Unit Plan Title: **Surveyors** Length: **1 semester**

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| **Course Name** | Denise’s Class | **Grade Level** | 1st |

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| **Standards** | **Grade Level Expectations** (List all GLEs for grade level) |
| 1. Observe and Learn to **Comprehend** | 1. Works of art express feelings.2. Art represents and renders the stories of people, places, or things. |
| 2. Envision and Critique to **Reflect** | 1. Visual arts provide opportunities to respond to personal works of art and the art of others. |
| 3. Invent and Discover to **Create** | 1. Create art to communicate ideas, feelings, or emotions.
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| 4. Relate and Connect to **Transfer** | 1. Visual arts relate experiences to self, family, and friends.
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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** | **Lesson Length**  | **Sequence** |
| **Preserving Nature** : Stain Glass, and Impressions. Students will be looking at nature and their surrounding environment and create a “stain glass”. Students will use sticky clear paper, collection of found nature objects that students will collect. This sticky paper will give the feel that they have created a composition that they can hold and see through. Students will also be creating impression through clay. Example artist Damien Hirst, Paul Stankard and Rachel Dein will be introduced as contemporary artist . | 2 class periods | 1 |
| **Bugs in a Jar**: Students will be given jar layout in which to draw insects from observation (high resolution photos.) Students will be asked to practice “slow looking” and drawing from what they see rather than what they traditionally know. Colored pencil, focus on documentation, Artist Matthew Bohan | 1 class periods | 2 |
| **Flight of Fancy**: Oil Pastel, watercolor, head/body/tail exquisite corpse, observational drawing. Multiple images of birds will be placed at each table. Still drawing from observation, draw the head of one of the birds (switch) draw body with wings (switch) draw tail. Talk about observation, is this still documentation? Why do different birds have different features? Artist Enrique Gomez De Molina | 2 class periods | 3 |
| **Creatures in Space**: 3D create a creature, create an environment for the creature. This will be our biggest project spanning from brainstorming and ideation to preliminary sketches to armatures and final products. 3 dimensional creatures with 2 dimensional environments. Artist example of space Makoto Azuma | 4 class periods | 4 |

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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)** | **Design** | **Unit: Prepared Graduate****Competencies** | Observe and Learn to Comprehend * Recognize, articulate and debate that the visual arts are a means for expression

Envision and Critique to Reflect * Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information

Invent and Discover to Create* Recognize, interpret, and validate that the creative process builds on the development of ideas through process of inquiry, discovery and research
* Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features at art and design

Relate and Connect to Transfer * Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts
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| **Unit: Standards and Grade Level Expectations****(Unit must have all standards; NOT all GLEs.)** | ComprehendReflect Create Transfer | 1.2 Art represents and renders the stories of people, places, or things. 2.1 Visual arts provide opportunities to respond to personal works of art and the art of others.3.1 Create art to communicate ideas, feelings, or emotions.4.1Visual arts relate experiences to self, family, and friends. |

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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?)** | * How do artists make decisions about their ideas and materials?
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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)** | Environment, Nature, Design, Function, Observation, Documentation, Preservation, Intention, Choice, Space |

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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 (these are questions about content)** |
| Artist use documentation and observation to design for art.  | How do artists observer? Why do humans feel the need to document? How do observation and documentation go hand-in-hand? | What is observational drawing? What forms does documentation take? |
| Artist use intention to choose characteristics and expressive features to create art.  | How does choice come into creative process? Do choices have to be intentional for art to be considered art? | What are expressive features of art? Characteristics? |
| Artist reflect on their artwork by considering their planning and process.  | How does an artist observe and make discoveries when making art? | What are some of the steps in the planning process? |

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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.)** |
| * Use of observation in documentation and preservation of artifacts.
* Artworks for inspiration from Paul Stankard Rachel Dein, Matthew Bohan, Makoto Azuma, Damien Hirst, Enrique Gomez De Molina
* Basic understanding of 3D armature process
* The use of materials ( oil pastels, watercolor, watercolor pencil, clay, fast dry clay)
* Composition
* Texture
* Environment
* Installations
 | * **Design** a creature and environment, demonstrating relationship between the two.
* **Ideation** through brainstorming and sketches to achieve 3D creatures paired with 2D environments.
* **Critical thinking** to develop creature and background simultaneously
* **Critique and/or respond** to each others work through communication and written responses
* Decision Making
* Develop an idea
* Risk taking
* Questioning deeply
* Listening critically
* Analyzing or Evaluating
* Problem Solving
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| **Vocabulary** | inspiration, composition, 3D, 2D, impressions, surveyor, collaboration, scale, characteristics, environment, preservation, texture |
| **Literacy Integration** | Students will write either one word or one sentence to critique/comment on peers’ artwork. (gallery walk, talk about what makes art expressive) |
| **Numeracy Integration** | Students will be working in 2D and 3D. Working with bugs, animals and creatures for numbers of wings, legs, body parts.  |

