

Unit Plan Title: \_\_\_\_\_ Artists and the Stories They Weave for the World \_\_\_\_\_  
 Length: \_\_\_\_\_ 11 days (11 weeks) \_\_\_\_\_

<b>Course Name</b>	Denise's Friday Art	<b>Grade Level</b>	Kindergarten
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<b>Standards</b>	<b>Grade Level Expectations</b> (List all GLEs for grade level)
1. Observe and Learn to <b>Comprehend</b>	Identify how artists use visual art and design to communicate. <i>"I can find shapes, colors, lines...in art."</i>
2. Envision and Critique to <b>Reflect</b>	Notice and discuss what can be seen in works of visual art and design. <i>"I can tell how and why a picture is made."</i>
3. Invent and Discover to <b>Create</b>	Investigate the properties of tools to support the planning and making of works or art. <i>"I can pick art tools and materials to plan and make my art."</i>
4. Relate and Connect to <b>Transfer</b>	Recognize that artists and designers contribute and connect to their communities. <i>"I can find art around me and tell how the artist made it."</i>

<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>
<p><b>The Enchantment of Color:</b> centered around color, how different materials work, and how one can combine materials to create something new. This lesson extended over three classes. We began the lesson by introducing the students to dry materials (i.e. oil pastels, markers, colored pencils), then wet materials (i.e. watercolor and chalk in water), then we had them create a piece using both dry and wet materials. For their last piece, we also introduced them to the idea of oil pastels acting as a resist with watercolor. Because our students are so young, most of them had not yet used any materials we had introduced to them. So we built up their knowledge by introducing them to the materials slowly and allowing them to experiment and ideate with the materials before assigning the final project for their lesson. During this lesson, we exposed our students to several artists using the various materials, as well as an artist that mainly produces art featuring the resist technique. At the end of the lesson, we had a class discussion where students talked about what they noticed using the materials, the</p>	3 days	2

similarities and differences in everyone's pieces, and which materials they would like to explore more moving forward.		
<b>The Tell-Tale Diptych:</b> involved students creating a diptych using illustrations they created while listening to stories. This lesson stretched across two classes. We began by reading a story to the students, with which they used as inspiration for their illustrations. This was more of an ideation activity as it gave students the chance to practice how to draw an illustration from a story. Students were given oil pastels, colored pencils, markers, and construction paper for their ideation illustrations. After their ideation, we had students create two different illustrations based off of two different stories. One of these illustrations was to be done with the materials on white paper while the other was done on black paper. This slight change in materials allowed our students to experiment and play while creating their illustrations. When introducing the lesson, we defined "diptych" for our students and showed them artists who had created diptychs. This gave the students a sense of what we were looking for and introduced them to diptychs in the art world. At the end of the lesson, we had a reflective activity that involved a class discussion where students talked about what they created, why they chose the imagery they chose, why they chose the materials they chose, and how their piece is different/similar to the pieces of their classmates.	2 day(s)	3
<b>League of Extraordinary Toymakers:</b> consisted of our students creating a unique toy and developing it's purpose. This lesson spanned over three classes. Because we transitioned from two-dimensional materials to three-dimensional materials, we went over those definitions and talked about the difference in the two types of materials. We showed them examples of work from Calder and Wilcox to demonstrate what a three-dimensional sculpture looks like and it's properties. We gave students a lot of time to ideate an experiment for this project because of the transition to three-dimensional materials. Students created a prototype toy that they would then have the choice of using for their final piece. The materials we used included found objects, pipe cleaners, straws, plates and bowls, cups, and cardboard tubes. Students were able to adhere materials with tape or hot glue, although we ran the hot glue station so they wouldn't injure themselves. Our reflective activity for this lesson involved the students presenting their toys one by one. Once the student had shown their toys, their peers were allowed to guess what the purpose of the toy was before the student explained the purpose and how they achieved it. This allowed our students to use their art skills to determine meaning based on elements within the piece.	3 days	4
<b>Treasure Box Lesson:</b> expands on three-dimensional materials and making a piece with meaning. This lesson will span across two classes and involves our students created a treasure box using clay. We introduced clay building techniques, as well as different properties of clay. We also introduced the students to the term "reliquary" and to artists who create reliquaries. We also touched on how other cultures use reliquaries within their culture. Our students were asked to create a box using clay to either express and emotion or hold an important object. This allowed students to choose what they want their art work to be about and to create a piece that mattered to them individually. After building their treasure boxes, students were given acrylic paint to paint and add designs to their treasure box. Our reflective activity is similar to the reflective activity for our toy lesson. This time, we had students present their treasure boxes one-by-one. Before telling the emotion they expressed or the object they wanted to hold, the other students are allowed to guess. This allows students to again use skills to interpret meaning from elements of art. It also allows students to show their projects, which	2 days	5

they've spent a lot of time on.		
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<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)	What does it mean to be an Art Explorer?  How is art part of your life and community?	<b>Unit: Prepared Graduate Competencies</b>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Transfer the value of visual arts to lifelong learning and the human experience.</li> <li>● 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.</li> </ul>
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<b>Unit: Standards and Grade Level Expectations</b> (Unit must have all standards; NOT all GLEs.)	(Visual Arts Standard Name and appropriate GLEs for each standard)  Observe and Learn to <b>Comprehend</b> <ul style="list-style-type: none"> <li>● <i>“I can tell a story with my art.”</i></li> <li>● <i>“I can listen to other people’s ideas about art.”</i></li> </ul> Envision and Critique to <b>Reflect</b> <ul style="list-style-type: none"> <li>● <i>“I can play with materials to get ideas for my art.”</i></li> <li>● <i>“I can talk about different types of art.”</i></li> </ul> Invent and Discover to <b>Create</b> <ul style="list-style-type: none"> <li>● <i>“I can play with a lot of tools and materials to learn what they do.”</i></li> <li>● <i>“I can talk about why I made my art.”</i></li> <li>● <i>“I can use art tools and materials carefully.”</i></li> </ul> Relate and Connect to <b>Transfer</b> <ul style="list-style-type: none"> <li>● <i>“I can talk about how and where artists make art.”</i></li> <li>● <i>“I can find art around me.”</i></li> </ul>
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<p><b>Unit: Inquiry Questions</b> (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 “big” questions; pertinent to all lessons)</p> <p><b>Why do artists choose to make art in different ways? Why don’t they all just use one material?</b></p> <p><b>How can the story of an artwork change from one person to the next?</b></p> <p><b>Why would an artist want to share their art with their community? a city? the world?</b></p>
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<b>Unit Strands</b>	Comprehend/Reflect/Create/Transfer
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<p><b>Unit: Concepts:</b> <b>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)</b></p>	<p>Composition</p> <ul style="list-style-type: none"> <li>● Space</li> <li>● Orientation</li> </ul> <p>Symbol(s)</p> <ul style="list-style-type: none"> <li>● Shapes</li> <li>● Representation</li> </ul> <p>Perspective</p> <ul style="list-style-type: none"> <li>● Different points of view</li> <li>● Understanding stories</li> <li>● Expression</li> </ul>
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<p><b><u>Enduring Understandings: My students will UNDERSTAND...</u></b> <b>(Timeless, Transferrable and Universal. Shows a relationship between two or more concepts.)</b></p>
<p>Artists/designers use art to convey stories through shapes, lines, and symbols that reflect the real and art world around them.</p>

Artists/designers collaborate in order to express their different views and to explore others' ideas.
Artists/designers relate art back to things that impact their community and their lives.
Artists/designers use art to better understand other people and themselves through creative expression.

<b>Critical Content: My students will KNOW...</b> <b>(NOT Timeless, Transferrable and Universal. Factual information in the unit [topics] that students must know.)</b>	<b>Key Skills: What my students will be able to DO...</b> <b>(Timeless, Transferrable and Universal. What students will do AND be able to transfer to new learning experiences as a result of learning the unit.)</b>
<ul style="list-style-type: none"> <li>● How to effectively use watercolors, colored pencils, oil pastels, and markers</li> <li>● How to create art that is an expression of themselves</li> <li>● Different techniques involving materials and combining materials</li> <li>● How to coil-build with clay</li> <li>● How to use slip and scour techniques with clay</li> <li>● How to use oil pastels as a resist to watercolor</li> <li>● How to use found objects to create a sculpture with meaning</li> <li>● How artists interact with the world</li> <li>● How to plan and ideate for an art project</li> <li>● How to reflect on their art-making process</li> <li>● How artists/designers approach art-making</li> <li>● How reliquaries/diptychs are created by artists</li> <li>● How to assemble a sculpture made of found objects</li> </ul>	<ul style="list-style-type: none"> <li>● Use art as a tool for self-expression</li> <li>● Experience the world around them through an artist lens</li> <li>● Mix colors to create the color they want to use</li> <li>● Describe how and where an artist makes art in their community</li> <li>● Explain how art can tell different stories</li> <li>● Use sketching to ideate ideas for a project</li> <li>● Use planning to create an effective piece</li> <li>● Use visual elements to determine meaning</li> <li>● Reflect on their art-making process to become better artists</li> </ul>

<b>Vocabulary</b>	Color pencils, oil pastels, markers, watercolor, reliquary, diptych, resist, clay, slip and scour, coil-building, story, illustration, two-dimensional, three-dimensional, gesture, emotion, artist/designers, sculpture, assemblage
<b>Literacy Integration</b>	Each class, we will begin with new vocabulary words. This way, students begin the class knowing what will be worked on and what materials will be used. During our diptych lesson, students were read stories. We integrated literacy into our instruction by making a lesson revolved around literacy, and teaching them new words and phrases every lesson.
<b>Numeracy Integration</b>	Students practiced numeracy through logic and critical thinking. Students were encouraged to problem-solve for every project. During presentations for certain projects, students used logic and critical thinking to interpret visual elements to determine meaning.