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: Small place, friends place, special place, familiar place, imaginative place** | **Lesson Length**  | **Sequence** |
| Transported to a very small space, a very tight space* Week one will be going over expectations as well as decorating sketchbook journals
* Sketchbook journals will be where students do brainstorming, experiment with colors and shading techniques, as well as write reflective responses about the day
* For this first day we will be having them decorate their covers on the floor under the tables. They will experience the limitations but also the possibilities about a small place.
* Before we get started students will be brainstorm what small places are like. Is it warm or cool, dark or light, comfortable or uncomfortable, what type of colors?. They will discuss this outloud with the class and then leave it on the whiteboard so they can reference it on the board.
* They will write their name using the description of small places written on the whiteboard earlier.
* Medium will be markers and water? “Make shift water color” maybe puff paint
 | 1 class (60 minutes)  | 1 |
| Favorite Places* Describe your favorite place to a partner. What does it smell, sound, look like? What colors are there? (record your partner as they are talking? So you can replay it)
* Do a painting on your favorite place. Take the description that you gave and create!
* Discuss seascape, landscape, cityscape and how people make art about all kinds of places
* Painting, feathers and glitter
 | 1 class | 2 |
| Places around us influence art: Polaris* Go outside and walk around polaris. Write down 10 words about what you see. Do you see a specific color? Do you see friends? Do you see learning and playing? Do you see shapes?
* Use tissue paper and ,glue and water, markers and other materials to decorate a letter, cut out of poster board, that is influenced by what you saw. It will all be put together with a string and hung across a wall. The letters will spell POLARIS ELEMENTARY! (18 letters needed)
* Students will learn about symbolism
 | 1-2 classes | 3 |
| Create your own favorite/special place or object in 3D* Is your favorite place small, like your room, is it big like a park, is it colorful or quiet?
* Pick an object from their favorite place and recreate it in clay
* Paint the cardboard and build their favorite room for their object to stay in
* Talk about space, form, 2D and 3D
* clay/cardboard/paint/drawing
 | 2 classes | 4 |
| Creative land of Oz (or make a new name): collaborative piece including 3d sculptures and paper made environment* “What do you want the sky look like? Red, blue, polka dotted?”
* Are there trees or other strange plants?
* What do the people look like? Are they different colors? Are they big or are they small?
* Think of landscape, animals, weather,
* All previous mediums learned
* Explain foreground, middleground, background
 | 2-3 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?
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 **defend**
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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 to create art that expresses ideas and communicates meaning
 | * How can different materials reflect different ideas and concepts?
* Can different materials express different ideas? Explain

  | * What artistic elements and principles can be used to create meaning
* How can color be used to create specific atmosphere in artwork
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| 1. Artists make connections between their art and the world around them
 | * In what ways can the world affect an artist’s ideas
* How can art relate to the world?
* Why do we make art?
 | * What are some different types of art from different cultures
* Do different cultures have different types of art?
 |
| 1. Artists use intent and purpose to create art that expresses ideas and communicates meaning
 | * What factors might influence an artist’s work? Explain.
* Why would a piece of artwork hold different meanings to different people
* Why do we make art?
 | * Does art always have a concrete meaning behind it? Explain.
* Can an art piece be intended to communicate more than one idea?
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| 1. Artists analyze and defend their artwork and the artwork of others
 | * Why is a piece of art interpreted in more ways than one?
* Why is important to analyze and defend artwork?
 | * 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.)** |
| * The difference between seascapes, cityscapes, and landscapes
* Foreground, middleground, background
* Hatching, cross hatching, stippling, contour line
* Primary and secondary colors
 | * SWBAT convey meaning and ideas in a visual way
* SWBAT make connections to the world around them
* SWBAT talk about and analyze works of art
* SWBAT find multiple uses for one material
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| **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
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| **Numeracy Integration** | Numerical integration will be seen by the understanding of form, volume, and mass in 3D projects.  |