



# Unit Planner: Elements of Art and Design

## Art 1

\*Archdiocesan Essential Curriculum > 2020-2021 > Grade 1 > Visual & Performing Arts > Art 1 (BP) > Week 5 - Week 25

### Elements of Art and Design

Stage 1: Desired Results	
<b>General Information</b>  Students will explore creative processes through the elements of art and design, and examine how those elements contribute to the quality of artworks by others.	<b>Essential Question(s)</b> <ul style="list-style-type: none"><li>• How do the ways that we organize and display art shape how we see art?</li><li>• How do artists (including us!) use the elements of art and design to make artwork?</li><li>• Where do we see the elements of art and design in nature and our daily lives?</li></ul>
<b>Enduring Understandings and Knowledge</b>  <b>Students will understand...</b> <ul style="list-style-type: none"><li>• how display and organizational choices impact our collective understanding of art.</li></ul> <b>Students will know...</b> <ul style="list-style-type: none"><li>• the elements of art and design in isolation, and in past and current works.</li><li>• the presence of the elements of art and design in their creative process.</li></ul>	<b>Skills</b> <ul style="list-style-type: none"><li>• identify some elements of art and design</li><li>• define the elements of art and design in age appropriate terms</li><li>• use the elements of art and design in their artwork</li><li>• describe how artwork is presented (museums) influence meaning</li><li>• discuss artists and their various works of art</li></ul>
<b>Connections to Catholic Identity / Other Subjects</b>  <u>Religion</u>  Students can recognize the use of elements of art and design in sacred spaces and artworks.  <u>ELA</u>  Illustrations in books at all grade levels contribute to meaning.  <u>All Content Areas</u>  Virtual field trips to museums to show how artwork is presented to influence meaning.	<b>Vocabulary</b> classify communicate create design element meaning museum
<b>Standards &amp; Frameworks Addressed</b> <b>MD: Fine Arts: Visual Art (2017)</b> <b>MD: Pre-K - 2</b> <b>Creating</b> <b>Anchor Standard 1 Generate and conceptualize artistic ideas and work.</b>	

**Enduring Understanding:**

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with tradition in pursuit of creative art-making goals.

**Essential Question:**

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors prevent or encourage people to take creative risks?
- How does collaboration expand the creative process?
- How does knowing the contexts of histories and traditions of forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?

I:P-2:1: Think creatively about self, others, places, and events. Experiment with design elements/principles such as; colors, line, and shapes. Make use of ideas to communicate about self, others, places, and events.

**Presenting**

**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:P-2:1 Through the analysis of artworks and a variety of sources of information; communicate clearly to identify and compare reasons why artists create and display art.

E:P-2:1: Explain what a museum does to shape ideas, beliefs, and experiences.

E:P-2:2: Identify the roles and responsibilities of people who work and visit museums as well as other venues.

**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:P-2:2: Communicate clearly how to determine how selected artwork represents what people see, know, feel, and imagine.

I:P-2:3: Creatively play with the elements of art and principles of design to develop compositions that are personally meaningful.

E:P-2:1: Identify and describe art in the environment.

E:P-2:2: Compare and/or contrast characteristics of the natural world and constructed environments.

**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:P-2:1: Use vocabulary to explain preferences about artwork and classify art based on criteria.

Copyright © 2015 MSDE.