

Student: Krista Nichols

Host Teacher:

Grade Level/Course: 2nd Grade

Date:

Unit Title: Mixed Media Molos



I. Central Focus for Unit (i.e., Goal Statement – What Students will know, learn, or understand) Important understandings and concepts that you want students to develop over the course of this multi-lesson unit of study. (Example: 3rd grade unit of study on line to communicate the idea of motion) Central Focus should incorporate at least one or more of the following components: Interpreting Art, Creating Art, Relating Art to Context)

The students will learn about balance and symmetry by observing Panama Molos and creating their own versions using mixed media.

II. Essential Questions for Unit – (Central Focus or goal written in the form of a question)

What is a mola and who makes them?

What makes a mola, a mola?

How can we make our own molos using materials in our classroom?

III. Standards Addressed for Unit (National Standards included here):

Grade 2: MA:Cr3.1.2 a. Construct and assemble content for unified media arts productions, identifying and applying basic principles, such as positioning and attention.

Grade 2: MA:Cn11.1.2 a. Discuss how media artworks and ideas relate to everyday and cultural life, such as media messages and media environments.

IV. Learning Objective(s) for Unit (What students will learn by the end of the multi-lesson unit of study – behavioral objective that is observable and assessable)

1. The students will demonstrate an understanding of line, shape, and pattern by observing traditional Molos and sketching their own designs.
2. The students will demonstrate their ability to plan and arrange a composition that is balanced and has appropriate qualities of a traditional Mola such as a full page of design.
3. The students will demonstrate their ability to discuss how their Molos reflect who they are based on their choice of animal and design.

V. Prior Learning – What Students already know, what they can do, and what they are still learning to do during this unit of study.



The students have had basic introductory lessons on some of the elements and principles that will be used in this lesson such as balance and composition.

VI. Academic Language/Language Function Objective(s) – “Language of the Discipline” used to engage Students in learning. Sample Key Language Functions include Analyze, Compare/contrast, Critique, Describe, Interpret, Question (Refer to Academic Language in edTPA guidelines)

Function Objective: The students will be able to *describe* the characteristics of a Panama Mola and include them in their own work.

Vocabulary Development Objective: The students will *define* important elements and principles such as balance and symmetry that embody

traditional Molas.			
Discourse OR Syntax Objective: The students will create their own version of a Mola using classroom materials and mixed media that represent who they are as individuals.			
VII. Assessments for the Unit (note any relevant differentiation)		Evaluative Criteria (note any relevant differentiation)	
1. Class discussion		Students will participate in a class discussion on characteristics of a Mola and identify what balance and symmetry are and how to apply them to a Mola design.	
2. Sketching/Worksheets		Students will sketch their ideas for their own Mola, their sketch should demonstrate balance.	
3. Final artwork/rubric		See attached	
VIII. Key Vocabulary – Art terms and/or key phrases used during instruction and taught to students.			
Mola- a hand-made textile that forms part of the traditional women’s clothing of the indigenous Kuna people from Panama of Central America			
Balance- a principle of design where a composition’s visual weight is equal throughout the image thanks to subject matter, color, texture, etc.			
Symmetry- when the left side of a composition is mirrored on the right side, or the top of a composition is mirrored on the bottom.			
Asymmetry- when a composition is not perfectly symmetrical, but the image is still balanced.			
Lesson 1: Learning Outcomes – Observable, assessable behaviors that you wish for students to accomplish at the end of Lesson 1.			
The students will demonstrate an understanding of balance and symmetry by observing traditional Molas and sketching their own designs.			
The students will demonstrate their ability to discuss how their Molas reflect who they are based on their choice of animal and design.			
Lesson 1: Teacher Preparation –Lesson 1 Preparations that need to be completed before students enter the classroom.			
Slideshow, gather instructional materials			
Lesson 1: Lesson-Specific Materials			
Instructional Materials – Teacher materials needed during instruction. Slideshow https://docs.google.com/presentation/d/1gPUD8AQVxJIY4h07ncUcq7ca-Xi10K6yKQT4UYoksek/edit?usp=sharing		Studio Materials (for Creating Art and/or Presenting Art) Scrap paper Pencils Markers	Targeted Materials (any specific materials required for differentiation, accommodation, or modification) Preferred seating for applicable students Slides can be translated to any language for any ELL students
XI. Lesson 1: Lesson Procedures/ Learning Tasks and Timeline			
Times	Teacher Actions (include differentiation)	Student Actions	Formative Assessments Assessment Questions
	Initiation		
5 min	“By a show of hands, I want you to tell me who here has a ‘spirit animal?’ Meaning an animal that they like very much and connect with. Maybe you find yourself similar to the animal in some way? For me, my spirit animal is a giraffe because they are very tall just like me and I think they are very beautiful.”	The students will listen to and participate in initiation.	“What is your spirit animal and why?”
	Lesson Development – (Process and Procedures for conducting the lesson)	What students will do during various segments of the lesson	Questions used throughout respective sections of instruction to assess students’ learning.

	<p>“Today we will be looking at some traditional artwork from Panama that often uses animals as subject matter. Has anyone here heard of the country Panama or know where it is located?”</p> <p>“Let’s watch this video to learn more.”</p> <p>Play video from slideshow (stop at 1:48)</p>	<p>Students will watch video about Panama Molas</p>	<p>“Does anyone know of Panama or where it is located?”</p>
	<p>Responding session – use in conjunction with slideshow</p> <p>Read and discuss each slide with the class.</p> <p>When you get to the Mola examples, spend some time on each slide to ask students what they notice about each image.</p> <p>“What do you notice about this Mola?”</p> <ul style="list-style-type: none"> - Color? - Subject matter? - Do you see a “maze” like the video mentioned? Where? - Any lines or patterns 	<p>Students will participate in class discussion on Molas.</p>	<p>“What do you notice about each Mola?”</p> <ul style="list-style-type: none"> - Color? - Subject matter? - Line? - Pattern? - The “maze”?
<p>25 min</p>	<p>Explain the assignment – Molas must have</p> <ul style="list-style-type: none"> - At least 5 colors - The page should be full of a design - Balance and symmetry <p>“What is symmetry?” (if no one can answer the question show them the next slide of the butterfly and ask again)</p> <p>Ask if the following slide of the frog uses symmetry and how they know it is symmetry.</p>  <p>Ask if the following slide of the fish has symmetry and how they know it does or does not. (It does not)</p>  <p>“Does anyone know what the word is for something that is not symmetrical?” (Asymmetrical)</p> <p>“So is this a good Mola (of the fish) if it is not perfectly symmetrical?”</p> <ul style="list-style-type: none"> - It is still good, because Molas don’t have to be perfectly symmetrical, they can be asymmetrical, but we want our Molas to be <i>balanced</i>. <p>“What do I mean by <i>balanced</i>? What is balance in art? Does the fish Mola feel</p>	<p>Students will listen to assignment criteria</p>	<p>“What is symmetry?”</p> <p>“How do you know this butterfly is symmetrical?”</p> <p>“Does this Mola of the fish have symmetry? Why or why not?”</p> <p>“What is the word for something that is not perfectly symmetrical?”</p> <p>“Is the Mola of the fish still good even if it’s not perfectly symmetrical?”</p> <p>“What does balanced mean?” What is balance in art? Does the fish feel balanced to you? How?”</p>

	<p>balanced to you? How?"</p> <p>Think of balance in art like weight. A visual weight. So if a composition feels balanced it will feel equal all around and there won't be any blank or negative space.</p> <p>Show fish Mola again. Ask students to explain how Mola is balanced.</p>		
10 min	<p>Sketching</p> <p>Students will sketch ideas for their Molas.</p> <ul style="list-style-type: none"> - What animal do you want to use? - Will you be using symmetry? Or asymmetry? - Does your design have good balance? - How do you plan to fill the whole page? 	Students will sketch their ideas for their Molas	<p>"What animal do you want to use?"</p> <p>"Will you be using symmetry or asymmetry?"</p> <p>"Do you have good balance?"</p> <p>"How do you plan to fill the whole page?"</p>
5 min	Clean up	Students will clean up	
	Closure		
1 min	"Who wants to share what animal they are going to use for their Mola?"	Students will share their animals with the class	

Lesson 2 Learning Outcomes - Observable, assessable behaviors that you wish for students to accomplish at the end of Lesson 2.

The students will demonstrate their ability to plan and arrange a composition that is balanced and has appropriate qualities of a traditional Mola such as a full page of design.

The students will demonstrate their ability to discuss how their Molas reflect who they are based on their choice of animal and design.

Lesson 2: Teacher Preparation – Lesson 2 Preparations that need to be completed before students enter the classroom.

Gather supplies

Lesson 2: Lesson-Specific Materials

<p>Instructional Materials – Teacher materials needed during instruction.</p> <p>Pre-cut animal shape</p> <p>Same as Studio Materials</p>	<p>Studio Materials (for Creating Art and/or Presenting Art)</p> <p>Construction Paper</p> <p>Animal Stencils</p> <p>Scissors</p> <p>Markers</p> <p>Construction Paper Crayons</p> <p>Glue sticks and bottle glue</p> <p>"Scrap bags" – scrap ribbons, strings, feathers, stickers, popsicle sticks, buttons, etc.</p>	<p>Targeted Materials (any specific materials required for differentiation, accommodation, or modification)</p> <p>Left handed scissors for left handed students as needed.</p>
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Lesson 2: Lesson Procedures/ Learning Tasks and Timeline

Times	Teacher Actions (include differentiation)	Student Actions	Formative Assessments Assessment Questions
	Initiation		
	Today we will begin making our own Molas! Who remembers what a Mola is?	Students will listen to	What is a Mola?

	<p>Where are they from? Who makes them?</p> <p>What are some things that a Mola must have?</p>	<p>initiation and answer questions.</p>	<p>Where are they made?</p> <p>Who makes them?</p> <p>What are some characteristics of a Mola?</p>
	<p>Lesson Development – (Process and Procedures for conducting the lesson)</p>	<p>What students will do during various segments of the lesson</p>	<p>Questions used throughout respective sections of instruction to assess students' learning.</p>
	<p>Demo</p> <p>"I want to show you how I would begin making my mola."</p> <p>Show the class your precut animal shape.</p> <p>"Where should I place my animal?"</p> <p>Glue the animal to the center of the page.</p> <p>"Now I can decorate with whatever materials I'd like. I think I'll use the markers and some string to start."</p> <p>Draw a design with markers on one side of the page.</p> <p>"What would be a really smart idea for me to do now that I have this design down on this side of my paper?"</p> <p>Draw the same design on the opposite side of the paper.</p> <p>"If I do this each time, I will achieve.....?"</p> <p>Balance.</p> <p>Glue down some string in a zig zag pattern at the top of the page.</p> <p>"Now that I've done that, I should repeat this where?"</p> <p>"Because then I would have...?"</p>	<p>Students will observe brief demonstration and answer any formative assessment questions.</p>	<p>"Where should the animal go on this paper?"</p> <p>"What should my next step be after I've got this design down on one side of my paper?"</p> <p>"If I do the same design on both sides, and I do that each time I put something down, what will I have achieved?"</p>
	<p>Independent student work time</p> <p>Students may begin their molas. Ask table leaders to pass out construction paper. Students can trace their animals' using stencils or freehand draw their animals and cut them out to glue to their paper.</p> <p>Monitor students working. Any student that has a good design and good balance can hold up their work for the class to see.</p>	<p>Students will begin their molas.</p>	
	<p>Clean up</p>		
	<p>Closure</p>		
	<p>"I want everyone to think about how their Mola has started to represent them as a person. Remember when we talked about our spirit animals and how mine is a giraffe because they are tall like me?! Have you used any other parts of your Mola to reflect you? Maybe by only using some of your favorite colors? Or if you have a busy life maybe your designs are really busy and crazy? Or maybe if you like things to be calm and simple your design is simpler? We're not just putting things down to fill the page; I want you to be able to explain each part of your Mola. Think about that for next class!"</p>	<p>Students will listen to closure</p>	

	ADDITIONAL LEARNING ACTIVITIES FOR INDEPENDENT WORKDAYS		
1	Literary activity Worksheet where students explain how their Molas reflect them		
2	Assessment activity Worksheet where students identify Molas with balance and symmetry		
3	Informal Critique/"Show and Tell" Students will come to the front of the class to share their progress/final artwork with their class and state what they've done well, what they struggled with, or anything else about their Molas		

1 Literacy activity

"My Mola and Me"

Name:

Teacher:

The animal/design I have chosen for my Mola is:

I chose this animal/design and relate to it because:

Other ways I have made this Mola about me (color, design, materials, etc.) Don't forget your *why*.

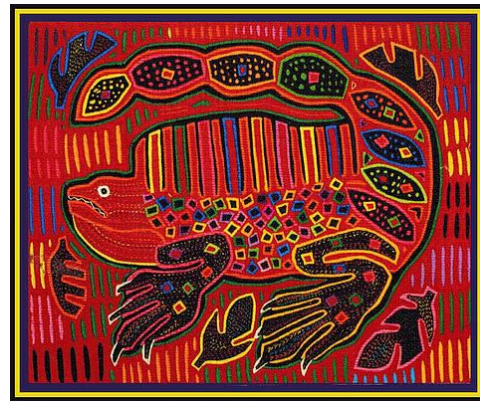
Example: "I used _____ because _____."

Mola Fun

Name:

Teacher:

1. Circle the Mola that is Symmetrical



2. True or False? This Mola is Asymmetrical, but it still has Balance.



Circle One:

TRUE!

FALSE!

I know this is True or False because....

	Exemplary	Proficient	Developing
The students will demonstrate an understanding of line, shape, and pattern by observing traditional Molas and sketching their own designs.	Student has created a sketch and a finished Mola that uses line, shape, and pattern.	Student has created a sketch and a finished Mola that uses line, shape, or pattern, but not all of the above.	Student has created a sketch and/or finished Mola that uses one of the following: line, shape, or pattern.
The students will demonstrate their ability to plan and arrange a composition that is balanced and has appropriate qualities of a traditional Mola such as a full page of design.	Student has created a Mola that is reflective of traditional Mola design. The artwork is filled with creative and original designs with no negative space present. Artwork is balanced.	Student has created a Mola that is mostly reflective of traditional Mola design. The artwork is filled with designs with little to no negative space present. Artwork is balanced.	Student has created a Mola that is somewhat reflective of traditional Mola design. The artwork is somewhat filled with designs, but some negative space is visible. Artwork is not well balanced.
The students will demonstrate their ability to discuss how their Molas reflect who they are based on their choice of animal and design.	The student has expressed in great detail how their Molas reflect them. Design choices are well thought out and intentional as explained during one-on-one assessments, class shares, and in class worksheets.	The student has expressed how their Molas reflect them. Design choices are intentional as explained during one-on-one assessments, class shares, and in class worksheets.	The student has not expressed how their Molas reflect them. Student could not explain their design choices during one-on-one assessments, class shares, or in class worksheets. Design choices are random and lack effort.

Commentary on Planning Decisions

Complete Prior to observation

In answering these questions explain your thinking AND cite research to support your instructional decisions. These will typically be answered when you have planned the lesson but before it is implemented.

Why is it important that these students learn this content?	It is important that students learn about cultures that are different from their own. Students engage with Molas because they are colorful and fun, meanwhile they are learning important elements and principles such as balance and symmetry. In addition to these factors, students can challenge themselves intellectually with this unit by making design choices that are inspired by the Kuna culture but reflect who they are as well.
How does this lesson fit into the current sequence of instruction/unit?	These lessons move fast because second grade students move fast. After an introduction on Molas and the Kuna people of Panama, we talk about some of the characteristics of Molas. These conversations help students build knowledge that they can then apply to their artwork. On the second day, they will be excited to get started so a quick demonstration will help remind them of the qualities of Molas, such as a central figure/animal/flower/etc. They are reminded on the importance of pattern and to "make meaningful connections" wherever possible. Nothing should feel random, each design should be intentional.
Why are the learning procedures you have developed for this lesson appropriate for this particular content?	These learning procedures are appropriate for this particular content because by scaffolding these learning procedures, students can acquire information gradually as opposed to all at once. Students learn about Molas, where they come from, who makes them, and what characteristics they have, etc. before applying their own interpretation to a Mola of their own creation.
Why are the learning procedures for this lesson appropriate for these particular students?	These learning procedures are appropriate for these students because this lesson does not need to be an extreme deep dive into Molas. Giving them enough background information to form their own interpretations and get to creating art is all they need at this stage in their development. Second graders move at a fast pace, and this lesson and its procedures are reflective of that.
What contextual factors were especially important in shaping your plan for this lesson and how did they shape your planning?	

A traditional elementary Mola lesson with layering paper has been done time and time again. With the knowledge that most elementary curriculums have a mixed media component, I wanted to add an additional aspect to a tired lesson concept. Additionally, that much cutting and layering for second graders can be time consuming, frustrating, and possibly painful on little hands. Combining mixed media items in this unit allows second graders to connect with Molas in a way that is comfortable and unique to them. They will be able to achieve those busy designs and patterns instantly recognizable as Molas faster than by purely cutting and layering paper, and more freely with access to a plethora of media.

Resources

Cite Sources: Provide citations for the sources that you did not create (e.g., published texts, websites, materials from other educators).

<https://globalvillagemuseum.org/current-exhibits/central-america/molas/>

<https://www.youtube.com/watch?v=dXPjez5EvFU&t=114s>