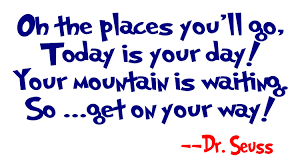
Unit Plan Title: Oh the Places We’ll Go! Unit Length: 8 weeks



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| **Course Name** | Polaris Art (Tamara's Class) | **Grade Level** | 2nd & 3rd |

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| **Standards** | **Grade Level Expectations** (List all GLEs for grade level) |
| 1. Observe and Learn to **Comprehend** | * 1. The identification of characteristics and expressive features in works of art and design help to determine artistic intent and purpose      1. “I can use art features to make art that has meaning”   2. Artists make choices that communicate ideas in works of art      1. “I can choose what I want my art to say” |
| 2. Envision and Critique to **Reflect** | * 1. Artists, viewers, and patrons use the language of art to respond to their own art and the art of others      1. “I can talk about my art and your art with art words”   2. Artists, viewers, and patrons make connections among the characteristics, expressive features, and purposes of art and design      1. “I can connect ideas in art” |
| 3. Invent and Discover to **Create** | * 1. Use familiar symbols and basic media to identify and demonstrate characteristics and expressive ideas of art and design      1. “I can use symbols and art materials to express ideas”   2. Demonstrate basic studio skills      1. “I can work appropriately in an art classroom” |
| 4. Relate and Connect to **Transfer** | * 1. Works of art connect individual ideas to make meaning      1. “I can connect ideas to make meaning through art”   2. Historical and cultural ideas are evident in works of art      1. “I can connect art to the world around me” |

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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: Explorer** | **Lesson Length** | **Sequence** |
| Imagining themselves as explorers   * In our first lesson, students will be introduced to the idea of using art to explore the world around them. They’ll brainstorm ideas of places they’ve been or want to explore, what kind of explorer they’d like to be, and what types of items they would need as an explorer. After generating their ideas/plans, students will illustrate the cover of their sketchbooks to show them as an explorer in one of the places they want to visit. For this project, students will use colored markers with water washes to create varying effects. | 1 class (60 minutes) | 1 |
| Favorite Places   * For our second lesson students will be encouraged to think about their favorite place. We will introduce the idea that artists use inspiration from places that are personal to them. They will close their eyes and imagine the smells, sounds, and colors. To incorporate literacy and storytelling students will do a pair share and tell each other of their favorite place. Using listening skills their partner will then sketch the favorite place being described. They will be introduced to new vocabulary including seascape, landscape, and cityscape with examples from Hokusai, Bierstadt, Eddy. This will guide them into thinking about how to turn their favorite place into a painting. They will then explore mixing acrylic paints to create desired colors for their favorite place, by mixing the primary colors. Once the paintings are completed they will then make skits about chosen student paintings. | 2 classes | 2 |
| Places around us influence art: Polaris Observation   * For our third lesson, students will be encouraged to think about their surroundings and the places around them. This helps us dive deeper into the idea of place being an influence in artwork. Students will do an ideation activity out of “How to be an Explorer of the World” where they will look at one spot in the room and find ten things they never noticed before as a warm up. Once they are in that mindset, we will all go outside and they will document the details of their surrounding that they may or may not have noticed before. Students will create a mixed media piece (either 2D or 3D) inspired by their observed surroundings. | 2 classes | 3 |
| Anthropomorphized Object   * For the fourth lesson, students will be introduced to the idea of anthropomorphization. After observing how contemporary artists (Annie Montgomerie, Nemo Gould) are using this concept in their work, students will create their own anthropomorphic object in the form of a clay sculpture. Students will begin their ideation by imagining what one of their favorite objects would do if it came to life. What would it look like? How would it move? What would it do? While working with clay, students will be introduced to several building techniques, including slab and coil building. After completing their sculptures, students will be introduced to artist statements and write a basic version for their piece. The lesson will conclude with a “gallery walk” so that students can observe the work of their peers. | classes | 4 |
| Habitat/ Environment   * For this lesson, students will consider how a background, habitat, or environment help emphasize the characteristics of an object in a piece of work. While considering the anthropomorphic objects they created in the last lesson, students will create a personalized environment that will enhance the characteristics of their creature. This will help students demonstrate how added details and an environment can completely change our understanding of something. We will show a powerpoint that emphasizes the idea of changing environment as motivation. Students will then construct (either individually or collaboratively) a 3D environment to place their creature in. They will do this using gessoed cardboard constructed to be walls and a floor, and paint and mixed media to create the environment. | 2 classes | 5 |

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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)** | PLACE | **Unit: Prepared Graduate**  **Competencies** | **Comprehend:** Analyze, interpret, and make meaning of art and design critically using oral and written discourse  **Comprehend:** Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives  **Reflect:** Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts  **Reflect:** Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas  **Create:** Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research  **Create:** 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  **Create:** Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies  **Transfer:** Recognize, compare, and affirm that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives  **Transfer:** Recognize, demonstrate, and debate philosophic arguments about the nature of art and beauty (aesthetics)  **Transfer:** Recognize, demonstrate, and debate the place of art and design in history and culture |

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| **Unit: Standards and Grade Level Expectations**  **(Unit must have all standards; NOT all GLEs.)**  **COMPREHEND** | * 1. The identification of characteristics and expressive features in works of art and design help to determine artistic intent and purpose      1. “I can use art features to make art that has meaning”   2. Artists make choices that communicate ideas in works of art      1. “I can choose what I want my art to say” |
| **REFLECT** | * 1. Artists, viewers, and patrons use the language of art to respond to their own art and the art of others      1. “I can talk about my art and your art with art words”   2. Artists, viewers, and patrons make connections among the characteristics, expressive features, and purposes of art and design      1. “I can connect ideas in art” |
| **CREATE** | * 1. Use familiar symbols and basic media to identify and demonstrate characteristics and expressive ideas of art and design      1. “I can use symbols and art materials to express ideas”   2. Demonstrate basic studio skills      1. “I can work appropriately in an art classroom” |
| **TRANSFER** | * 1. Works of art connect individual ideas to make meaning      1. “I can connect ideas to make meaning through art”   2. Historical and cultural ideas are evident in works of art      1. “I can connect art to the world around me” |

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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 “big” questions; pertinent to all lessons)   1. Why do artists make artwork about places? 2. What type of places do artists make work about? 3. Do artists make work about places they do not know? Why, why not? 4. How does artwork about place communicate meaning about the artist? |

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

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| **Unit: Concepts: Timeless, Transferrable 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)** | * Art **communicates** and **expresses** ideas * Finding **meaning** through art * Art can make **connections** * Exploring craft and studio skills to **create** art * **Discuss** visual information and ideas found in art * **Analyze** and **interpret** |

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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, Transferrable and Universal. Shows a relationship between two or more concepts.)** | **Conceptual Guiding Questions** | **Factual Guiding Questions** |
| 1. Artists use materials, techniques, and expressive features to create art that conveys ideas and meaning | * Do different materials express different ideas and concepts? * Does art always have a concrete meaning behind it? Explain. | * What is the definition of mixed media? * What’s the difference between acrylic and watercolor paint? |
| 1. Artists make connections between their art and the world around them | * Can art relate to the world? * Why do we make art? | * What is the difference between a landscape, seascape, and cityscape? * Can you identify characteristics of a surrealist painting? (Salvador Dali) |
| 1. Artists plan and analyze their artwork and interpret the artwork of others | * Does an artist always have to explain their work? Why or why not? * Can art be left for interpretation? Why or why not? |  |

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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, Transferrable and Universal. What students will do AND be able to transfer to new learning experiences as a result of learning the unit.)** |
| * seascapes, cityscapes, and landscapes * Foreground, middleground, background * Hatching, cross hatching, stippling, contour line * Primary and secondary colors * Will know how to build with clay * Surrealism * Portraiture * Symbolism * Influence * Pattern * Space * Line * Form * Structure | | * SWBAT convey meaning and ideas in a visual way   + “I can make artwork that means something” * SWBAT make connections to the world around them   + “I can connect art to the world around me” * SWBAT talk about and analyze works of art   + “I can talk about other people’s artwork” * SWBAT find multiple uses for one material   + I can use materials in more than one way” |
| **Vocabulary** | Foreground, middleground, background, shading, contour line, hatching, time, space, form, symbolism, cross hatching, stippling, landscapes/ cityscapes/ seascapes | |
| **Literacy Integration** | * Written and verbal reflection * Write a sentence on what you learned today * Discussing with a partner * Brainstorming: verbally, or written | |
| **Numeracy Integration** | Numerical integration will be seen by the understanding of form, volume, and mass in 3D projects. | |