**TITLE:** Molas Day 1

**GRADE:** 2

**MATERIALS:** half sheets multi-colored construction paper, animal templates, scissors, PPT

**TIME:** 35minutes

**VISUAL ART CONTENT STANDARDS/OBJECTIVES ADDRESSED IN THIS UNIT:**

**2nd VA: Cr1.1.2a: Brainstorm collaboratively multiple approaches to an art or design problem.**

**2nd VA: Cr1.2.2a: Make art or design with various materials and tools to explore personal interests, questions, and curiosity.**

**2nd VA: Re7.1.2a: Perceive and describe aesthetic characteristics of one’s natural world and constructed environments.**

**2nd VA: Cr3.1.2a: Discuss and reflect with peers about choices made in creating artwork.**

**OBJECTIVES:**

-Students will identify molas, who makes them and where they come from

-Students will choose an animal template; trace, and cut it out.

**VOCABULARY:**

Mola, symmetrical, balance

**PROCEDURE:**

**Introduction (Anticipatory Set/Pre-assessment):**

Students come to floor. Show an example of a real Mola and ask if they’ve ever seen one before.

**Art History/Concepts:**

Show PPT presentation on Molas and facilitate provided questions.

**Demonstration/Modeling Behavior:**

At demo. table, demonstrate how to choose an animal template, trace, and cut out the animal. Write name on back

**Check for Understanding/Guided Practice:**

Students return to seats and the first two tables to be quiet will choose their animal templates and paper. They will return to seats and begin tracing and cutting.

**Independent Practice:**

Students work independently while teacher monitors progress.

**Student Engagement/ Self-Monitoring:**

Ask yourself: Am I focused? Am I carefully tracing and carefully cutting? Am I doing my personal best?

**Assessment/Closure/Clean up:**

Review objectives and table helpers clean up.

Daily participation grade is based on effort and citizenship.