3-5 Art: 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 understand the cognizance of the arts and its 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 2022

Standards

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

1.1	Recognize one's feelings and thoughts
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
3.1	Recognize and identify the thoughts, feelings, and perspectives of others
3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
4.1	Develop, implement and model effective problem-solving, and critical thinking skills
4.2	Identify the consequences associated with one's actions in order to make constructive choices
4.3	Evaluate personal, ethical, safety, and civic impact of decisions
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).
1.5.5.Re7a	Speculate about artistic processes. Interpret and compare works of art and other responses.
1.5.5.Re7b	Analyze visual arts including cultural associations.
1.5.5.Re8a	Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
9.4.5.TL.4	Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).

1.5.5.Re9a	Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
LA.SL.5	Speaking and Listening
	Presentation of Knowledge and Ideas

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 does 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 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.

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 3-5 Art Accommodations and Modifications.