

## CommuniTREE

**Intended grade level(s) / age(s):** Pre-k/Kindergarten

**Big Idea / Central concept:** Community/Collaboration

**Lead Teacher:** Jocelyn Taylor

**Co-Teacher:** Kayla Campbell

### Essential Questions:

1. What is collaboration?
2. What does it look like?
3. How can it be important?
4. How can it feel?

**National Arts Standard(s):** [Find 2-3 [here](#) that apply]

- VA:Cr1.2.Ka Engage collaboratively in creative art-making in response to an artistic problem.
- VA:Cr2.3.Ka Create art that represents natural and constructed environments.
- VA:Cr2.2.PKaa. Share materials with others.

**OH State Arts Standard(s):** [Find 2-3 [here](#) that apply]

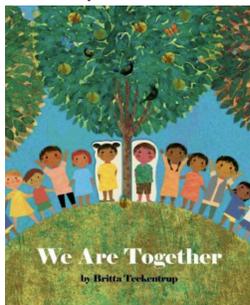
- Performing K.3PE Communicates an idea using the elements of art.
- K.2CO Consider and discuss why people create and enjoy works of art.



### Artists to be Discussed/Shared:

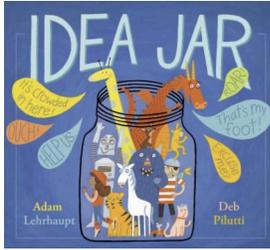
Ginkgo Tree Project at Miami:

Book Options:

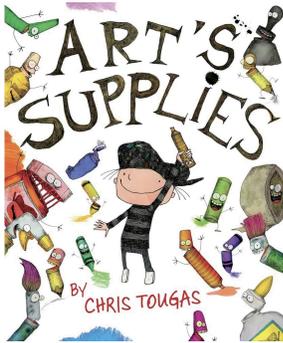


**We Are Together By Britta Teckentrup**

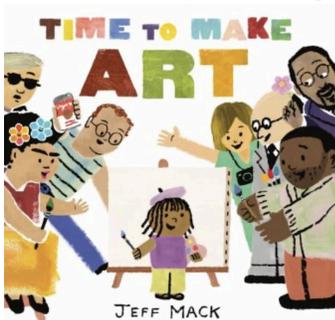
**Extra Books**



Idea Jar by Adam Lehrhaupt and Deb Pilutti



Art's Supplies by Chris Tougas



Time To Make Art by Jeff Mack

**Key Vocabulary:**

1. **Community:** A group of people working together to reach a similar goal
2. **Collaboration:** Working with others on one project
3. **Ginkgo Tree:** A tree native to east Asia but seen all around Oxford and known for its history and leaf shape Ginkgo trees are considered living fossils because they are the last remaining species of an ancient plant family.
4. **Lobed vs Unlobed:** leaves that are lobed have indented sides and unlobed have smooth sides

**Learning Objectives:**

- Students will create a final collaborative piece
- Students will be able to use scissors
- Students will be able to identify leaf shapes and trees around them

**Art Activity:**

Students are creating leaves and other things to attach to a bare paper tree to generate community and collaborative skills.

**Materials:**

- Leaf and flower cut outs
- Bug cut outs
- Fun Scissors
- Kid scissors
- Tape
- Glue (and brushes)
- Markers
- Crayons
- Colored pencils
- Construction paper
- Googly eyes

**Lesson Sequence****Presentation (10/15 minutes)**

This presentation includes expectations and introductions

[https://www.canva.com/design/DAGfgSCexQ4/ZgibX7pnczmZ9\\_LFFO565A/edit](https://www.canva.com/design/DAGfgSCexQ4/ZgibX7pnczmZ9_LFFO565A/edit)

Include a movement activity and video as a visual, maybe some chill music

**Material Demonstration/Tutorial (5ish minutes)**

Just go over how to use scissors and give a demo

**Artistic Experimentation (20 minutes)**

Students can cut out leaves and color however they like

Afterwards they can attach them to the tree using glue and brushes

Lay tree out flat and have students go up and glue directly on the tree and go create more

**Book Break (10 minutes)**

During this time students can finish their leaves or choose to read with lead teacher

**Choice-Based Art Activity (10-15 minutes)**

Open up to be able to work with others to create a leaf together, make other critters, or anything they want to add to the tree as long as it's appropriate

Also, include extra activities if they no longer want to engage in the main activity. Offer coloring sheets? Blank paper for them to draw on. Extra books, maybe even games they could play together?

**Clean-Up (5/10 minutes)**

Have students collect scissors, markers any other materials and tidy up

### Reflection/Closure (5/10 minutes)

Look at our final tree, and ask students to point to which leaf they created, then the bigger picture. ask reflection questions.

How did it feel to work together, how does looking at the final result make you feel. Did you prefer to work alone or together?

### Assessment

	<b>Excellent</b>	<b>Satisfactory</b>	<b>Needs Attention</b>	<b>Assessment Method</b>
The student will create a final collaborative piece	One element from each student is attached to the tree	Somewhat of an element is attached to the tree	Student has no element attached to the tree	A final tree will have at least one element from each student.
Students will be able to use scissors safely	Students can hold scissors appropriately and safely use scissors to make even cuts smoothly	Students can safely hold scissors with the help of a teacher or other student	Student can safely pass scissors to others, needs attention when cutting paper	A cut out piece from each student is apparent and seen on the tree.
Student will be able to identify leaf shapes we discuss in lesson	Student is able to identify all leaf shapes discussed in class	Student is able to identify 1 out of 2 leafs discussed in class	Student is able to identify 0 out of 2 of the leafs discussed in class	When asked to identify leaves they can identify lobed vs non-lobed

### Acknowledgments

<https://www.artwithmrsnguyen.com/2015/11/crazy-pattern-leaves-1st.html?m=1>