# 3-5 Art: Unit 3 - Connecting

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

## Summary

### Introduction

Students will practice making connections in personal artmaking and identifying connections in artists' art. Connecting helps us to evaluate how the arts convey meaning and allows us to understand that art is all around us and part of our everyday lives. In synthesizing and relating art, we understand that art connects to and reflects culture and history.

### Revision Date

July 2022

## Standards

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

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| P.1 | Act as a responsible and contributing community members and employee. |
| | Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. |
| 9.4.5.CI.1 | Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). |
| 9.4.5.CI.2 | Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7). |
| 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). |
| P.9 | Work productively in teams while using cultural/global competence. |
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| 9.4.5.CT.1 | Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). |
| 3.1 | Recognize and identify the thoughts, feelings, and perspectives of others |
| 3.2 | Demonstrate and awareness of the differences among individuals, groups, and others’ cultural backgrounds |
| 3.3 | Demonstrate an understanding of the need for mutual respect when viewpoints differ |

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| 1.5.5.Cr2c | Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. |
| 3.4 | Demonstrate an awareness of the expectations for social interactions in a variety of settings |
| 4.3 | Evaluate personal, ethical, safety, and civic impact of decisions |
| 9.4.5.DC.3 | Distinguish between digital images that can be reused freely and those that have copyright restrictions. |
| 9.4.5.DC.8 | Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1). |
| 9.4.5.GCA.1 | Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). |
| 9.4.5.IML.2 | Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3). |
| 9.4.5.IML.4 | Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole. |
| 9.4.5.IML.5 | Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a). |
| 9.4.5.IML.6 | Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5). |
| 9.4.5.IML.7 | Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5). |
| 1.5.5.Cn10a | Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary. |
| 1.5.5.Cn11a | Communicate how art is used to inform the values, beliefs and culture of an individual or society. |
| 1.5.5.Cn11b | Communicate how art is used to inform others about global issues, including climate change. |
| LA.SL.5 | Speaking and Listening |
| | Presentation of Knowledge and Ideas |

## Essential Questions/Enduring Understandings

### Essential Questions

- How does art enrich people's lives? How does artmaking attune people to their surroundings?
- How do people contribute to awareness and understanding of their lives and communities through artmaking?
- How does art help us understand different societies, cultures, geographical locations, etc.?
- How is art used to impact the views of a society?
- How does art preserve aspects of life?

### Enduring Understandings

- People make meaning in art by investigating, analyzing, and learning about experiences, knowledge, and perceptions.
- People's ideas and understandings of society, culture, and history are varied based on their interactions with art.
- Visual imagery can vary depending on the viewer's understanding of and response to the world.

- We respond to art differently because of factors like our history, culture, experiences, and geographical locations.
- Understanding our response and emotions to art and its many facets can assist us with understanding ourselves and the world.

## Students Will Know/ Students Will be Skilled At

**Content Area Knowledge**

- Students will know culture influences imagery and our perception of imagery.
- Students will know historical context is important when analyzing art.
- Students will know personal, historical, and cultural choices are taken into account when creating art.

**Skills**

- Students will be skilled at comparing and identifying artwork by context.
- Students will be skilled at gathering information about the culture, location, time period, etc. an artwork was created.
- Students will be skilled at relating and synthesizing knowledge and personal experiences to make art.
- Students will be skilled at connecting artistic ideas with societal, cultural, and historical contexts to deepen understanding.

## Learning Plan

- Present and discuss essential questions, making connections to these questions throughout the unit.
- Design a range of themes to appeal to all students and encourage students to recognize art is all around us.
- Introduce different cultural, societal, and historical themes for students to analyze and learn about.
- Build upon personal experiences and knowledge to connect art and inspire artmaking.
- Provide community experiences and connections when possible/applicable to deepen understanding.
- 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 societal and cultural influence in art in the beginning of the unit.

- Ongoing assessment of connections made in art through personal, community, societal, cultural, etc. connections and experiences.
- 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.

## 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.