

Jay Curriculum: Unit Cover Page

Unit title: 2-D

Grade Level: K-2

Content Area(s): Art

Date Created:

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Year 1 Map & Template Development

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

Year 4

- Full Implementation
- Benchmarks Established

Year 2 Piloting

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

Year 3 Review & Complete Assessment

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Standard(s)/Performance Indicators:

- A 1, 2, 3, 4, 7, 8, 9, 10, 13, 14
- B 1, 2, 3, 4, 5
- C 1, 2, 3

Unit: 2-D – K-2

Brief Summary of Unit/Topic

Summary:

Students receive instruction in techniques and the use and care of materials. They will recognize that the elements and principles used in painting/drawings can affect the viewer.

Students also begin to critique their own work and work of their peers.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

Using mediums: chalk, tempera, watercolor, printing (mono, block), pencil paper, collage, marker, pastels

Elements and principles used in artwork. Artwork is influenced by what is around the artist.

Students will know:

Vocabulary: portrait, self portrait, printing, primary colors, patterns, warm/cool colors, texture, landscape, still life, mural, Nerika (yarn painting)

Students will be able to:

1. Mix primary colors to achieve secondary
2. Recognize selected, famous artwork and artists
3. Make cards, props/scenery for a performance
4. Recognize works with Mexican influence
5. Use specific elements/principles to complete an artwork

Enduring Understanding/s:

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? Y, N, or N/A	Component of Local Assessment System? Y or N (See aligned scoring guide .)
Drawing	A1-4, 8-10, 13, 14; B5; C1, 2			
Painting	A1-4, 7-10; B1, 2, 4, 5; C1, 2			
Pastels	A1-4, 7, 8, 13, 14; C1, 2			
Collage	A1-4, 8-10, 13, 1114; B1, 2, 4, 5; C1, 2			
Chalk	A1-4, 8, 13, 14; C1, 2			
Printing	A1-4, 8, 13, 14; C1, 2			
OTHER				
Completed pieces will be done by students. Teacher rates artwork based on lesson objectives				
STUDENT SELF ASSESSMENT				
Verbal as part of each lesson				

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

Using various mediums to complete a picture in conjunction to classroom studies.

REFERENCES: