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| <b>Subject Area:</b> Visual Art                                                                                       | <b>Course:</b> Grade K Art           |                                    |
| <b>Unit 14 Title:</b> Stained Glass Window Symmetry                                                                   | <b>Start:</b><br><b>Date</b><br>June | <b>End:</b><br><b>Date</b><br>June |
| <b>Unit Summary:</b> Students will use tissue paper and cut out black paper to create stained glass inspired artwork. |                                      |                                    |

### Stage 1: Desired Results

#### Massachusetts Learning Standards

##### Creating

1. Generate and conceptualize artistic ideas and work. Experiment with a wide variety of both two- and three-dimensional materials, including recycled/repurposed ones after looking at images from several artists who use those materials. (PK-K.V.Cr.01)
2. Organize and develop artistic ideas and work. Focus on and pursue a process or idea to completion when experimenting with a wide variety of art materials. (PK-K.V.Cr.02)
3. Refine and complete artistic work. Investigate more than one artistic idea using the same medium. (PK-K.V.Cr.03)

##### Presenting

4. Select, analyze and interpret artistic work for presentation. Create an image or object and describe what it represents. (PK-K.V.P.04)
5. Develop and refine artistic techniques and work for presentation. Select and share a product created through experimentation with materials. (PK-K.V.P.05)

##### Responding

7. Perceive and analyze artistic work. With prompting and support, identify similarities between multiple pieces of art. (PK-K.V.R.07)

##### Connecting

11. Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. With support, identify different types of artwork (e.g., paintings, sculpture, performance, fiber) within their community. (PK-K.V.Co.11)

| <b>Transfer (Authentic, relevant application of learning to new situations)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Students will be able to independently use their learning to...</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Meaning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Enduring Understandings</b></p> <p><b>Students will understand that...</b></p> <ul style="list-style-type: none"> <li>• Artists develop their practice by taking risks and exploring new ideas.</li> <li>• Art can be made from a variety of materials and techniques, and each material offers unique opportunities for expression.</li> <li>• The use of color, line, shape, and texture can create a range of effects in art, from creating depth and perspective to conveying emotion and mood.</li> <li>• Art can be inspired by a variety of sources, including literature, nature, and other artists.</li> </ul> | <p><b>Essential Questions</b></p> <p><b>Students will consider...</b></p> <ul style="list-style-type: none"> <li>• How do artists develop their practice over time, and what are some strategies for exploring new ideas?</li> <li>• Why might it be challenging for artists to begin a new project, and what strategies can they use to overcome these challenges?</li> <li>• What are some techniques and materials that can be used to create different effects in art?</li> <li>• How can art be inspired by literature, nature, and other sources?</li> <li>• How does the use of color, line, shape, and texture contribute to the overall effect of a work of art?</li> <li>• What are some ways in which art can communicate emotions and ideas to viewers?</li> <li>• How can art be used to express one's identity and personal experiences?</li> </ul> |
| <b>Acquisition</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Knowledge</b></p> <p><b>Students will know...</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Skills</b></p> <p><b>Students will be skilled at...</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |