Unit Plan Title: Exploring the World of Art Length: 10 weeks

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| **Course Name** | Polaris School : Tamara | **Grade Level** | 2/3 |

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| **Standards** | **Grade Level Expectations** |
| 1. Observe and Learn to **Comprehend** | The identification of characteristics and expressive features in works of art and design help to determine artistic intent. Characteristics and expressive features of art and design are used to identify and discuss works of art. |
| 2. Envision and Critique to **Reflect** | Artists, viewers, and use the language of art to respond to their own art and the art of others.  Artists, viewers, and patrons make connections among the characteristics, expressive features, and purposes of art and design. |
| 3. Invent and Discover to **Create** | Use familiar symbols to identify and demonstrate characteristics and expressive features of art and design.  Demonstrate basic studio skills. |
| 4. Relate and Connect to **Transfer** | Works of art connect individual ideas to make meaning.  Visual arts respond to human experience by relating art to the community, historical, and cultural events. |

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| **Colorado 21st Century Skills**  **Critical Thinking and Reasoning**: *Think Deep, Think Different*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Owning Your Learning*  **Invention:** *Creating Solutions* | **Creative Process in Visual Art** | **Studio Thinking**  **Develop Craft:** *Learning to use materials, tools and techniques*  **Engage and Persist:** *Learning to embrace problems and not give up*  **Envision***: Imagine the possible next steps; see what is not there*  **Express:** *Convey an idea, feeling, personal meaning*  **Observe:** *Seeing things that otherwise might not be seen*  **Reflect:** *think, talk and evaluate your work and the work of others*  **Stretch and Explore:** *Reach beyond one’s perceived capacities*  **Understand Art World:** *Learn about contemporary and past art(ist)* |

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| **Lesson Titles and Description** | **Lesson Length** | **Sequence** |
| Create a Character  Students will sketch and build clay characters. | 2 classes | 1-2 |
| Paint Your Room  Students will sketch room ideas and then transfer them to a canvas to paint. | 2 classes | 3-4 |
| Building Space  Students will build a 3-D space out of cardboard and other materials using their sketches and clay  character they made. | 4 classes | 5-8 |

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| **Unit: Focusing Lens/Lenses: Timeless, Transferrable and Universal (I.E. Beliefs/Values, Identity, Relationships. Tension/Conflict, Freedom, Design, Aesthetic, Patterns, Origins, Transformation, Change, Influence, Collaboration, Intention, Play/Exploration, Synergy/Flow, Choices, Balance, Inspiration, System, Structure/Function, Reform)** | Design  Structure/Function  Play/Exploration  Aesthetic  Synergy/flow  Inspiration | **Unit: Prepared Graduate**  **Competencies** | -Develop and build appropriate mastery in art-making skills, using traditional and new technologies and an understanding of the characteristics and expressive features of art and design  - Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information.  -Analyze, interpret, and make meaning of art and design critically using oral and written discourse.  -Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research.  -Develop and build appropriate mastery in art-making skills, using traditional and new technologies and an understanding of the characteristics and expressive features of art and design. |

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| **Unit: Standards and Grade Level Expectations**  **(Unit must have all standards; NOT all GLEs.)** | (Visual Arts Standard # - Name; GLE #, # and #)   |  |  |  | | --- | --- | --- | | 2-3 Standards | GLE’s | Outcomes | | Comprehend | 1. The identification of characteristics and expressive features in works of art and design help to determine artistic intent | a. Hypothesize and discuss artist intent  and mood.  b. Discuss how art and design impact the  man-made environment  c. Make artistic choices to communicate  ideas | |  | 2. Characteristics and expressive features of art and design are used to identify and discuss works of art | a. Characteristics and expressive features of art and design are used to identify and discuss works of art.  b. Articulate commonalities seen  in visual information  c. Recognize and describe the  differences between characteristics  and expressive features of art and design using age appropriate art  vocabulary  c. Describe variations of sensory  qualities using age appropriate art  vocabulary | | Reflect | 1. Artists, viewers, and patrons use the language of art to respond to their own art and the art of others | a. Recognize and respect cultural differences in works of art  b. Interpret works of art using age appropriate descriptive vocabulary    c. Explain how individuals can have different opinions about works of art | |  | 2. Artists, viewers, and patrons make connections among the characteristics, expressive features, and purposes of art and design | a. Compare and contrast a work of art and a design  b. Describe common characteristics and expressive features of art and design in familiar works of art | | Create | 1. Use familiar symbols to identify and demonstrate characteristics and expressive features of art and design | 1. Create works of art using familiar symbols  2. Demonstrate with art media the use of basic characteristics and expressive features in art and design. | |  | 2. Demonstrate basic studio skills | 1. Create two- and three- dimensional works individually and collaboratively.    2. Create works of art using various modalities. | | Transfer | 1.Works of art connect individual ideas to make meaning | a. Identify societal ideas found in art such as attire worn in different periods, and purpose of everyday objects and activities    b. Articulate the connection between personal emotional responses and ideas that are communicated in works of art    c. Develop a list of community cultural arts resources | |  | 2. Visual arts respond to human experience by relating art to the community, historical, and cultural events. | a. Communicate observational responses to works of art from a variety of social, emotional, and historical contexts    b. Discuss and describe personal artistic experiences    c. Discuss community-based and public art    d. Relate personal experiences to familiar historical and cultural events | |

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| **Unit: Inquiry Questions**  **(Engaging-Debatable: In art, what does it mean when something is beautiful? How can something be so ugly it is beautiful?)** | (3-5 questions; at least 2 from each lesson)  Why do various cultures experience and define space differently?  Can art present us with a different way of understanding the environment?  How has cultural tradition influenced art?  How can line define space?  What can line do to architectural structures?  How can you convey movement through abstract art?  Why kind of line can be used to create movement?  How much knowledge is necessary to create art if a formula is provided for its creation?  What does pattern do in art?  How to symbols relate to art?  How can balance change a piece of art?  How do artists find their inspiration?  How is design related to form?  What drives artists to relate their art to one another?  What drives an artist to choose one thing over another?  Why may an artist want to make art about the world he or she lives in? |

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| **Unit Strands** | Comprehend/Reflect/Create/Transfer |

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| **Unit: Concepts: Timeless, Transferable and Universal (I.E. Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, Observation)** | Composition  Architecture  Design  Plan  Patterns  Influence  Space  Line  Expressions  Tradition  Building  Construction |

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| **For each statement you create below align with Standard(s), Prepared Graduate Competencies, and Grade Level Expectations. Refer to Standards: Inquiry Questions, Relevance and Application and Nature of Statement when writing understandings.** |

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| **Enduring Understandings: My students will UNDERSTAND...**  **(Timeless, Transferable and Universal. Shows a relationship between two or more concepts.)** | **Conceptual Guiding Questions** | **Factual Guiding Questions** |
| Through observation students will understand how cultural traditions influence building. | Why are cultural and historical aspects important in designing art?  What can you infer about a culture from their interior rooms? | What defines an interior space? |
| Through art making students will understand how line can create space. | Why would an artist want to create an illusionistic space on a flat 2D surface? | What is the definition of line?  How do you define space? |
| Through art making students will understand that line and space influences architecture. | Why is line used in planning architecture? | What constitutes a blueprint? |
| Artists and designers will understand how plans contribute to construction. | Why is planning important in piece?  Why do we try to create plans in art? | What characteristics and expressive features of art create movement? |

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| **Critical Content: My students will KNOW...**  **(NOT Timeless, Transferrable and Universal. Factual information in the unit [topics] that students must know.)** | | **Key Skills: What my students will be able to DO...**  **(Timeless, Transferable and Universal. What students will do AND be able to transfer to new learning experiences as a result of learning the unit.)** |
| The student will be able to:   * Demonstrate expressive features and characteristics of art (point, line, space, plane, volume). * Transfer a 2D drawing into a 3D sculpture * Develop basic drawing techniques * Plan artworks in sketchbook * Discuss their work and the work of others in a critique * Create a blueprint of room for specific character. * Build on a space with others. * Create a painting of a space for specific character. | | The student will be able to:   * Express through character building. * Collaborate building space. * Make connections between character and space. * Recognize space and structure in architecture. * Brainstorm to create a plan for a blueprint. |
| **Vocabulary** | Architecture  Blueprint  Tradition  Line  Balance  Mono print  Sketch  Construct  Create  Explore  Design  Structure/Function  Play/Exploration  Aesthetic  Synergy/flow  Inspiration | |
| **Literacy Integration** | Cultural traditions in architecture  Steps in a mono-printing process  Steps in making a floor plan  Steps in making a blueprint  Steps in creating a clay character  Steps in constructing a 3D structure  sketchbook reflections and narratives about character and space. | |
| **Numeracy Integration** | Blueprint measurements (wall to wall, how many windows, doors, etc.)  Sizes  Steps in processes | |