


<b>Course Name</b>	Methods in Art Education	<b>Grade Level</b>	Kindergarten
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<b>Standards</b>	<b>Grade Level Expectations</b>
1. Observe and Learn to <b>Comprehend</b>	1. Artists and viewers recognize characteristics and expressive features within works of art. 2. Personal feelings are described in and through works of art.
2. Envision and Critique to <b>Reflect</b>	1. Identity that art represents and tells the stories of people, places or things. 2. Artists interprets connections to the stories told in and by works of art.
3. Invent and Discover to <b>Create</b>	1. Create two- and three-dimensional works of art based on personal relevance.
4. Relate and Connect to <b>Transfer</b>	1. Artists and viewers contribute and connect to their communities.

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

<b>Lesson Titles and Description</b>	<b>Lesson Length</b>	<b>Sequence</b>
<u>We are all just puzzle pieces</u> - The teachers want to get to know the students, so students will make a sketchbook cover and puzzle piece that express the students and their interests an personalities.	One class	First
<u>Monuments</u> - Students will create clay sculptures that celebrate one of their special interests or hobbies.	One -Two classes	Second
<u>Self-Portraits</u> - Students will create two-dimensional self-portraits using found objects.	One-two classes	Third
<u>Take me home!</u> - Students will create a three-dimensional model of their homes with found-objects and boxes. Later, we will place clay sculptures of students in their environments.	Two-Three classes	Fourth
<u>Eye of the tiger</u> - Students can draw their world from the perspective of something or someone else. Also, can try drawing their world in an abstract way (draw laying down,etc.)	One class	Fifth
<u>Favorite place in the world</u> - Students discuss and create their favorite place in the world. At the end of the project, we all place our images on a map to see where we chose.	One class	Sixth

<p><b>Unit: Focusing Lens/Lenses: Timeless, Transferrable and Universal</b> (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)</p>	<ul style="list-style-type: none"> <li>• Art is a visual means of personal expression and tell a story.</li> </ul>	<p><b>Unit: Prepared Graduate Competencies</b></p>	<ul style="list-style-type: none"> <li>• Recognize, articulate and debate that the visual arts are a means for expression</li> <li>• Analyze, interpret, and make meaning of art and design critically using oral and written discourse.</li> <li>• Use specific criteria to discuss and evaluate works of art.</li> <li>• Critique personal work and the work of others with informed criteria.</li> <li>• Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research</li> <li>• Recognize, compare, and affirm that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives</li> <li>• Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas</li> <li>• Transfer the value of visual arts to lifelong learning and the human experience</li> </ul>
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<p><b>Unit: Standards and Grade Level Expectations</b> (Unit must have all standards; NOT all GLEs.)</p>	<p>(Visual Arts Standard # - Name; GLE #, # and #)</p> <p>1.2 Observe and Learn to <b>Comprehend</b> <b>Personal feelings are described in and through works of art.</b></p> <p>2.1 Envision and Critique to <b>Reflect</b> <b>Identify that art represents and tells the stories of people, places, or things.</b></p> <p>3.1 Invent and Discover to <b>Create</b> <b>Create two- and three-dimensional work of art based on personal relevance.</b></p> <p>4.1 Relate and Connect to <b>Transfer</b> <b>Artists and viewers contribute and connect to their communities</b></p>
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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 questions; at least 2 from each lesson)

Standard 1

1.1 How do expressive features and sensory qualities convey feelings in works of art?

1.2 How are characteristics and expressive features used in works of art?

1.1 What is the vocabulary of art?

1.2 How do we know what art says?

1.3 How can you use art to tell a story?

Standard 2

2.2 How does art tell a story about who you are?

2.1 How does art make people feel?

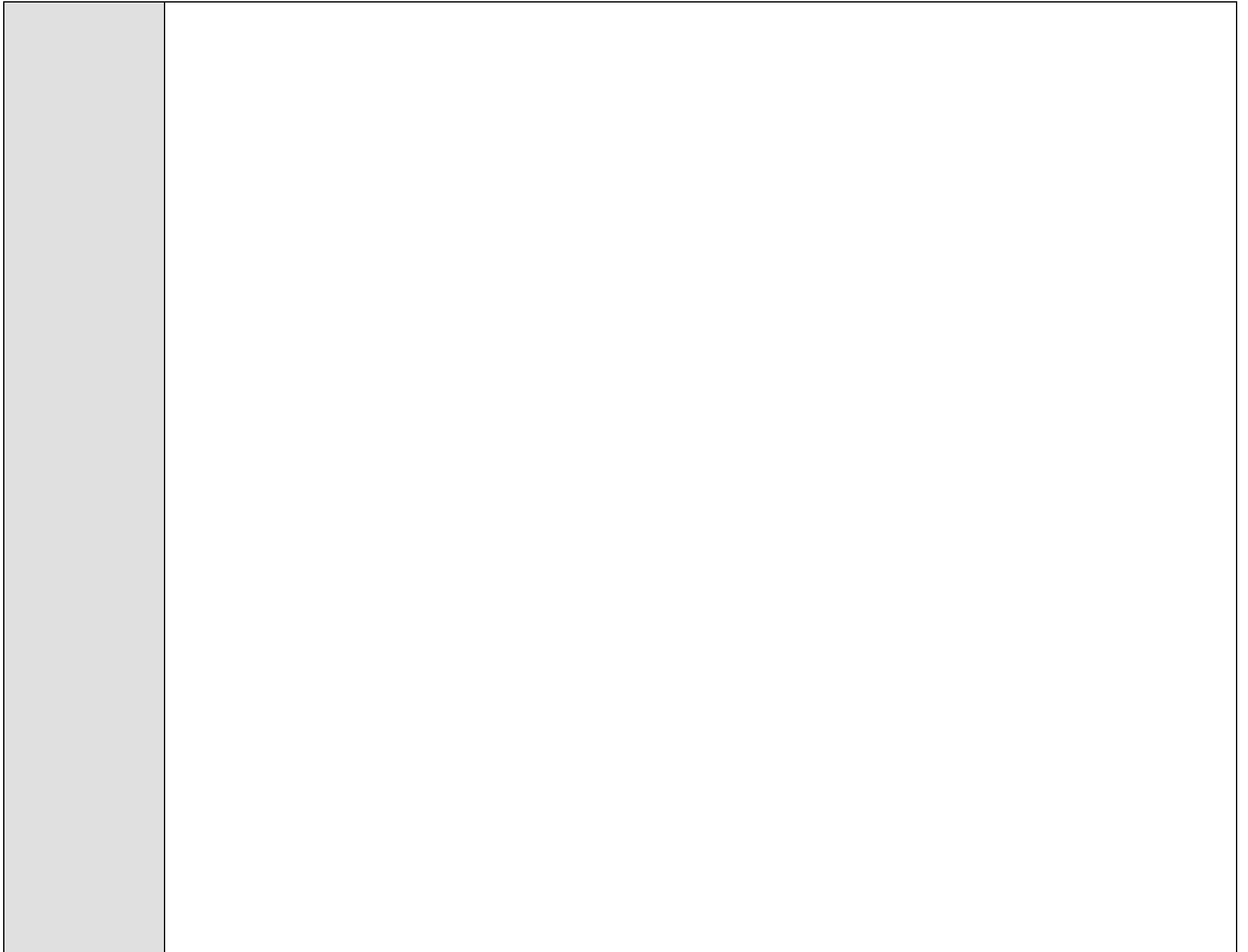
Standard 3

3.1 How can art tell your story?

3.2 Why do artists choose certain art materials over others?

Standard 4

4.3 What is it like to be an artist?



<b>Unit Strands</b>	Comprehend/Reflect/Create/Transfer
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<b>Unit: Concepts:</b> <b>Timeless,</b> <b>Transferrable and</b> <b>Universal (I.E.</b> <b>Composition, Patterns,</b> <b>Technique, Rhythm,</b> <b>Paradox, Influence,</b> <b>Style, Force, Culture,</b> <b>Space/Time/Energy,</b> <b>Line, Law/Rules, Value,</b> <b>Expressions, Emotions,</b> <b>Tradition, Symbol,</b> <b>Movement, Shape,</b> <b>Improvisation,</b> <b>Observation)</b>	<ul style="list-style-type: none"> <li>● Expressions</li> <li>● Emotions</li> <li>● Color</li> <li>● Observation</li> <li>● Two-dimensional</li> <li>● Three-dimensional</li> <li>● Planning</li> </ul>
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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.**

<b>Enduring Understandings: My students will UNDERSTAND... (Timeless, Transferable and Universal. Shows a relationship between two or more concepts.)</b>	<b>Conceptual Guiding Questions</b>	<b>Factual Guiding Questions</b>
My students will understand art and the creative process allows for students to express and communicate personal connections and interests.	Why do artists create art work? Why do you create art?	What subject matter are in contemporary artists' works of art? What subject matter is in your own work of art?
My students will understand making and seeing art can lead to understanding and appreciating the self, others, communities, and the natural world.	How can art create an understanding or appreciation of others? How can art create an appreciation of yourself?	How would you use art to create an understanding of who you are as a person?
My students will understand artists can work responsibly in a safe place that allows choice and the opportunity to experiment while making art.	Why should artists experiment with multiple mediums? How can experimenting with materials and ideas improve a work of art?	What are some ways that artists can experiment? How would you experiment?
My students will understand artists create art to tell stories and make meaning out of art work.	What elements in an art work can communicate stories in about the artist?	How can a picture tell a story? What

My students will understand artists pick materials and technique to express themselves.	Why don't artists all use the same materials? How can different materials affect the work of art? How can a medium be utilized to create expressive features?	What is the difference between using bright acrylic paint versus colored pencils?
My students will understand artists use elements and principles of art to show meaning in works of art.	What makes up a composition? How are these elements used to tell a story?	Is there a connection between colors and emotions? What can certain shapes represent?(circle for a face, etc.)

<b><u>Critical Content: My students will KNOW...</u></b> (NOT Timeless, Transferable and Universal. Factual information in the unit [topics] that students must know.)	<b><u>Key Skills: What my students will be able to DO...</u></b> (Timeless, Transferable and Universal. What students will do AND be able to transfer to new learning experiences as a result of learning the unit.)
<u>Students will be able to:</u> <ul style="list-style-type: none"> <li>● plan an original work of art in their sketchbook</li> <li>● utilize multiple mediums in one work of art such as colored pencils, markers, oil pastels, watercolor paint, acrylic paint, found-object sculpture, and clay.</li> <li>● understand and integrate elements and principles of art.</li> <li>● develop drawing techniques.</li> <li>● transfer 2-dimensional drawings into a 3-dimensional space.</li> <li>● understand multiple perspectives (birds-eye view, worms-eye view).</li> <li>● interpret works of art and their meaning.</li> <li>● compare and contrast works of art.</li> <li>● tell stories through intentional visual marks.</li> <li>● Artists <ul style="list-style-type: none"> <li>○ Thomas Doyle, Miniature Sculptures-Perspective and bedroom projects</li> <li>○ Laylah Ali, portraits, narrative 2-dimensional art</li> <li>○ Alejandro Almanza Pereda, found-object sculpture</li> <li>○ Michael Ray Charles, 2-dimensional art, portraits</li> </ul> </li> </ul>	<u>Students will be able to:</u> <ul style="list-style-type: none"> <li>● plan an original work of art in their sketchbook</li> <li>● experiment with multiple mediums in one work of art</li> <li>● build a 3-dimensional structure out of found-objects</li> <li>● use found-objects to create both 2-dimensional and 3-dimensional images.</li> </ul>

<b>Vocabulary</b>	Expression, subject matter, two-dimensional, three-dimensional, planning/ideation,
<b>Literacy Integration</b>	Oral analysis and interpretation
<b>Numeracy Integration</b>	Grids, shapes, combining shapes

