

Unit and Lesson Standards, Goals, and Objectives Alignment

| Standards | | | |
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| Comprehend | Reflect | Create | Transfer |
| Prepared Graduate Competencies | | | |
| <p>Lessons 1, 2, Recognize, articulate, and debate that the visual arts are a means for expression</p> <p>Lesson 1,2 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</p> <p>Lesson 1,2 Recognize, articulate, and debate that the visual arts are a means for expression</p> <p>Lesson 1,2 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</p> <p>Lesson 1, 2 Students will be able to analyze, interpret, and make meaning of art and design critically using oral and written discourse.</p> | <p>Lesson 1,2 Use specific criteria to discuss and evaluate works of art</p> <p>Lessons 1, 2 Critique personal work and the work of others with informed criteria</p> <p>Lessons 1 Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information.</p> <p>Lesson 1 Recognize, demonstrate, and debate philosophic arguments about the nature of art and beauty (aesthetics)</p> | <p>Lessons 1,2 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.</p> <p>Lesson 1,2 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</p> <p>Lessons 2 Recognize, compare, and affirm that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives</p> <p>Lesson 2 Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research</p> | <p>Lesson 1,2 Transfer the value of visual arts to lifelong learning and the human experience</p> <p>Lesson 2 Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas</p> <p>Lesson 1,2 Transfer the value of visual arts to lifelong learning and the human experience</p> <p>Lesson 1,2 Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas</p> |

Lesson Objectives (Aligned to Bloom's, Standards, Grade Level Expectations, Art Learning, Literacy and Numeracy)

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| <p>Lesson 1 Given examples of artwork, swbat discuss what inspired the artists. (Bloom's: Evaluating - Standard: Transfer - GLE: Viewer and patrons make person meaning and infer artistic intent - Art Learning: Art and Culture - Literacy)</p> | <p>Lesson 1 Given prompts students will be able to <u>create</u> sketches that synthesize their ideas. (parts to whole) (Bloom's: Create - Standard: Reflect - GLE: Evaluative criteria is used when responding to works of art. - Art learning: Ideation - Literacy)</p> | <p>Lesson 1 Using pinch,coil, and/or slab techniques, swbat create an artwork that expresses identity in a 3D form. (Bloom's: Creating - Standard: Create - GLE: Materials and processes can be used in traditional, unique, and inventive ways - Art Learning: tools and procedures - literacy)</p> | <p>Lesson 1 Given examples of artwork, swbat discuss what inspired the artists. (Bloom's: Evaluating - Standard: Transfer - GLE: Identify, compare, and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of people, cultures, and ideas - Art Learning: Art and Culture - Literacy)</p> |
| <p>Lesson 2 Given examples of artwork, swbat discuss what the difference between different cultures masks, and why they might have been made. (Japanese, Inuit, Native American, Chinese, African, and Italian.) (Bloom's: Evaluating - Standard: Transfer - GLE: Viewer and patrons make person meaning and infer artistic intent - Art Learning: Art and Culture - Literacy)</p> | <p>Lesson 1 Using their artwork students will be able to explain their artistic choices in design that express identity. (Bloom's: Analyse - Standard: Reflect - GLE: Artists make connections amongst different art features and characteristics. - Art learning: Expressive features and characteristics in art - Literacy)</p> | <p>Lesson 2 Given painting and plaster mold techniques, swbat create a mask that expresses a purpose.(Bloom's: Creating - Standard: Create - GLE: Materials and processes can be used in traditional, unique, and inventive ways - Art Learning: tools and procedures - literacy)</p> | <p>Lesson 2 Using their artwork students will be able to explain their artistic choices in design that have a purpose. (Bloom's: Analyse - Standard: Transfer - GLE: Transfer the value of visual arts to lifelong learning and the human experience.</p> |
| | <p>Lesson 2 Using their artwork students will be able to explain their artistic choices in design that have a purpose. (Bloom's: Analyse - Standard: Reflect - GLE: Artists make connections amongst different art features and characteristics.</p> | | <p>Lesson 2 Given examples of artwork, swbat discuss what the difference between different cultures masks, and why they might have been made. (Japanese, Inuit, Native American, Chinese, African, and Italian.) (Bloom's: Evaluating - Standard: Transfer - GLE: Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts. - Art Learning: Art and Culture - Literacy)</p> |
| | <p>Lesson 2 Given prompts students will be able to create sketches that represent purpose behind their design. (parts to whole) (Bloom's: Create - Standard: Reflect - GLE: Evaluative criteria is used when responding to works</p> | | |

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| | <p>of art. - Art learning: Ideation - Literacy)</p> <p>Lesson 2 Using their artwork students will be able to explain their artistic choices in design that have a purpose. (Bloom's: Analyse - Standard: Reflect - GLE: Artists make connections amongst different art features and characteristics.</p> | | |
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