern is, and encourage to make it clear if I cannot see one or if they cannot explain what it is.

Transition Plan: Have students by table (depending on which group is finishing up first) go to the sink to rinse of their materials and clean their table up.

Closure: While clean up is occurring, I will be asking students to call back to me what a pattern is, how we can create patterns, and ask since we created a three-dimensional environment today, what they think we will be doing the following class.

V. Materials/Resources/Relevant Vocabulary

Tempera paint, rollers and stamps, paper maché environment from the previous class, art shirts, “Pattern” defined.

VII. Student Assessment Strategies

(Make sure this matches the objective above! Use a rubric/a checklist. How will you assess the process as well as the products students produce?)

VIII. Teacher Reflection

IX. Suggested Supplemental Activities

The following class is the last class for this unit, when students make their *pezzettino* creatures using self-made cubes from modeling clay.

Individuality with *Pezzettino* (Day 4)

Date

Name Derek Cook

Grade Level Kindergarten

I. Big Idea Individuality

A. Concept Statement/Key Concept Students will describe how people are all different, and made of little parts, much like *Pezzettino* from the book we read.

B. Essential Questions What is a form? What is a shape? What is special about a square?

II. Objectives / Expected Learner Outcomes

After creating their creature based on their stamp creation with self-made clay cubes and toothpicks, students will be able to describe how the construction of a three-dimensional art object differs from a two-dimensional one.

III. Focused Standards of Education

- Related National Standards for Visual Arts Education
- K.11 The student will use motor skills (e.g., pinching, pulling, squeezing, twisting, pounding, rolling, folding, cutting, modeling, stamping) to create two-dimensional and three-dimensional works of art.

IV. Lesson Cycle

Warm Up Activity: Ask students what is unique about a square (All the sides are equal). Does anyone know what a cube is? It is an object made of six connected squares. It is called a *form*. How does this differ from a square, which is called a *shape*?

Focus: Students will make their *pezzettino* creatures, based on the stamp ones previously created, into three-dimensional figures using self-made cubes of modeling clay and toothpicks.

Transition Plan: Pull out a set of dice and some modeling clay.

Instructional Input: Ask students if they have ever seen what I am holding in my hand before (a die). When they say yes, or no, I will explain that it is a die, singular for dice, and it is a perfect cube. What does this mean? All of its sides are the same as well! Just like a square, but this has depth and you can roll it. I will then pass out the dice so students can hold them in their hands. I will then explain that we need to understand what cubes are because we will be making them today. I will show them my example of my *pezzettino* and explain how I will look at the squares on the piece of paper and re-create them using the clay to create a cube much like the dice they are holding. Make a few examples, show them to students, pass them around, and once I get them back I will put them together in the form of my *pezzettino* using toothpicks.

Transition Plan: “Are you guys ready to use the clay to make your *pezzettino* creatures!?” Once you are finished we will use the toothpicks to attach your creature to its environment we finished last class.”

Guided Practice: Ask the class to identify other forms in the room.

Transition Plan: Dismiss students to their tables.

Independent Practice: Students will be using the modeling clay to make squares using their hands, and sticking the cubes together using toothpicks to create their *pezzettino* creatures. The creatures should be finished by the end of class and will be attached to their environments to be taken home.

Transition Plan: Have students leave their finished products (paper product and now clay creature attached to paper maché environment) on their tables.

Closure: If there is time, allow students to walk around the room and see how each creature is different, each one is unique and individual. Each has its own pattern, its own little pieces, and each has a unique purpose, much like all of us! We are all different, but we all have our own purpose and talents that make us special.

V. Materials/Resources/Relevant Vocabulary

Modeling clay, toothpicks, “form” and “shape” defined, dice.