3-5 Art: 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 artmaking technical skills while also working on skills such as analyzing, exploring, perceiving, and responsible decision-making.

Revision Date

July 2022

Standards

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

P.1	Act as a responsible and contributing community members and employee.
1.5.5.Cr1	Generating and conceptualizing ideas.
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).
P.4	Demonstrate creativity and innovation.
1.3	Recognize one's personal traits, strengths, and limitations
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).
P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
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).
1.5.5.Cr1a	Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.

1.5.5.Cr1b	Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.
9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
1.5.5.Cr2	Organizing and developing ideas.
2.2	Recognize the skills needed to establish and achieve personal and educational goals
P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
P.9	Work productively in teams while using cultural/global competence.
2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
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).
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
1.5.5.Cr2a	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
1.5.5.Cr2b	Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
1.5.5.Cr2c	Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
1.5.5.Cr3	Refining and completing products.
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
1.5.5.Cr3a	Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
1.5.5.Pr5a	Prepare and present artwork safely and effectively.
9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

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 artmaking?
- 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 artmaking, 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 artmaking 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 artmaking.
- 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 artmaking 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.
- 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.
- 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 artmaking.
- Introduce radial and bilateral symmetry. Employ symmetry in artmaking 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.

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.