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| **Unit and Lesson Standards, Goals, and Objectives Alignment** | | | |
| **Standards** | | | |
| **Comprehend** | **Reflect** | **Create** | **Transfer** |
| **Prepared Graduate Competencies** | | | |
| **Lesson 1, 2**  Make informed critical evaluations of visual and material culture, information and technologies  **Lesson 3**  Analyze, interpret, and make meaning of art and design critically using oral and written discourse | **Lesson 1, 2**  Recognize, demonstrate and debate philosophical arguments about the nature of the art and beauty (aesthetics). Recognize, demonstrate and debate the place of art and design in history and culture  **Lesson 3**  1.Use specific criteria to discuss and evaluate works of art.  2.Critique personal work and the work of others with informed criteria  3.Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information | **Lesson 1, 2, 3**  Develop and build appropriate mastery and art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design | **Lesson 1**  Transfer the value of visual arts to lifelong learning and the human experience  **Lesson 1, 2, 3**  Transfer the value of visual arts to lifelong learning. Identify, compare and interpret works of art derived from the historical and cultural settings, time periods, and cultural concepts. Identify, compare, and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples cultures and ideas. |
| **Lesson Objectives (Aligned to Bloom’s, Standards, Grade Level Expectations, Art Learning, Literacy and Numeracy)** | | | |
| **Lesson 1**  Using their sketchbook covers, students will be able to describe what their favorite things were and why they drew/painted them in their sketchbook using a specific style. (*Understand; Comprehend;*  *Artists make choices that express intent and purpose in their art; Ideation; Literacy:**Students can write a list of objects, hobbies, and activities that interest them in their sketchbook as part of the brainstorming process).*  Given the demonstration on materials and techniques, students will be able to identify how texture and rhythm/repetition were used in in their stamp’s design, the type of surface they printed on, and the amount of prints they made *(Understand; Comprehend; The characteristics and expressive features in art and design allow us to discuss and determine the artist’s intent and purpose/Artists make choices that express intent and purpose in their art; Expressive features/inherent characteristics; Literacy: learning the defintions of texture, rhythm, repetition; Numeracy: Students will use their stamps repeatedly and in a patterned sequence)*.    **Lesson 2**  After watching a demonstration on how to draw a portrait, students will be able to reference and gain an understanding of how to draw a proportionally correct face from the demo and apply this to drawing using pencil and paper (*Knowledge; Comprehend, The characteristics and expressive features in art and design allow us to discuss and determine the artist’s intent and purpose; Tools and Techniques; Literacy: definitions of portrait and mixed media; Numeracy: Understanding that body parts on the face come in pairs or groups (two eyes, two ears, two nostrils, etc)*).  Using their knowledge on how to draw a portrait, students will be able to produce one large thumbnail sketch of another classmate with pencil and paper in their sketchbook *(Create; Comprehend; Artists make choices that express intent and purpose in art; Ideation; Literacy: Learning the definitions of portrait and symmetry; Numeracy: Understanding that body parts on the face come in pairs or groups (two eyes, two ears, two nostrils, etc).*  **Lesson 3**  Given examples of Calders and Jensen’s wire sculpture works of representational animals, students will be able to reflect on how to create three dimensional forms from two dimensional elements such as lines.  *Art Learning: Artists and Culture AND Art Learning: Ideation*  *Standard: Comprehend*  *Blooms: Analyze*  *GLE: The characteristics and expressive features in art and design allow us to discuss and determine the artist’s intent and purpose*  *N/L/T: Literacy* | **Lesson 1**  After seeing examples of professional printmakers’ work, students will be able to design 2 thumbnail sketches of a favorite thing and a border that complements the image . (*Create; Reflect; Artists, viewers, and patrons make connections among the characteristics, expressive features, and purposes of art* and *design*; *Art Learning: Ideation/Artists and Culture; Literacy:**Students can write a list of objects, hobbies, and activities that interest them in their sketchbook as part of the brainstorming process).*    **Lesson 2**  Given examples of Faith Ringgold and Dominic Beyeler’s work, students will be able to analyze how working with more than one material adds to the expression of their portraits (*Analyze; Reflect; Artists, viewers, and patrons make connections among the characteristics, expressive features, and purposes of art and design; Artists and Culture; Literacy: Discuss how Faith Ringgold’s work as illustrations compliments the words of a story (such as* Tar Beach*); Numeracy: Understanding how a perimeter and area are important aspects of the image)*.  **Lesson 3**  After creating two and three dimensional versions of their selected animals, students will be able to reflect on how their work and their classmates work was created and understand how their wire wrapping construction techniques lead to a similar end result.  *Art Learning: Critical Reflection*  *Standard: Reflect*  *Blooms: Understand*  *GLE: Artists, viewers, and patrons make connections among the characteristics, expressive features, and purposes of art and design.*  *N/L/T: Literacy* | **Lesson 1**  Given a demonstration of relief carving, inking, and printing, students will be able to experiment with layering carved marks on their rubber stamp and printing on different types of surfaces (*Analyze; Create; Demonstrate basic studio skills with confidence to create meaningful art*; *Tools and techniques; Literacy: Definitions of printmaking, gouge, carve, brayer)*.    **Lesson 2**  After experimenting with watercolor, oil pastel, and sharpie pens, students will be able to assess how the expressive qualities of warm and cool color schemes communicate their partner’s identity in their portrait *(Evaluate; Create; Demonstrate basic studio skills with confidence to create meaningful art; Expressive features and inherent characteristics; Literacy: Learning the definition of mixed media; Numeracy: Sequence, order, and planning steps when combining more than one art material).*  **Lesson 3**  After observing a demonstration on building 3d shapes with pipe cleaners, students will understand and be able to apply lines in three dimensional space to create a skeletal form for their animal sculptures.  *Art Learning: Tools and Techniques*  *Standard: Create*  *Blooms: Apply*  *GLE: Use symbols to identify and demonstrate characteristics and expressive features of art and design using basic media.*  *N/L/T: Technology* | **Lesson 1**  Using prior knowledge on identity, students will be able to reflect on how texture and rhythm/repetition in their prints are an expression of their artistic identity (critical reflection).  *(Evaluate; Transfer; Works of art connect individual ideas to make meanings related to the community, Critical Reflection; Literacy: Students write and talk about their artistic process).*  **Lesson 2**  After stitching the drawings together with pipe cleaners, students will be able to compare and contrast how identity is expressed in multiple images versus a single image (*Evaluate; Transfer; Works of art connect individual ideas to make meanings related to the community; Critical Reflection; Literacy: Discussing the visual impact of reading a quilt linearly (from right to left) or or looking sporadically at parts of the composition that stand out; Numeracy: Order and sequence of images)*.  **Lesson 3**  After working with line in two dimensional and three dimensional artworks, student will be able to discuss how gesture and color scheme express their animal’s personality.  *Art Learning: Expressive features and characteristics*  *Standard: Transfer*  *Blooms: Analyze*  *GLE: Historical and cultural ideas of the human experience are evident in works of art.*  *N/L/T: Technology* |