

# Creating a Mosaic Garden Stage Orchard Ridge Elementary

## Stage 1 - Desired Outcome

**Established Goals:**

**\* What relevant goals (e.g. content standards, course or program objective, learning outcomes) will this design address?**

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Student and family and community engagement(SIP goal)  
 Students engaged in planning and design of a functional performance space.  
 Students involved in debate about aesthetics, symbolism, space use.  
 Students and families creating a permanent artwork that reflects our vibrant community.

**Understandings:**

***Students will understand that...***

In order to create something meaningful to a community, all voices must be given a chance to be heard and considered.

A permanent artwork can be a reflection of the nature of our community.

**U**

**Essential Questions:**

**Q**

***\* What provocative questions will foster inquiry, understanding, and transfer of learning?***

What could happen in this space? What stories could be told?

Where is the best place for this space considering everything that happens at our school?

Does the finished piece reflect something about who we are as a school community?

***Students will know . . .***

**K**

***Students will be able to***

**S**

***\* What key knowledge and skills will students acquire as a result of this unit?***

Clay construction, group decision making, visual research for use in Art making

***\* What should they eventually be able to do as a result of such knowledge and skill?***

Work with others to create, build, design or problem solve.

Understand that large projects involving public spaces often involve many ideas and opinions that need to be brought together somehow.

## Stage 2 - Assessment Evidence

### Performance Tasks:

\* Through what authentic performance tasks will students demonstrate the desired understandings?

Creation of a map with a small group that is a result of a discussion about space, aesthetics and the needs of our school.

Creation of a small clay tile to be added to the mosaic.

This work will continue to evolve as students use the performance space.

\* By what criteria will performances of understanding be judged? Ideas for the design and location will be discussed and chosen for inclusion by the garden committee based on how well the students considered the needs of the school community. All tiles will be included.

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### Other Evidence:

\* Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?

The actual desired result is student engagement with the artwork and the space. This will be measured by observing student and community interaction and use of the space. These activities will be monitored and reported by the art teacher, other teaching staff and the garden committee.

\* How will students reflect upon on self-assess their learning?

We are hoping to engage students with creative writing and performance created especially for this space next school year when the project is completed.

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## Stage 3 - Learning Plan

### Learning Activities:

What learning experiences and instruction will enable students to achieve the desired results?  
How will the design

**O = Be Organized to maximize initial and sustained engagement as well as effective learning?**

This is the first project I have done that spanned a whole year in the making and then some. The true test of our success has not arrived yet, and won't until the finishing touches are applied and students can interact with the finished piece. I have begun the initial phases of planting bugs in teachers ears about the possibilities for the space. Class plays, visiting artists, dramatic play, story telling based on the mosaic, The design and construction of this project had its own learning of course, but it is a site for endless future learning.

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