Unit 1: Creating

Content Area: **Fine Arts**
Course(s):
Time Period: **Trimester 1**
Length: **full year**
Status: **Published**

Summary

Introduction

Students will demonstrate an understanding of the elements of art and principles of design by creating. Active participation in the arts leads to a comprehensive understanding of the creative process. At this age, students are developing critical and creative thinking and learning a variety of materials and techniques under age-appropriate instruction that allows for different learning styles and instruction. Visual art concepts introduced in earlier grades are reinforced and higher level ideas and concepts are presented as well. Students will simultaneously be experimenting and strengthening art-making technical skills while also working on skills such as analyzing, exploring, perceiving, and responsible decision-making.

Revision Date

July 2026

Standards

Information Literacy

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

1.5.2.Cr	Creating
1.5.2.Cr1	Generating and conceptualizing ideas.

	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
	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, histories, and traditions of art 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?
	Explore
1.5.2.Cr1a	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
1.5.2.Cr2	Organizing and developing ideas.
	Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.
	How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
	Investigate
1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
1.5.2.Cr2c	Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
1.5.2.Cr3	Refining and completing products.
	Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.
	Reflect, Refine, Continue
1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

Essential Questions/Enduring Understandings

Essential Questions

- What is art?
- 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?

- What responsibilities come with the freedom to create?
- How do artists care for and maintain tools, equipment, and materials? Why is it important to understand and follow specific safety and health procedures when handling equipment?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
- What are the elements of art and principles of design? How do they affect art-making?
- How do we communicate through art? Where do artists get their ideas?
- Why do we create art? How do we make art?

Enduring Understandings

Students will experiment, explore, and engage in art-making, working with developing ideas and utilizing the elements of art and principles of design to create their own art. Creativity and innovation are skills that can be developed. Artists have independent pursuits in art-making goals and investigations, and artists experiment with materials, forms, structures, concepts, mediums, etc. Creating is a balance of experimentation and safety.

Students Will Know/ Students Will be Skilled At

Content Area Knowledge

- Students will know how to care for and use materials and tools safely and properly.
- Students will know to utilize their own ideas and opinions to create art.
- Students will know to utilize problem-solving to create art and answer art questions.
- Students will know self-discipline and self-awareness is essential in art-making.
- Students will know the elements of art and principles of design.
- Students will know shapes and forms and how they relate to 2D and 3D art.
- Students will know tertiary colors and their relationship to primary and secondary colors in the color wheel.
- Students will know variations of tints and shades of a hue color.
- Students will know radial and bilateral symmetry in nature and art.
- Students will know proportion as a way to appropriately demonstrate size and scale of an object.

- Students will know spatial relationships of objects through an understanding of overlapping shapes and utilizing different sizes.

- Students will know line quality: expressive lines, contour lines, gestural lines, etc.

Skills

- Students will be skilled at identifying elements of art and principles of design that are evident in everyday life.

- Students will be skilled at identifying works of art in various mediums that use the same elements of art and/or principles of design.

- Students will be skilled at planning and organizing projects using the creative process including problem-solving, sketching, researching, and implementing concepts and ideas.

- Students will be skilled at using lines as a foundation for art-making in both 2D and 3D work.

- Students will be skilled at mixing and applying primary and secondary colors and placing them on a color wheel.

- Students will be skilled at understanding and employing geometric and organic shapes to build 2D and 3D art.

- Students will be skilled at making connections in art between color and emotions/meaning.

- Students will be skilled at developing knowledge of size, scale, and proportion of objects to demonstrate depth and placement of an object.

- Students will be skilled at recognizing spatial decisions in an artwork's composition.

- Students will be skilled at basic drawing skills and techniques.
- Students will be skilled at basic painting and printing skills.
- Students will be skilled at basic 3D sculpture assembling techniques.

Learning Plan

- Present and discuss essential questions, making connections to these questions throughout the unit.
- Gauge student knowledge of elements of art and principles of design in the beginning of the unit.
- Experience and identify elements of art and principles of design through various artwork examples and lessons. Ensure these examples feature diverse, global artists to expose students to various cultural perspectives and art histories.
- Discuss organic vs. geometric shapes. Identify shapes and forms and present examples of artwork that utilize each.
- Discuss color theory. Review primary and secondary colors, warm and cool colors. Introduce and identify tertiary colors, shades, tints, and hues.

- Discuss 2D and 3D art. Identify the difference and experiment with both. Utilize the provided Chromebooks and Smartboard to take virtual museum tours, allowing students to observe large-scale 3D sculptures and installations.
- Introduce and integrate concepts in 2D and 3D artworks to best represent elements of art and principles of design. Utilize 2D and 3D concepts in art-making.
- Introduce radial and bilateral symmetry. Employ symmetry in art-making practices.
- Provide opportunities for students to share prior knowledge through small groups, pairs, etc.
- Create a safe space for discussion and debate about artwork and critique.
- Allow for brainstorming activities to aid the creative process.
- Design a range of themes to appeal to all students and encourage students to recognize art is all around us.

Evidence/ Performance Tasks

- Pre-assess student knowledge and understanding of elements of art and principles of design through student artwork in the beginning of the school year.
- Ongoing assessment of both process and product of individual 2D and 3D work.
- Formative assessment through verbal and visual check-ins, Google Forms, exit slips, informal peer check-ins.
- Communication through discussion, critique, and dialogue of artwork.
- Collaboration and dialogue with peers about process, product, and opinions on artwork.
- Rubrics provided as needed for craftsmanship, student objectives, etc.
- Summative Assessment: A culminating "Art Show" or portfolio where students curate their favorite 2D and 3D creations, presenting them to peers while actively using the learned art vocabulary to explain their creative process.

Materials

Classroom sets per school of the following:

- Pencils
- Erasers
- Markers
- Crayons

- Colored pencils
- Oil pastels
- Chalk
- Watercolors
- Tempera paint
- Washable tempera cakes
- Glue bottles
- Glue sticks
- Cups
- Paper towels
- Sharpies
- Scissors
- Clay
- Tape
- Modeling dough
- Fabric
- Yarn
- Found objects and recycled classroom materials to support lessons
- Tools
- Various paper: construction paper, drawing paper, watercolor paper, newspaper, magazines, etc.
- Chromebooks

At least one per school of the following:

- Document camera
- Color printer
- Smartboard

Resources:

- Color wheel
- Sample artworks
- Art and Education publications: Access to age-appropriate digital art applications (e.g.,

Google Canvas) and links to virtual museum exhibits.

Integrated Accommodations and Modifications

Click HERE to view K-2 Art Accommodations and Modifications.