

EDUC 466/ART 326	Grade Level	4/5
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	Grade Level Expectations (List all GLEs for grade level)
Learn to	<ol style="list-style-type: none"> 1. Artists make connections amongst different art features and characteristics. 2. Visual arts communicate the human experience. 3. Artists, viewers and patrons respond to works of art using inference and empathy
and Critique to	<ol style="list-style-type: none"> 1. Evaluative criteria is used when responding to works of art. 2. Process and interpret forms of art and design.
Discover to Create	<ol style="list-style-type: none"> 1. Use artistic media and expression to communicate ideas about personal interest. 2. Materials and processes can be used in traditional, unique, and inventive ways.
Connect to Transfer	<ol style="list-style-type: none"> 1. Viewers and patrons make personal meaning and infer artistic intent. 2. Historical time periods and cultural setting are interpreted in works of art.

Century Skills	Creative Process in Visual Art	Studio Thinking
<p>Critical Thinking and Reasoning: Think Deep, Think</p> <p>Media Literacy: Untangling the Web</p> <p>Collaboration: Working Together, Learning Together</p> <p>Self-Directed Learning: Owning Your Learning</p> <p>Problem Solving: Finding Creative Solutions</p>		<p>Develop Craft: Learning to use materials, tools and techniques</p> <p>Engage and Persist: Learning to embrace problem-solving and not give up</p> <p>Envision: Imagine the possible next steps; see the possibilities there</p> <p>Express: Convey an idea, feeling, personal meaning</p> <p>Observe: Seeing things that otherwise might not be seen</p> <p>Reflect: think, talk and evaluate your work and the work of others</p> <p>Stretch and Explore: Reach beyond one's perceived capacities</p> <p>Understand Art World: Learn about contemporary and past art(ist)</p>

and Description	Lesson Length	Sequence
<p>ture: In the beginning ideation phase of this first project, students will ty and community through chalk art. The students will create an ce about themselves that will in the end create a class mural. This will : subject for what they will create in 3d for future classes. This will onal expression as well as formal qualities of art including color, form, ne, texture, pattern, composition, size. Prompt: Students will plan their used on likes, interests, hobbies, future goals, family, friends, This explores connections in art media and expression to communicate rsonal interests. Brainstorm interests, hobbies, jobs or potential future draw on paper in their sketchbook some sketches to be approved. be asked to consider different color and texture methods depending on : quality they want to express. Once sketch has been approved students :king on chalk art. Show powerpoint or video on artists such as: , Edgar Muller, Eduardo Rolero, Juliana Beever, Manfred Stader, Kurt</p> <p>/outube.com/watch?v=NnNgyI9o8Zw</p> <p>ploration of personal identity. We are going to take the exploration of d transfer it to 3d using clay. This lesson will explore material and will go over methods of coil and slab building. As well the students will of where they want this work of to live once it is fired. Following the students will paint their pieces to create lifelike texture and colors. s piece interact with its environment? Is it inside or outside? Why? translate their art from lesson into clay material. We will introduce coil ling to build on techniques for building. Artists to research Auguste nd de Waal, Jess Riva Cooper, Debra Broz</p>	7 Classes	1
<p>/Ceramic Mask: Students will work together to create plaster masks personal to students with paint decoration as we continue to think .</p> <p>lay a mask mold down and lay plaster gauzes pieces on it to create a its will let it dry with a hair dryer and then have the option to paint</p>	4 Classes	2

reflect their identity. Other materials that will be presented for it are found objects from outside. Is there any items there that can be into their mask decoration

<p>g Timeless, and l. s, Identity, . lict, ign, terns, sformation, ence, , Intention, ion, , Choices, iration, ction,</p>	<p>Identity</p>	<p>Unit: Prepared Graduate Competencies</p>	<p>Comprehend</p> <ul style="list-style-type: none"> - Recognize, articulate, and debate that the visual art means for expression - Explain, demonstrate, and interpret a range of purp and design, recognizing that the making and study design can be approached from a variety of viewpc intelligences, and perspectives - Recognize, articulate, and debate that the visual art means for expression - Explain, demonstrate, and interpret a range of purp and design, recognizing that the making and study design can be approached from a variety of viewpc intelligences, and perspectives - Analyze, interpret, and make meaning of art and d critically using oral and written discourse <p>Reflect</p> <ul style="list-style-type: none"> - Use specific criteria to discuss and evaluate works - Critique personal work and the work of others with criteria - Recognize, articulate, and implement critical think visual arts by synthesizing, evaluating, and analyzi information <p>Create</p> <ul style="list-style-type: none"> - Create works of art that articulate more sophisticat feelings, emotions, and points of view about art an
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			<p>through an expanded use of media and technologies</p> <ul style="list-style-type: none"> - Develop and build appropriate mastery in art-making using traditional and new technologies and an understanding of the characteristics and expressive features of art and design - Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research <p>Transfer</p> <ul style="list-style-type: none"> - Transfer the value of visual arts to lifelong learning and human experience - Identify, compare and justify that the visual arts are used to acknowledge, exhibit and learn about the diversity of cultures and ideas - Transfer the value of visual arts to lifelong learning and human experience - Identify, compare and justify that the visual arts are used to acknowledge, exhibit and learn about the diversity of cultures and ideas
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ds vel ve s.)	<p>(Visual Arts Standard Name and appropriate GLEs for each standard)</p> <p>Comprehend: Artists and viewers determine artistic intent by comparing and contrasting the characteristics and expressive features of design</p> <p>Visual arts communicate the human experience. Artists, viewers and patrons respond to works of art using inference and empathy</p> <p>Reflect: Evaluative criterion is used when responding to works of art. The critique process informs judgments about artistic and aesthetic merits in works of art</p>
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Create:

Use artistic media and expression to communicate ideas about personal interest.
Materials and processes can be used in traditional, unique, and inventive ways.

Transfer:

Viewers and patrons make personal meaning and infer artistic intent.
Historical time periods and cultural setting are interpreted in works of art.

(3-5 “big” questions; pertinent to all lessons)

-What is the purpose of sculpture?

-Why would an artist choose to use sculpture as opposed to chalk art to convey an idea?

- How can art affect its environment?

- How can environment affect the art?

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<p>Understandings: My students will UNDERSTAND... (Timeless, Transferrable and Universal. Shows a relationship or more concepts.)</p>	<p>Conceptual Guiding Questions</p>	<p>Factual Guiding Questions</p>
<p>Students will understand how to observe and space and create a structure that can hold itself.</p>	<p>What makes a piece “work” in a space? How does the work interact with its surroundings?</p>	<p>What space holds meaning? Where do you plan to install your work?</p>
<p>Students will understand how to reflect about a 2d design and create a structure that can hold itself.</p>	<p>What characteristics make a successful transfer of design from 2D to 3D?</p>	<p>What will be your process? transferring ideas from 2D to 3D?</p>
<p>Students will understand observe other artists sculptures and create their own ideas within their sketchbook and chalk</p>	<p>What does it mean for a structure to function?</p>	<p>What steps will you take to create your structure functions intended?</p>
<p>Students will understand how to reflect on color and design to create meaning.</p>	<p>How color interaction-creating feeling? What role does color play?</p>	<p>Why did you choose the colors? What do they mean?</p>

<p>Content: My students will KNOW... (Timeless, Transferrable and Universal. Factual information in the unit that students must know.)</p>	<p>Key Skills: What my students will be able to DO... (Timeless, Transferrable and Universal. What students will be able to transfer to new learning experiences as a result of learning in this unit.)</p>
<p>Students will be able to discuss what inspired the artist based off the images provided for them. Students will use idea prompts and sketch their ideas on a variety of materials. Students will choose one of the sketch examples from the three they were given.</p>	<p>(Plan, ideate, compare and contrast, interpret refine) My students will be able to plan how to transfer their ideas from 2D to 3D form. My students will be able to ideate about what their identity means to them. Students will be able to compare and contrast different identities within their community.</p>

inning starts with 2-D sketches, which are transferred to 3-
er 2-D surface.

nts (line, point, form, composition)
aracteristics of art (color, shape, size, tone)

ls like slab and coil building to create ceramic sculpture

	line, color, shape, form, texture, composition, tone, site-specific, sculpture, slab, coil, method, plaster, chalk, ex
ration	Students will convey the content in their works into a summary they will read during the exhibition. This will students to critically think about how they want to articulate their ideas being represented in their work. Also, during the exhibition students will be given prompt questions to think about and discuss based off of wha
egration	We will integrate pattern and scale into the building of the student's works. We will need expand their sketches: transferring from paper to sidewalk. This will require in depth analysis of scale and how to transfer the dimens Students will also transfer their chalk drawing to 3D which requires more in depth analysis of scale. Pattern w integrated into the texture demos of working with clay.