

# Jay Curriculum: Unit Cover Page

**Unit title:** Art in Everyday Experience

**Grade Level:** K-4

**Content Area(s):** Visual Art

**Date Created:**

**Designed By:**

**Year 1  
Map & Template Development**

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

**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

**Year 4**

- Full Implementation
- Benchmarks Established

**Standard(s)/Performance Indicators:**

K-2  
A 1, 4, 9, 11  
C 4

3-4  
A 1-5  
B 1  
C 1, 4, 7

**Unit:** Art in Everyday Experience

**Brief Summary of Unit/Topic**

**Summary:**

Students study the elements and principles and it's use in advertisements, architecture and careers.

K-4 – Computers Design

4 – Gargoyles/Arch.; Advertising; Careers in Art

**Stage #1: Identify Desired Results**

**Essential Question/s:**

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

Art can be used to convey ideas and feelings by deliberately using elements and principles. This will influence people inc choosing their environment and products. Many careers use art directly and indirectly.

**Students will know:**

Elements

Principles

Careers using art skills

**Students will be able to:**

Use elements and principles to manipulate ideas and feelings

**Enduring Understanding/s:**

Art can influence people in everyday life. Many careers use art.

## 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: <b>ELA: C- 1,2,3</b> <b>Science: B- 3,5,7</b> <b>SS His: H- 2</b>	<u>Modalities</u> <b>K</b> =Kinesthetic <b>O</b> =oral <b>V</b> =visual <b>W</b> =written	Are <u>examples</u> available to students? ? <b>Y, N, or N/A</b>	Component of Local Assessment System?  <b>Y or N</b> (See <a href="#">aligned scoring guide</a> .)
Computer Design (K-2)	A1, 4, 9; C4			
Gargoyles/Architecture (3-4)	A1-5; B1; C4			
Advertising (3-4)	A1-4; C1, 4, 7			
Computer Design (3-4)	A1-4; C1, 7			
Careers in Art (3-4)	A2-5			
Attending an Art Museum (K-2)	A9, 11, 13; C1,3			
QUIZZES, TESTS, PROMPTS				
Final products in each lesson				
OTHER				
Oral discussions				
Teacher observation and rating 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):**

1. Viewing pictures of different forms of architecture – making part of a cathedral.
2. Viewing ads in conjunction with discussion
3. Making collage of ads using elements and principles
4. Designing own ad
5. Researching careers, making a poster/book to summarize skills needed, field using art, etc.

### **REFERENCES:**