



# Unit Planner: Shape/Form

## Art 4

\*Archdiocesan Essential Curriculum > 2020-2021 > Grade 4 > Visual & Performing Arts > Art 4 (BP) > Week 25 - Week 32

| Stage 1: Desired Results                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>General Information</b><br><br>In this unit, students will be introduced to positive/negative shape and repetition.                                                                                                                                                                                    | <b>Essential Question(s)</b> <ul style="list-style-type: none"><li>• How do positive and negative shapes affect works of art?</li><li>• How do images influence our views of the world?</li></ul>                                                                                                       |
| <b>Enduring Understandings and Knowledge</b><br><b>Students will understand...</b> <ul style="list-style-type: none"><li>• the relationship between positive and negative shapes.</li></ul> <b>Students will know...</b> <ul style="list-style-type: none"><li>• the names of shapes and forms.</li></ul> | <b>Skills</b> <ul style="list-style-type: none"><li>• use line to create an enclosed space called shape</li><li>• create a form from a shape</li><li>• use positive and negative shape in artwork</li><li>• create a pattern by repeating shapes</li><li>• Identify various shapes and forms.</li></ul> |
| <b>Connections to Catholic Identity / Other Subjects</b><br><br><u>Math</u> - <ul style="list-style-type: none"><li>• Geometry, pattern, repetition</li></ul>                                                                                                                                             | <b>Vocabulary</b><br>2-dimensional<br>3-dimensional<br>circle<br>cone<br>cube<br>cylinder<br>depth<br>geometric<br>height<br>negative shape<br>organic<br>oval<br>pattern<br>positive shape<br>pyramid<br>rectangle<br>repetition<br>sphere<br>square<br>symmetry<br>triangle<br>width<br>symmetry      |
| <b>Standards &amp; Frameworks Addressed</b><br><b>MD: Fine Arts: Visual Art (2017)</b><br><b>MD: Grades 3-5</b>                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                         |
| <b>Creating</b><br><b>Anchor Standard 2 Organize and develop artistic ideas and work.</b>                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                         |

**Enduring Understanding:**

- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- People create and interact with objects, places, and design that define, shape, enhance and empower their lives.

**Essential Question:**

- How do artists work?
- How do artists and designers learn from trial and error in a safe and healthy environment?
- What responsibilities come with the freedom to create?
- How do objects, places, and design shape lives and communities?
- How do artists and designers determine goals for designing and redesigning objects, places or systems effectively?

I:3-5:1: Develop and experiment in the creation and design of artworks. Investigate a variety of ways that artists and designers develop ideas in response to personal meaning. Expectations

E:3-5:2: Identify, describe and visually represent places and/or objects that are personally meaningful.

**Presenting**

**Anchor Standard 4 Analyze, interpret, and select artistic work for presentation.**

**Enduring Understanding:**

- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

**Essential Question:**

- How are artworks cared for and by whom?
- What criteria, methods, and processes are used to select work for preservation and presentation?
- Why do people value objects, artifacts, and artworks, and select them for presentation?

I:3-5:1: Make judgments and decisions to justify which works of art express ideas about self, other people, places, and events that will be meaningful in presentations. Expectations

E:3-5:2: Develop and apply criteria for evaluating a collection of artwork for presentation. Make judgments and decisions for appropriate museums and galleries for specific works.

**Anchor Standard 5 Develop and refine artistic work for presentation.**

**Enduring Understanding:**

- Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

**Essential Question:**

- What methods and processes are considered when preparing artwork for presentation or preservation?
- How does refining artwork affect its meaning to the viewer?
- What criteria are considered when selecting work for presentation, a portfolio, or a collection?

E:3-5:1: Using logical and responsible methods, prepare art for adjustments in presentation for various locations and formats.

**Anchor Standard 6 Convey meaning through the presentation of artistic work.**

**Enduring Understanding:**

- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

**Essential Question:**

- What is an art museum?
- How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?
- How do objects, artifacts, and artworks collected, preserved, or presented cultivate appreciation and understanding?

I:3-5:1: Make judgments and decisions to determine ways in which works of art express ideas about self, other people, places, and events.

**Responding**

**Anchor Standard 7 Perceive and analyze artistic work.**

**Enduring Understanding:**

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- Visual imagery influences understanding of and responses to the world.

**Essential Question:**

- How do life experiences influence the way you relate to art?
- How does learning about art impact how we perceive the world?
- What can we learn from our responses to art?
- What is an image?
- Where and how do we encounter images in our world? How do images influence our views of the world?

I:3-5:2: Act on Creative ideas to support which artworks represent what people see, know, feel, and imagine.

**Anchor Standard 9 Apply criteria to evaluate artistic work.**

**Enduring Understanding:**

- People evaluate art based on various criteria.

**Essential Question:**

- How does one determine criteria to evaluate a work of art?
- How and why might criteria vary?
- How is a personal preference different from an evaluation?

E:3-5:2: Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural context.

**Connecting**

**Anchor Standard 10 Synthesize and relate knowledge and personal experiences to make art.**

**Enduring Understanding:**

- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

**Essential Question:**

- How does engaging in creating art enrich people's lives?
- How does making art attune people to their surroundings?
- How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

E:3-5:1: Observe and interpret cultural traditions and surroundings in new ways by creating art.