

Course Name	CSU Art 326 / Education 466 - Practicum at Polaris	Grade Level	4th and 5th
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Standards	Grade Level Expectations
1. Observe and Learn to Comprehend	(GLE 1) Visual arts learning involves analyzing the formal and sensory qualities of art.
2. Envision and Critique to Reflect	(GLE 2) Specific methods of planning support the development of intended meaning
3. Invent and Discover to Create	(GLE 3) Use artistic media and expression to communicate personal and objective points of view
4. Relate and Connect to Transfer	(GLE 4) Viewers and patrons make personal meaning and infer artistic intent

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

Lesson Titles and Description	Lesson Length	Sequence
<p><u>Painting Your Ideal World / Habitat</u> Students will brainstorm, sketch and paint a final creation of their ideal place to live! They will have the chance to explore habitat creation through landscape, creature inhabitants, climate control/out of control, nature, how humans fit into this new world...etc.</p> <ul style="list-style-type: none"> · Conceptual/ideation/personal grounding: Giving the students choices to give a snapshot of their "ideal world" · Expressive features and characteristics of art (Elements/principles of art): · Historical/multicultural content: Example artists/ art will vary based upon individual students. 	3 days	1st lesson

<ul style="list-style-type: none"> · Material(s)/technique(s): Acrylic paint · Critical reflection/aesthetics/transfer: Class critiques/ influences from examples, artists and problem solving during the design process · Assessment/evaluation: class critique at the end of the project 		
<p><u>Building Your Ideal Creative Laboratory</u> Based on their sketchbook cover drawings, students will create a 3-dimensional version of their ideal creative laboratory! They will problem-solve and critically consider how it will work, what they want to put in it, how they want to design it, etc.</p> <ul style="list-style-type: none"> · Conceptual/ideation/personal grounding: · Expressive features and characteristics of art (Elements/principles of art): Shape / form · Historical/multicultural content: Example artists/ art will vary based upon individual students. · Material(s)/technique(s): Cardboard, pipe cleaners, popsicle sticks, etc. · Critical reflection/aesthetics/transfer: Class critiques/ influences from examples, artists and problem solving during the design process · Assessment/evaluation: class critique at the end of the process 	3 days	2nd lesson
<p><u>Printmaking Your Ideal Transportation</u> Students will design a new, ideal form of transportation for their world! They will explore a variety of original, exciting and functional ideas, and learn different forms of printmaking.</p> <ul style="list-style-type: none"> · Conceptual/ideation/personal grounding: “Ideal transportation”, focusing on different perspectives of their ideal vehicle · Expressive features and characteristics of art (Elements/principles of art): · Historical/multicultural content: Example artists/ art will vary based upon individual students. · Material(s)/technique(s): Printmaking using styrofoam plates · Critical reflection/aesthetics/transfer: Class critiques/ influences from examples, artists and problem solving during the design process · Assessment/evaluation: class critique at the end of the project 	2 days	3rd lesson

Unit: Focusing Lens/Lenses: Timeless, Transferable and Universal (I.E. Beliefs/Values, Identity, Relationships.	-Structure and Function -Innovation -Choices	Unit: Prepared Graduate Competencies	-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
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<p>Tension/Conflict, Freedom, Design, Aesthetic, Patterns, Origins, Transformation, Change, Influence, Collaboration, Intention, Play/Exploration, Synergy/Flow, Choices, Balance, Inspiration, System, Structure/Function, Reform)</p>			<p>perspectives</p> <ul style="list-style-type: none"> -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 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 -Critique personal work and the work of others with informed criteria -Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research
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<p>Unit: Standards and Grade Level Expectations (Unit must have all standards; NOT all GLEs.)</p>	<p>(Visual Arts Standard # - Name; GLE #, # and #)</p> <p>Visual Arts Standard 1 - Observe and Learn to Comprehend; GLE #3 Visual Arts Standard 2 - Envision and Critique to Reflect; GLE #2 Visual Arts Standard 3 - Invent and Discover to Create; GLE #1 Visual Arts Standard 4 - Relate and Connect to Transfer; GLE #1</p>
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<p>Unit: Inquiry Questions (Engaging-Debatable: In art, what does it mean when something is beautiful? How can something be so ugly it is beautiful?)</p>	<p>(3-5 questions; at least 2 from each lesson)</p> <p>Lesson 1: <u>Painting Your Ideal World / Habitat</u></p> <ul style="list-style-type: none"> -Why is planning an important aspect of art? (GLE 2) -What drives an artist to choose one thing over another? (GLE 1) -Where do ideas come from, and how do they evolve? (GLE 3) -Why would an artist want to make art about the world in which he or she lives? (GLE 4) <p>Lesson 2: <u>Building Your Ideal Creative Laboratory</u></p> <ul style="list-style-type: none"> -How do artists plan works of art? (GLE 2) -What is the relationship between technology and art? (GLE 3) -How is a portrait a personal narrative? (GLE 4) -How does art provide information about a person, idea, or culture? (GLE 4) <p>Lesson 3: <u>Printmaking Your Ideal Transportation</u></p> <ul style="list-style-type: none"> -How can plans become works of art?(GLE 2) -How can talking or thinking about the visual characteristics of art improve the intended meaning in a work of art? (GLE 1)
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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)	-Space/Time/Energy -Observation -Influence -Style -Shape -Line -Composition -Technique
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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.

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 art-making, artists and designers make meaning by investigation and developing awareness of perceptions, knowledge, and experiences (Comprehend / Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research / Visual arts learning involves analyzing the formal and sensory qualities of art)	-Why is each person's artwork different? -Why do artists sometimes create work that depicts unrealistic / made up things? -Why would each of your ideal worlds vary from each other?	- How can you use line and shape to distinguish space/time/energy in your composition? How can you show someone or something is close or far away? Can you show movement with line and shape? -How would you explain foreground, middle ground and background? (Teach during first lesson)
Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time (Reflect / Critique personal work and the work of others with informed criteria / Specific methods of planning support the development of intended meaning)	-How do you start an artwork? -If you got to plan a whole new world, where would you start? Where would you start: <ul style="list-style-type: none"> ● brainstorming? ● creating? ● planning? 	-How do your experiences influence the way you plan your artwork? How do your experiences influence the way you critique others artwork? -How do we constructively critique as a class while demonstrating respect?

	<ul style="list-style-type: none"> • what part of the world? (on earth, on a completely different/new planet, in an existing country- but from scratch?) <p>-How do you know when the planning process is finished and you are ready to create your finished piece?</p> <p>-How do you know when you are finished with a work of art?</p>	
<p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p>(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 / Use artistic media and expression to communicate personal and objective points of view)</p>	<p>-Why would an artist choose different media to depict different things?</p> <p>-How can you create artwork that communicates the meaning that you want viewers to understand?</p>	<p>-How would techniques differ when using different media? (give example of 2 different media: colored pencils and relief prints)</p>
<p>Visual imagery influences understanding of and responses to the world</p> <p>(Transfer / 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 / Viewers and patrons make personal meaning and infer artistic intent)</p>	<p>-What would you do to improve the world today? How about your own house? School? Transportation? Backyard? etc.</p> <p>-How could you make your planned world real?</p>	<p>-How do your experiences influence the way you interpret artwork?</p> <p>-What observations (can put specific criteria-ex: observations about line, shape, space, time, energy...etc.) can you make about the example artwork?</p>

<u>Critical Content: My students will KNOW...</u> (NOT Timeless, Transferable and Universal. Factual information in the unit [topics] that students must know.)	<u>Key Skills: What my students will be able to DO...</u> (Timeless, Transferable and Universal. What students will do AND be able to transfer to new learning experiences as a result of learning the unit.)
<p>Students will be able to:</p> <ul style="list-style-type: none"> - Correctly use and blend colored pencils to create finished drawings - Plan the creation of original artwork in a sketchbook - Develop basic drawing techniques - Understand how to depict distance and perspective in a 2-dimensional artwork - Correctly print multiple plates - Create and refine an acrylic painting using layering and color mixing - Create a detailed, durable 3-dimensional sculpture - Transfer a 2-dimensional drawing of a space into an accurate 3-dimensional sculpture of that same space - Employ the inherent characteristics and expressive features of art to create successful compositions - Know painting, sculpture and printmaking terminology (see specific lessons) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Discuss how characteristics of art are used in specific ways to create meaning. - Participate in critiques by offering suggestions/recommendations in a positive manner. - Create and refine works of art using problem solving skills and varying media to communicate artistic intent. - Communicate observable and emotional responses to works of art in relationship to self.

Vocabulary	<ul style="list-style-type: none"> -Space -Time -Energy -Observation -Influence -Style -Shape -Line -Composition -Technique -Structure and Function -Innovation -Choices
Literacy Integration	<p>Using the vocabulary words correctly when talking, writing, and discussing their artwork with a partner or the group. Clear articulation of thoughts and responses in the critique process</p>
Numeracy Integration	<p>Idea that you need $a+b=c$: the planning / creating process Ratios of space in composition Distance shown by foreground, middle ground, and background</p>