

Unified Art Course Map

Course Title: Unified Art 773

Students will explore and engage with a variety of mediums and materials to provide an opportunity for self expression and introduction to artistic problems and visual communication.

Essential Question (for Course) What conditions, attitudes, and behaviors support creativity and innovative thinking? How does collaboration expand the creative process? How do life experiences influence the way you relate to art? How does engaging in creating art enrich people’s lives?

POG: The Visual Arts challenge students to use critical thinking and problem solving skills to develop and address artistic problems.

Explanation of what is needed in this area	Unit 1: Material Exploration: Dot Markers Elements of Art: Line, Shape, Color Concept/ Skill Focus: Elements of Art - Line - Shape - Color Cityscape	Unit 2: Elements of Art: Value & Space Concept/ Skill Focus: Elements of Art - Space - Value Landscape Introduction to -Foreground -Middle Ground -Background	Unit 3: Elements of Art: Texture Concept/ Skill Focus: Element of Art Texture	Unit 4: Basic Forms Concept/ Skill Focus: Element of Art Form Line→Shape→Form Geometric Forms	Unit 5: Introduction to Drawing and Painting Concepts *Embed Color Theory Concept/ Skill Focus: Value 5 principles of shading Graphite Color Theory Color Wheel Color Scheme - Monochromatic - Analogous Color Pencil Tempera Layering Tints / Shades Overlapping Still Life	Unit 6: Collaborative Mural Concept/ Skill Focus: Elements of Art (7) Line Shape Value Form Color Space Texture (Implied) Positive Group Identity Through Collaboration	Visual Literacy (Embedded within each unit’s Learning Activity.)
Essential Question	(VA.Cr.1) What conditions, attitudes, and behaviors support creativity and innovative thinking?	(VA.Cr.1) What conditions, attitudes, and behaviors support creativity and innovative thinking?	(VA.Cr.1) What conditions, attitudes, and behaviors support creativity and innovative thinking?	VA.Cr.1) What conditions, attitudes, and behaviors support creativity and innovative thinking?	(VA.Cr.2.) How do artists and designers learn from trial and error?	(VA.Cn10.1.8a) 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 artmaking?	(VA.Re.8) How does knowing and using visual art vocabularies help us understand and interpret works of art?

	Anchor Standard 1: Generate and conceptualize artistic ideas and work. VA:Cr.1.1.Ia: Use multiple approaches to begin creative endeavors. POG: Critical and creative problem solving	Anchor Standard 1: Generate and conceptualize artistic ideas and work. VA:Cr.1.1.Ia: Use multiple approaches to begin creative endeavors. POG: Critical and creative problem solving	Anchor Standard 1: Generate and conceptualize artistic ideas and work. VA:Cr.1.1.Ia: Use multiple approaches to begin creative endeavors. POG: Critical and creative problem solving	Anchor Standard 1: Generate and conceptualize artistic ideas and work. VA:Cr.1.1.Ia: Use multiple approaches to begin creative endeavors. POG: Critical and creative problem solving	Anchor Standard 2: Organize and develop artistic ideas and work. VA:Cr2.1.IIa: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. POG: Critical and creative problem solving	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art VA:Cn10.1.8a Make art collaboratively to reflect on and reinforce positive aspects of group identity. Anchor Standard 3: Refine and complete artistic work. VA:Cr3.1.Ia: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. POG: Initiative and perseverance	Anchor Standard 8: <u>Interpret</u> intent and meaning in artistic work. VA:Re8.1.IIa <u>Identify</u> types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. Anchor Standard 9: <u>Apply</u> criteria to evaluate artistic work. VA:Re.9.1.Ia: <u>Establish</u> relevant criteria in order to evaluate a work of art or collection of works POG: Analyze and construct arguments based on evidence
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What are the skills students needed to reach the standard(s) in this unit Use standard verbs / language to address skills (unwrap standard)\ How will you measure this?	Generate / conceptualize artistic ideas and work	Generate / conceptualize artistic ideas and work	Generate / conceptualize artistic ideas and work	Organize and develop artistic ideas and work	Organize and develop artistic ideas	Generate and conceptualize artistic ideas	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) Develop skills / strategies when critiquing works of art. Demonstrate the 4 step process of critiquing an artwork using the Feldman Technique. Make an argument supported by specific details from a work of art. Evaluate a work of art based on supporting details.
	Use multiple approaches	Use multiple approaches	Use multiple approaches	Engage in making a work of art	Develop acquisition of techniques to explore, communicate and develop technical skills (observational drawing)	Choose materials and methods to plan art	
	Identify, discuss, and demonstrate the elements and principles of art.	Identify, discuss, and demonstrate the elements and principles of art.	Identify, discuss, and demonstrate the elements and principles of art.	Practice acquisition of techniques to explore, communicate and develop technical skills (observational drawing)	Develop fundamental skills and techniques that demonstrate their understanding of media techniques	Refine and complete artistic work.	
				Practice fundamental skills and techniques that demonstrate their understanding of media	Develop the 5 steps of the Creative Process	Examine, reflect on, and plan revisions in progress	
					Synthesize knowledge with art making approaches	Demonstrate acquisition of skills and knowledge in a chosen art form.	
						Reflect on, re-engage, revise, and refine ideas and techniques for an art work or series of works.	
						Choose relevant criteria to communicate personal artistic vision for works of art.	
						Synthesize knowledge with art making approaches	
						Demonstrate the 5 steps of the Creative Process	

What content will you use to teach for these standard(s) Use the standard(s) nouns / language (unwrap standard)	Visual images depict a wide range of subjects and skill levels to represent all learning and developmental levels	Introduction to the creative process (5 steps of creative process)	Introduction to the creative process (5 steps of creative process)	Artistic progress is often characterized by cycles of experimentation.	Artists experiment with forms, structures, materials, concepts, media, and art-making approaches.	Media, techniques, composition and use of visual language affect the overall meaning in an artwork or series of works.	Visual images that depict a wide range of subjects
	Artists use elements and principles to visually communicate.	Artists use elements of art and principles of design to organize visual communication.	Artists use elements of art and principles of design to organize visual communication.	Artists explore, build and develop technical skills through observation	Artists learn from trial and error.	Organization and creative process strategies as well as reflecting and revising are important in creating a successful work of art.	Using appropriate vocabulary to accurately discuss art
	Artists use elements of art and principles of design to organize visual communication.	Visual images depict a wide range of subjects and skill levels to represent all learning and developmental levels	Visual images depict a wide range of subjects and skill levels to represent all learning and developmental levels		Artists use the creative process to determine growth and effective visual communication.	Artists are able to identify and use criteria to plan, analyze and assess how to create successful works of art.	Art has been created for a variety of reasons by all people around the world since the beginning of time.
	Artists collect work in order to reflect on artistic practice and growth	Artists use elements of art and principles of design to organize visual communication.	Artists use elements of art and principles of design to organize visual communication.				Artists use elements and principles to visually communicate.
		Artists collect work in order to reflect on artistic practice and growth	Artists collect work in order to reflect on artistic practice and growth				Modeling Feldman technique through viewing artwork

Timeline for unit* <i>*units may be adjusted based on the needs of the students</i>	School Weeks: 1-3 Block Class: 8 Total #: 3 weeks 8/28 - 9/15	School Weeks: 4-6 Block Class: 8 Total #: 3 weeks 9/18 - 10/6	School Weeks: 7-9 Block Class:8 Total #: 3 weeks 10/10 - 10/27	School Weeks: 10-12 Block Class: 8 Total #: 3 weeks 10/30 - 11/17 *10/30 end of Q1	School Week: 12-14 Block Class: 8 Total #: 3 weeks 11/20 - 12/15	School Week: 15-18 Block Class: Total #: weeks 12/18-1/17 *1/17 end of Q2/S2	Embedded with all units
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