

Jay Curriculum: Unit Cover Page

Unit title: Artists

Grade Level: K-4

Content Area(s): 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 3, 8, 13, 14
B 1
C 1, 2

3-4
A 1, 3, 5
B 1, 2, 4
C 4

Unit: Artists

Brief Summary of Unit/Topic

Summary:

Artists – their works and biography are presented to students. They then copy the artists' style or incorporate techniques into a picture of their own.

Van Gogh, Faith Rengold, Homer, O'Keefe, Rockwell, Rousseau, Picasso, Gr. 4 Artist Research

Stage #1: Identify Desired Results

Essential Question/s:

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

1. Artists offer a vast difference in painting/sculpture techniques, and subjects
2. Artists are influenced by their times

Students will know:

1. Specific artists names and visually identify works to the artist
2. Different time periods and artists/works/ and techniques for each period

Students will be able to:

1. Identify the artist by viewing a picture
2. Tell about an artists life
3. Identify an individual artists technique

Enduring Understanding/s:

Different works by artists are influenced by the times. They have unique styles, techniques and subjects.

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 <u>aligned scoring guide</u> .)
Faith Ringold	(K-2) A3, 8, 13; B1, C1; (3-4) A2, 3; B1, 2; C4			
Homer	(3-4) A1, 5; B1, 2, 4; C4			
Wyeth	(3-4) A1, 5; B1, 2, 4; C4			
O'Keefe	(3-4) A1, 3; B1, 2; C4			
Rockwell	(3-4) A1, 3, 5; B1, 2; C4			
Rousseau	(K-2) A3, 8, 13; B1, C1, 2			
Picasso/DeKooning	(K-2) A3, 8, 13, 14; B1; C1, 2			
Gr. 4 Artist Research	A1, B1, B4 C4			
QUIZZES, TESTS, PROMPTS				
Finished products for each lesson				
Gr. 4 Artist Research has a written piece as well as a painting				
Rubric grading on research				
OTHER				
Oral discussions, evaluations				
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. Students will view videos on artists talking about their life and work.
2. View major pieces and make artwork using specific influences and techniques
3. Teacher will read stories about artists' lives
4. Research artists of interest and report on his life. Study artists' style and techniques – make a reproduction.

REFERENCES: