Unit 4: Responding

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

Summary

Introduction

In this unit, students will respond to artistic ideas in both artmaking and critique. Students will develop an awareness of the arts and their ability to address universal themes. Students will also utilize mindfulness and SEL topics to respond in an appropriate and personal manner. By providing a varied approach with exposure through demonstrations, analysis, dialogue, etc., students are equipped with the tools they need to respond to visual art.

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.Re	Responding
1.5.2.Re7	Perceiving and analyzing products.
	Perceive
1.5.2.Re7a	Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.

1.5.2.Re7b	Describe, compare and categorize visual artworks based on subject matter and expressive properties.
1.5.2.Re8	Interpreting intent and meaning.
	People gain insights into meanings of artworks by engaging in the process of art criticism.
	Interpret
1.5.2.Re8a	Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.
1.5.2.Re9	Applying criteria to evaluate products.

Essential Questions/ Enduring Understandings

Essential Questions

- Where and how do we encounter imagery? How do images influence our view or perspective of the world?

- How can a viewer "read" a work of art?
- How does learning about art impact how we perceive the world?
- How do our life experiences influence the way we relate to art?
- How do we evaluate a work of art? How do our criteria to determine how "valuable" a work of art is differ?
- What can we learn from our response to art?

Enduring Understandings

To respond to art, we must understand and evaluate how the arts convey meaning. Artists perceive and analyze art by interpreting meaning, intent, and applying specific criteria to evaluate art.

Students Will Know/ Students Will Be Skilled At

Content Area Knowledge

- Students will know images have representations and meanings.

- Students will know a message is communicated through an image.
- Students will know criteria are used to respond to art.
- Students will know the arts convey meaning.
- Students will know visual imagery influences understanding of and responses to the world.
- Students will know the process through which people gain insight into the meaning of art is called art criticism.

Skills

- Students will be skilled at recognizing choices made by artists and designers.
- Students will be skilled at applying specific or set criteria to evaluate artwork.
- Students will be skilled at making informed decisions about what processes, materials, and techniques an artist used to create a work of art.
- Students will be skilled at interpreting art based on subject matter, mood, visual elements, and medium.
- Students will be skilled at determining a message conveyed through an artwork.
- Students will be skilled at analyzing art.

Learning Plan

- Present and discuss essential questions, making connections to these questions throughout the unit.
- Discuss the process of evaluating art and identify subject matter, mood, visual elements, and medium.
- Discuss criteria used to evaluate art.
- Introduce art and allow students to convey its meaning.
- Provide specific criteria and allow students to evaluate specific artwork.
- Introduce artworks and have students identify personal and specific choices made by the artist(s).
- Allow students to respond to each others' artwork after creating and facilitate a discussion.
- 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.
- Use emotion or moods boards (or similar activities) to help younger students connect specific colors, lines, and subjects in an artwork to their own feelings and SEL vocabulary.
- Utilize "Mindful Looking" exercises, where students silently observe an artwork for 60 seconds while focusing on their breathing before sharing observations.

Evidence/ Performance Tasks

- Pre-assess student knowledge and understanding of evaluating artwork in the beginning of the unit.

- Ongoing assessment of evaluating art.
- 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 student objectives, specific criteria, etc.

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
- 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

Integrated Accommodations and Modifications

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