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| **Unit of Study** | The Elements of Art & Principles of Design | **Length of Unit** | 2-4 weeks |
| **Essential Questions***Essential Questions are engaging, debatable, and require higher order thinking* | * ttp://s3.amazonaws.com/engrade-myfiles/4077641552963826/lines.jpg**Essential Question: How do the elements of art show expressive features in your artwork (composition)?**
* **Essential Question: Why is it important to know how to incorporate the elements of art in your design?**
* **Essential Question: How does art change our thinking?**
* **Essential Question**
* **Essential Question**
* **Essential Question**
 |
| **CLO***CLO’s for each unit should encompass all 4 Standards and connect to Evidence Outcomes* | * **CLO WEEK of 8/29/16**

SWBAT to create artist trading card samples using the elements of art. Focusing on LINE.**INVENT & DISCOVER to CREATE****STANDARD: 3.6 Plan creation of artwork. Explore various media, materials, and techniques used to create works of art*** **CLO WEEK of**

Evidence Outcomes* **CLO Week of**

Evidence Outcomes* **CLO Week of**

Evidence Outcomes* **CLO Week of**

Evidence Outcomes |
| **LEARNING OBJECTIVES** |
| **Guiding Questions to Build Conceptual Understanding** |
| **My students Understand that…** | **Factual Content** | **Conceptual***Conceptual Questions may mirror Essential Questions* |
| EOA and PD are related to creating a successful piece of artwork/composition. | Explore media, materials and techniques to create artist trading card and samples. | Why is it important to know how to incorporate the elements of art into the principals of design? |
|  |  | What are choices artists must make before beginning to work. |
|  |  | How do different types of line showing feeling or expressions? |
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| **EVIDENCE OF LEARNING** |
| **8/29 DO NOW: In your sketchbook or paper provided practice drawing the types of line you observed for your homework. Label the different types of line. Example: Zigzag, Diagonal, curvy. How do the different types of line make you feel?** |
| **My students will be able to (Do)… YOU DO Teacher I DO… MATERIAL PREPPED AND READY (refer to materials p. 3)**  |
| * Create…different types of line.
* Remind students Level 0: 5-8 minutes to begin Do Now/Reference CLO “what are we learning today?” I can….
* Circulate room with clipboard for checks with DO NOW and homework agenda
* Attendance
* Q&A review of Do Now and Homework assigned
* Pre-Assessment EOA and POD to gather baseline data for SLO
* Sketchbook practice demonstration for drawing different types of line. Show student and teacher examples
* Cards prepped for advanced students ready to begin after practice
* Circulate room to check sketchbook work provide feedback
* Prepare time for reflection (Student Shout Outs about strengths in work and areas of improvement)
* Demo Clean-Up and pick student tables for art jobs
* Positive reinforcements and any reminders as student exit the room for next class.
* Evaluate…their own and other student examples of line.
* Analyze…how artist think about the choices they make before creating artwork (line).
* Apply…media, materials, and techniques to create different styles of line.
* Understand…how lines could have deeper meaning in connection to
* Remember…to pick lines that have personal meaning to them.

ttp://artonlinechampion.weebly.com/uploads/1/8/3/4/18348267/90444_orig.jpg |

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| **EVIDENCE OF LEARNING** |
| **Art-making Media, Skills and Techniques** |
| **My students will be able to (Do)…** |
| **Medium/Media** | **Materials** | **Skills /Techniques** |
| Drawing | Pencil, colored pencil, and marker. | Holding a pencil to create types of line. (Ex. gesture, thick and thin line) |
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| **EVIDENCE OF LEARNING** |
| **Critical Language: Academic vocabulary to be used in oral and written classroom discourse** |
| **Grade students demonstrate ability to apply and comprehend critical language through the following examples:** | CLO: SWBAT to create artist trading card samples using the elements of art. Focusing on LINE. |
| **Academic Vocabulary**  | **Levels 1/2**  | **Levels 3/4** | **Levels 5/6** |
| **Line****Elements of Art (1-6)** | **shading value**  | **gesture** |
| **AGGRESSIVE MONITORING (SEE BELOW)** |
| **Artifacts** | **Student work samples, teacher sample, circulating the room for checking in understanding.** |
| **Formative Assessment** | **Exit Slips, Daily student led mini critiques or demonstrations.** |
| **Summative Assessment** | **Project Based (Effort/Craftmanship) and Artist Statement/Critique** |
| **Rubrics** | **REFER to EOA Rubric in Core+>Art>Lesson folder** |

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| **LEARNING PLAN** |
| **Accommodations** *Students needing academic, cognitive, fine/gross motor and sensory support will work with a partner, team or one-on-one with the teacher. Technical and research/inquiry processes can be modified for both advanced and struggling artists.* |
| **Grade 6.5: Help with fine motor, handwriting (extended time), small group work, visual cues, positive reinforcement, extended time for test or assessment.** **Grade 6.4: Structured sequential approach when learning new concept or for large projects.** |
| **WE DO/Sequencing of tasks** |
| 1. **Do Now Practice-LINE**
2. **Pre-Assessment for EOA and POD**
3. **Rubric & Teacher Demo**
4. **Continued sketchbook practice/advanced learners begin artist trading card for line**
5. **Questions and checks for understanding**
6. **Clean-Up and Shout Outs (Reflecting on what student learned in class related to CLO and strengths in their work for the day along with areas of improvement).**
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| **Resources** |
| **Textbooks & Curriculum** |  |
| **Literature** *(books, magazines, articles)* |  |
| **Artists** *(historical & Contemporary)* | The famous quote by the painter [**Paul Klee**](http://www.widewalls.ch/auctions/paul-klee/) “A line is a dot that went for a walk” expresses the idea of the journey and the movement from one point to the other, which creates the line. |
| **Artworks** *(historical & contemporary)* | **http://www.widewalls.ch/line-art-famous-examples/ KLEE /WARHOL/RILEY** |
| **Denver Public Schools Online Resources** | [DPS Arts Webpage](http://arts.dpsk12.org)[Visual Arts Colorado Academic Standards](http://arts.dpsk12.org/visual-arts/standards/)[Visual Arts Connections at a Glance (Matrix)](http://arts.dpsk12.org/visual-arts/matrix/)[Instructional Tools: CLOs, Units of Study, Vocabulary Index](http://arts.dpsk12.org/visual-arts/instructional-tools/)[LEAP Framework & Visual Art Appendix](http://arts.dpsk12.org/visual-arts/leap/)[Teacher Resources](http://arts.dpsk12.org/visual-arts/teacher-resources/)[Safari Montage](http://safari.dpsk12.org/SAFARI/montage/login/login.php) |
| **Technology** *(websites, power point presentations, Promethean presentations, interactive applications, videos)* | [Brain Pop website](http://www.brainpop.com/artsandmusic/) (user name and password: dpsbrainpop) |