



Unit Planner: Texture

Art 3

*Archdiocesan Essential Curriculum > 2020-2021 > Grade 3 > Visual & Performing Arts > Art 3
(BP) > Week 17 - Week 24

Stage 1: Desired Results	
General Information In this unit students will be introduced to “texture” that is both real and simulated.	Essential Question(s) What are textures? What is a real texture? What are simulated textures?
Enduring Understandings and Knowledge Students will know... <ul style="list-style-type: none"> the differences between textures what different textures look like how different textures feel Students will understand... <ul style="list-style-type: none"> how to create texture that is real and touchable. how to create simulated texture through artistic illusion. 	Skills <ul style="list-style-type: none"> create artwork with materials that are touchable/real textures. Students will use techniques that create simulated textures. apply the best method for texture in his/her artwork.
Connections to Catholic Identity / Other Subjects ELA <ul style="list-style-type: none"> textures are great ways of showing description in stories. Social Studies <ul style="list-style-type: none"> textures are used in topography. 	Vocabulary fluffy pointy rough sharp slimy smooth soft spikey
Standards & Frameworks Addressed MD: Fine Arts: Visual Art (2017) MD: Grades 3-5	
Creating Anchor Standard 2 Organize and develop artistic ideas and work. Enduring Understanding: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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?

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

Anchor Standard 3 Refine and complete artistic work.

Enduring Understanding:

- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time to strive for mastery.

Essential Question:

- What role does persistence play in revising, refining and developing work?
- How do artists grow and become accomplished in art forms?
- How does collaboratively reflecting on a work help us experience it more completely?

E:3-5:2: Use art vocabulary to create an artist statement that supports artistic decisions and meaning.

Presenting

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.

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:3-5:1: Analyze similarities and differences between the elements of art in observed form.

Anchor Standard 8 Interpret intent and meaning in artistic work.

Enduring Understanding:

- People gain insights into meanings or artworks by engaging in the process of art criticism.

Essential Question:

- What is the value of engaging in the process of art criticism?
- How can the viewer “read” a work of art as text?
- How does knowing and using visual art vocabularies help us understand and interpret works of art?
- 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?

I:3-5:1: Analyze media, develop and apply criteria to personally created works as well as the artwork of others. Experiment with the elements of art and principles of design.

E:3-5:2: Interpret art through contextual information.

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:3-5:1: Evaluate and apply a set of criteria to evaluate more than one work of art.

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?

I:3-5:1: Act on creative ideas to connect personal experiences and knowledge to visually represent what people see, know, feel, and imagine.

Anchor Standard 11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**Enduring Understanding:**

- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Essential Question:

- How does art help us understand the lives of people of different times, places, and cultures?
- How is art used to impact the views of a society?
- How does art preserve aspects of life?

I:3-5:1: Reason effectively to understand the role of art as an essential aspect of history, society, culture, and human experience.