

ART ON A BUDGET

TEACHER(S):

UNIT/LESSON:

Art on a Budget

DURATION:

2 x 40 minute art classes

GRADE(S):

2

INTEGRATION OF

- | | |
|--|--|
| <input type="checkbox"/> E/LA | <input checked="" type="checkbox"/> Visual Art |
| <input checked="" type="checkbox"/> Math | <input type="checkbox"/> Music |
| <input type="checkbox"/> Science | <input type="checkbox"/> Theater |
| <input type="checkbox"/> Social Studies | <input type="checkbox"/> Movement |
| <input type="checkbox"/> Health | |

21ST CENTURY SKILLS

- | | |
|---|---|
| <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Inform. Literacy |
| <input checked="" type="checkbox"/> Creative Thinking | <input type="checkbox"/> Tech Literacy |
| <input type="checkbox"/> Collaborating | <input checked="" type="checkbox"/> Flexibility |
| <input type="checkbox"/> Communicating | <input type="checkbox"/> Initiative |
| <input type="checkbox"/> Media Literacy | <input type="checkbox"/> Social Skills |

STANDARDS

CONTENT:

2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and

ARTS:

Anchor standard 3
anchor standard 7

KEY VOCABULARY

Money terms, cost, dollar, quarter, nickle, dimes, penny.
line, shape, color

ARTS CONCEPTS

- Create
- Respond
- Perform/Produce/Present
- Connect

MATERIALS

Play money (can be paper)
Dollar bills
Quarters
Dimes
Nickels
Pennies

ESSENTIAL QUESTIONS

How does keeping track of money when creating an art piece alter your ideas?

How can you use different coins to pay for items?

Menu (how much each art element cost)

Rubric indicating artwork criteria

LESSON SEQUENCE (Overview of activities, concepts, etc.)

1. Provide direct instruction/review of money values and making change.
2. Look at various artworks that have sold for varying amounts of money - large and small. Ask students to look at the artwork like an art investor, a homeowner, a museum curator and ask what they would pay for each piece of artwork based on their assigned role.
3. Then, create a piece of artwork with a specific BUYER in mind.
4. Pitch the completed piece to the "buyers" in the classroom.
5. Buyers each have a certain amount of money from their organizations to spend. Pick a piece or pieces based on the perceived value and how much money they have on hand.

ASSESSMENTS

- Formative:
students will pair review before meeting with the bank.
- Summative:
<https://drive.google.com/a/fcps.org/file/d/0B1qMiPBoUu5FR>
- Performance:
Art Rubric <https://drive.google>