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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).** | |
| **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) |