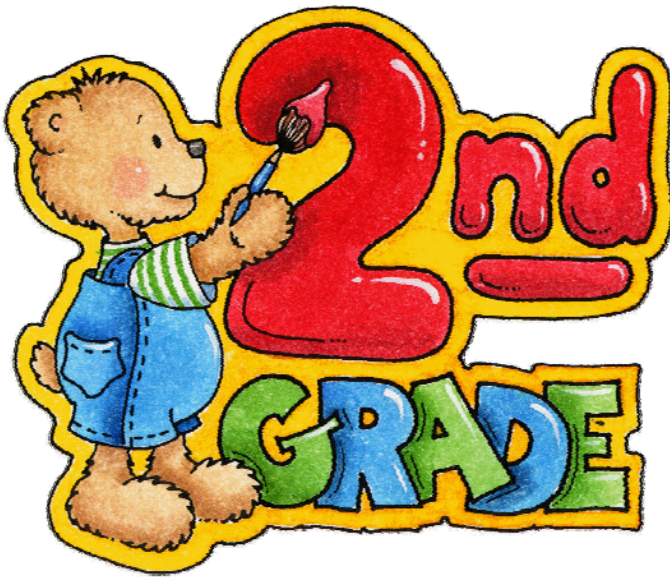


Lower Township School District
Cape May, New Jersey

Art

Instructional Units



ART INSTRUCTIONAL UNITS TASK FORCE MEMBERS

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Unit 1

Art In Our World

Unit Overview	
Content Area: Visual Arts	
Unit Title: Art in Our World	Unit:
Target Course/Grade Level: 2nd grade	Timeline: ongoing
<p>Unit Summary: This unit focuses on the question, “Why do people make?” We will discuss how people of all cultures have created art throughout time and that many cultures have their own purposes and styles of art. Students will explore the meaning of Functional Art by looking at how different cultures create their art for very specific purposes and then the students will create their own functional art in these cultural styles. The goal of this unit is for students to gain a greater understanding that the function and purpose of art-making across cultures is a reflection of societal values and beliefs.</p>	
Learning Targets	
Standards	
1.1	The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art
1.2	History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures
1.3	Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art
1.4	Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art
9.1	21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures
Content Statements	
<ul style="list-style-type: none"> • The basic elements of art and principles of design govern art creation and composition • Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy • Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art. • The function and purpose of art-making across cultures is a reflection of societal values and beliefs. • Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them. • Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems. • Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings • Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world • While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time 	

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CPI #	Cumulative Progress Indicator (CPI) –
1.1.2.D.1	Identify the basic elements of art and principles of design in diverse types of artwork
1.1.2.D.2	Identify elements of art and principles of design in specific works of art and explain how they are used
1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures
1.4.2.A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
1.3.2.D.1	Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
1.3.2.D.2	Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation
1.3.2.D.3	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
1.3.2.D.4	Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories
1.3.2.D.5	Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.
1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art
1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
1.4.2.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics
Unit Essential Questions	Unit Understanding
<ul style="list-style-type: none"> ♦ Why do people make art? ♦ How can art be functional? ♦ Does art have the same purpose in every culture? 	<ul style="list-style-type: none"> ♦ There are connections between visual art and daily life. ♦ People of all cultures have created Art throughout time. ♦ Many cultures have their own purposes and styles of art. ♦ You can recognize the art of certain cultures by their unique colors, patterns, methods and materials. ♦ Artists of all cultures use their own experiences to create works of art. ♦ Art that has a use is called Functional Art. ♦ Weaving and pottery are functional art forms. ♦ Coil pottery is a traditional art form from the Native American culture. Good craftsmanship in the techniques of coil building, scoring and wedging is important for creating a strong pot. ♦ There are many different cultures that weave and many different methods, materials and uses for their weavings. ♦ Some artists use symbols in their artwork to communicate beliefs, stories, thoughts and ideas.

Unit Learning Targets (Outcomes) – <i>Students will ...</i>
<ul style="list-style-type: none"> ♦ Demonstrate good craftsmanship in the techniques of coil building to create a clay pot designed for a functional use. ♦ Understand that weaving is a functional art form created by many different cultures using many different methods. ♦ Explore the technique of finger weaving to create a functional woven item. ♦ Explore the Mexican celebratory holiday, Dia de los Muertos and learn about the traditions involved in this special day. Create a piece of art that is bold, vibrant and celebratory.
Integration of Technology: Smart Board-visuals of weavings from other cultures.
Technology Resources: www.incredibleart.org , www.getty.edu , www.mykidsart.com.au/
Opportunities for Differentiation: Flexibility with timelines, provide for artistic choices, utilize grouping strategies, give instructions using a variety of modalities, offer additional independent art activities, allow students to use art room library.
Teacher Notes: The actual projects used for the performance based summative assessments may vary from year to year.
Primary interdisciplinary connections: Math (forms, patterns, symmetry) Science (working with clay from nature), Social Studies (cultural studies), Language Arts (verbalize ideas on art)
21st century themes: Learning and Innovation skills: (1) Creativity and Innovation (2) Critical Thinking and Problem Solving

Evidence of Learning
Summative Assessment
<ul style="list-style-type: none"> ♦ Coil pottery (Native American functional art form) ♦ Finger Weaving ♦ Dia de los Muertos(Day of the Dead) Sugar skull ♦ Picasso inspired Guitars ♦ Faith Ringgold inspired Story Quilts
Equipment needed: Internet, pencils, erasers, crayons, colored paper, scissors, glue, watercolor paint, tempera paint, brushes, oil pastels, assorted found objects, printing inks, rubbing plates
Teacher Instructional Resources: Fine Art prints showing examples of texture use (See individual lesson plans for list of resources), Variety of story books

Formative Assessments	
<ul style="list-style-type: none"> ♦ Teacher observation ♦ Class critique ♦ Class Participation 	<ul style="list-style-type: none"> ♦ Group/individual oral assessment ♦ Self-Assessment ♦ Hallway Hanging

<u>ACTIVITIES</u>	<u>MATERIALS</u>
♦ Texture collage	♦ Crayons, rubbing plates, found objects, glue
♦ Painting to music	♦ Watercolor paint, brushes
♦ Paper Weaving	♦ Paper, scissors
♦ Printing Patterns	♦ Paper, tempera paint, Styrofoam plates, printing ink, brayers
♦ Faith Ringgold Inspired Quilts	♦ Paper, scissors, crayons, pencils, glue
♦ Gytaku Fish Prints	♦ Rubber fish, paper, printing ink, watercolor paints, brushes, sea salt, crayons

Unit 2

Art In Our World

Unit Overview	
Content Area: Visual Arts	
Unit Title: Learning to See (Intro. To the Principles of Design)	Unit: 2
Target Course/Grade Level: 2nd grade	Timeline: ongoing
<p>Unit Summary: This unit focuses on developing the student’s perceptual abilities by encouraging them to observe details in works of art and in their own surroundings and search for meaning in the visual images they see. They will explore some of the Principles of Design that helps artists organize the elements to create strong visual designs and compositions. In this unit they will be introduced to the Principles of Balance, Emphasis, Pattern, Proportion and Unity. They will also be introduced to how artists use perspective to create depth in landscapes.</p>	
Learning Targets	
Standards	
1.1	The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art
1.2	History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures
1.3	Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art
1.4	Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art
9.1	21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures
Content Statements	
<ul style="list-style-type: none"> • The basic elements of art and principles of design govern art creation and composition • Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy • The function and purpose of art-making across cultures is a reflection of societal values and beliefs. • Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art. • Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria • Each arts discipline offers distinct opportunities to observe, experience, interpret, appreciate, and respond to works of art and beauty in the everyday world • Constructive criticism is an important evaluative tool that enables artists to communicate more effectively. • Contextual clues are embedded in works of art and provide insight into artistic intent • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time • Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving • Each art medium has its own materials, processes, skills, and technical application methods • Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking 	
CPI #	Cumulative Progress Indicator (CPI) –
1.3.2.D.5	Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process
1.3.2.D.4	Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination

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1.1.2.D.1	Identify the basic elements of art and principles of design in diverse types of artwork
1.1.2.D.2	Identify elements of art and principles of design in specific works of art and explain how they are used
1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures
1.3.2.D.3	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art
1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.
9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively
9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions

<u>Unit Essential Questions</u>	<u>Unit Enduring Understandings</u>
<ul style="list-style-type: none"> • What can we see when we look at art? • How can art trick our eyes? • Where in nature do we see patterns? • Where in nature do we see symmetry? 	<ul style="list-style-type: none"> • Introduction to the <i>Principles of Design</i>: • Balance is the visual weight in a work of art. • <i>Symmetrical balance</i> is when there is equal balance on either side of an imaginary line. • <i>Asymmetrical balance</i> is when the sides are different but still has the same visual weight. • <i>Radial balance</i> is when similar elements are arranged around a central point. • Emphasis is the part of the design that catches the viewer’s attention, the center-of-interest, the focal point. • Pattern is the repetition of lines, shapes and colors repeated in a planned way. • Proportion is when all parts of the design relate well with each other. • Unity is the feeling of harmony between all parts of the artwork creating a sense of wholeness or completeness. • Artists can use perspective to trick the viewer’s eyes by creating depth or an illusion of space in an artwork. • Background is the area of the picture that is behind most of the objects in the picture. • Foreground is the area of a picture that appears to be the closest to the viewer. • Middle ground is the area of the picture that is between the background and foreground. • Horizon line is the imaginary line that divides the sky and the ground. • Vanishing Point is the point on the horizon line where all the lines moving back into a space seem to meet

Unit Learning Targets (Outcomes) – <i>Students will ...</i>	
<ul style="list-style-type: none"> • Identify and utilize the Principles of Balance, Emphasis, Pattern, Proportion and Unity in works of art. • Utilize the rules of perspective (horizon line, vanishing point, and proportion) to create the illusion of depth in a landscape. • Recognize the background, foreground and middle ground in different artworks and use this knowledge to design their own landscape composition. • Develop their observation skills by studying and reproducing the elements and principles they see in artworks and in objects from nature. • Demonstrate the ability to design a symmetrical work of art. • Design a work of art with Radial Balance using printing techniques. • Apply the principles of proportion, balance, emphasis and unity to create a self-portrait. 	
Integration of Technology: Smart Board lessons on Grandma Moses, Andy Warhol, Georgia O’Keeffe, Henri Matisse and Principles of Design.	
Technology Resources: www.incredibleart.org , www.getty.edu	
Opportunities for Differentiation: Flexibility with timelines, provide for artistic choices, utilize grouping strategies, give instructions using a variety of modalities, offer additional independent art activities, allow students to use art room library.	
Teacher Notes: The actual projects used for the performance based summative assessments may vary from year to year.	
Primary interdisciplinary connections:	
<ul style="list-style-type: none"> • Science (symmetry, asymmetry and patterns in nature) • Language Arts Literacy (verbalize ideas on art) • Math (perspective, balance) 	
21st century themes: Learning and Innovation skills: (1) Creativity and Innovation (2) Critical Thinking and Problem Solving	

Evidence of Learning	
Summative Assessment	
<ul style="list-style-type: none"> • Grandma Moses Landscape (into. To perspective and proportion) • “Copy Cat” Drawing Lesson and artist study • Symmetrical Insects (designing from nature) • Radial Design Print (Balance, Pattern and Unity of Design) • Georgia O’Keeffe Poinsettia (designing from nature, Proportion) • Andy Warhol Pop Art (Pattern, Emphasis, designing from environment) • Mona Lisa Portraits (Self-portraits using proportion, balance, emphasis and unity) • Patterned still life (inspired by the work of Matisse “Fish Bowl”) 	
Equipment needed: Internet, markers, crayons, paper, watercolor and tempera paints, oil pastels, pencils, tissue paper, scissors, glue.	
Teacher Instructional Resources: Fine Art prints showing examples of works by Grandma Moses, Henri Matisse, still life paintings, insect visuals, pattern use and symmetry of design.	

Formative Assessments	
<ul style="list-style-type: none"> • Teacher observation • Class critique • Class Participation 	<ul style="list-style-type: none"> • Group/individual oral assessment • Self-Assessment • Hallway Hanging

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ACTIVITIES	MATERIALS
• Grandma Moses Landscape	• Pencil, paper, paint
• "Copy Cat" drawing	• Pencil, paper, crayons, colored pencils markers, oil pastels
• Symmetry Insects	• Paper, pencil, scissors, glue, metallic crayons, metallic oil pastels
• Radial Design	• Pencil, black marker, colored pencils
• Georgia O'Keeffe Poinsettia	• Paper, pencil, glue, oil pastels
• Andy Warhol Pop Art	• Paper, pencil, oil pastels
• Mona Lisa Portrait	• Paper, pencil, colored pencils
• Patterned Still Life	• Paper, pencil, glue, watercolor paint, scissors, tissue paper

Unit 2: Version 2

Art In Our World

Unit Overview	
Content Area: Visual Arts	
Unit Title: Learning to Think About Art (Intro. To the methods of Critique)	Unit:
Target Course/Grade Level: 2nd grade	Timeline: ongoing
Unit Summary: In this unit students will develop, apply and reflect upon knowledge of the process of critique. Students will learn that critique is an organized system for looking at and talking about art it is an important tool that enables artists to communicate more effectively. They will understand that specific qualities of an artwork can be qualitatively assessed using observable criteria, but that individuals can have different opinions on works of art.	
Learning Targets	
Standards	
1.1	The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art
1.2	History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures
1.3	Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art
1.4	Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art
9.1	21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures
Content Statements	
<ul style="list-style-type: none"> • Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy • The basic elements of art and principles of design govern art creation and composition • Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art • The function and purpose of art-making across cultures is a reflection of societal values and beliefs. • Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies. • Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them. • Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion. • While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology. • Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking 	
CPI #	Cumulative Progress Indicator (CPI) –
1.1.2.D.1	Identify the basic elements of art and principles of design in diverse types of artwork
1.1.2.D.2	Identify elements of art and principles of design in specific works of art and explain how they are used
1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

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1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures		
1.3.2.D.3	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.		
1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).		
1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning		
1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art		
1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art		
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.		
1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.		
9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Unit Essential Questions</u></p> <ul style="list-style-type: none"> • Why do we need to understand texture in art? • How can texture be used to express emotions and help communicate idea? </td> <td style="width: 50%; vertical-align: top;"> <p><u>Unit Understandings</u></p> <ul style="list-style-type: none"> • Texture is one of the elements of art and is part of the art vocabulary we need to know in order to understand and discuss the world of art. • Artists explore with the element of texture to create works of art. • We can find textures all around our environment. • An artist uses texture to create in many different styles including realistic and abstract. • Textures can be used to express emotions and help communicate ideas. • Artists throughout history have used textures to create art. • Actual texture is the way something feels. Artists can use many different types of materials to create actual texture in their art. • Visual texture is the way something looks like it feels. Lines, shapes and colors help to create visual texture in art. </td> </tr> </table>		<p><u>Unit Essential Questions</u></p> <ul style="list-style-type: none"> • Why do we need to understand texture in art? • How can texture be used to express emotions and help communicate idea? 	<p><u>Unit Understandings</u></p> <ul style="list-style-type: none"> • Texture is one of the elements of art and is part of the art vocabulary we need to know in order to understand and discuss the world of art. • Artists explore with the element of texture to create works of art. • We can find textures all around our environment. • An artist uses texture to create in many different styles including realistic and abstract. • Textures can be used to express emotions and help communicate ideas. • Artists throughout history have used textures to create art. • Actual texture is the way something feels. Artists can use many different types of materials to create actual texture in their art. • Visual texture is the way something looks like it feels. Lines, shapes and colors help to create visual texture in art.
<p><u>Unit Essential Questions</u></p> <ul style="list-style-type: none"> • Why do we need to understand texture in art? • How can texture be used to express emotions and help communicate idea? 	<p><u>Unit Understandings</u></p> <ul style="list-style-type: none"> • Texture is one of the elements of art and is part of the art vocabulary we need to know in order to understand and discuss the world of art. • Artists explore with the element of texture to create works of art. • We can find textures all around our environment. • An artist uses texture to create in many different styles including realistic and abstract. • Textures can be used to express emotions and help communicate ideas. • Artists throughout history have used textures to create art. • Actual texture is the way something feels. Artists can use many different types of materials to create actual texture in their art. • Visual texture is the way something looks like it feels. Lines, shapes and colors help to create visual texture in art. 		
Unit Learning Targets (Outcomes) –			
<i>Students will ...</i>			
<ul style="list-style-type: none"> • Improve their perception of texture in art. • Distinguish between actual texture and visual texture in their environment and in works of art. • Discuss their thoughts and feelings of how artists used the element of texture in various styles of art. • Understand that artists can use many different types of materials to create actual texture in their artwork. • Understand that artists can use lines, shapes and colors to create visual textures in their artwork. • Utilize a variety of methods and materials to apply the element of texture to create works of art. • Make decisions on how to use the element of texture to express emotions or communicate ideas. 			
Integration of Technology: Computer, DVD on texture.			
Technology Resources: www.incredibleart.org ,			
Opportunities for Differentiation: Flexibility with timelines, provide for artistic choices, utilize grouping strategies, give instructions using a variety of modalities, offer additional independent art activities, allow students to use art room library.			
Teacher Notes: The actual projects used for the performance based summative assessments may vary from year to year.			

Primary interdisciplinary connections:

- ♦ Science (Identifying elements and principles)
- ♦ Social Studies (Discussing art from different cultures and historical time periods)
- ♦ Language Arts (verbalize ideas on art)

21st century themes: Learning and Innovation skills: (1) Creativity and Innovation (2) Critical Thinking and Problem Solving

Evidence of Learning

Summative Assessment

- ♦ Texture collage (exploring actual texture)
- ♦ Paper Weaving
- ♦ Printing a Pattern
- ♦ Faith Ringgold inspired Paper Quilts
- ♦ Exploring Brushstrokes/ Painting to Music
- ♦ Gyotaku Fish Prints

Equipment needed: Internet, pencils, erasers, crayons, colored paper, scissors, glue, watercolor paint, tempera paint, brushes, oil pastels, assorted found objects, printing inks, rubbing plates

Teacher Instructional Resources: Fine Art prints showing examples of texture use (See individual lesson plans for list of resources), Variety of story books

Formative Assessments

- | | |
|--|--|
| <ul style="list-style-type: none"> ♦ Teacher observation ♦ Class critique ♦ Class Participation | <ul style="list-style-type: none"> ♦ Group/individual oral assessment ♦ Self-Assessment ♦ Hallway Hanging |
|--|--|

ACTIVITIES	MATERIALS
♦ Texture collage	♦ Crayons, rubbing plates, found objects, glue
♦ Painting to music	♦ Watercolor paint, brushes
♦ Paper Weaving	♦ Paper, scissors
♦ Printing Patterns	♦ Paper, tempera paint, Styrofoam plates, printing ink, brayers
♦ Faith Ringgold Inspired Quilts	♦ Paper, scissors, crayons, pencils, glue
♦ Gyotaku Fish Prints	♦ Rubber fish, paper, printing ink, watercolor paints, brushes, sea salt, crayons

Unit 3

Learning to Think About Art In Our World

Unit Overview	
Content Area: Visual Arts	
Unit Title: Learning to Think About Art (Intro. To the methods of Critique)	Unit: 1
Target Course/Grade Level: 2nd grade	Timeline: ongoing
<p>Unit Summary: In this unit students will develop, apply and reflect upon knowledge of the process of critique. Students will learn that critique is an organized system for looking at and talking about art it is an important tool that enables artists to communicate more effectively. They will understand that specific qualities of an artwork can be qualitatively assessed using observable criteria, but that individuals can have different opinions on works of art.</p>	
Learning Targets	
Standards	
1.1	The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art
1.2	History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures
1.3	Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art
1.4	Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art
9.1.	21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures
Content Statements	
<ul style="list-style-type: none"> • The basic elements of art and principles of design govern art creation and composition • Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy • The function and purpose of art-making across cultures is a reflection of societal values and beliefs. • Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art. • Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria • Each arts discipline offers distinct opportunities to observe, experience, interpret, appreciate, and respond to works of art and beauty in the everyday world • Constructive criticism is an important evaluative tool that enables artists to communicate more effectively. • Contextual clues are embedded in works of art and provide insight into artistic intent • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time • Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving 	
CPI #	Cumulative Progress Indicator (CPI) –
1.1.2.D.1	Identify the basic elements of art and principles of design in diverse types of artwork
1.1.2.D.2	Identify elements of art and principles of design in specific works of art and explain how they are used
1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

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1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures
1.3.2.D.3	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art
1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.
9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing

Unit Essential Questions

- ♦ Why do we critique art?
- ♦ How do we critique art?
- ♦ Why do people have different opinions about art?

Unit Understandings

- ♦ Critique is a positive tool. When we critique a work of art, we gain a better understanding of its meaning.
- ♦ The first step of critique is to look at a work of describe exactly what they see.
- ♦ Step two is to look closer at the work and analyze what elements were used and how they were organized.
- ♦ Step three is to interpret what the artist was trying to express.
- ♦ Step four is to make a judgment, or opinion about the quality of the work.
- ♦ Individuals can have different opinions toward works of art.

Unit Learning Targets (Outcomes) –

Students will ...

- ♦ Describe their initial responses to what they see in an artwork based on observation.
- ♦ Analyze the basic elements and principles they see used in an artwork.
- ♦ Identify media, techniques and processes used to create the artwork.
- ♦ Interpret the artist’s meaning, mood or symbolism.
- ♦ Judge the quality of the artwork and offer explanations for their opinion.
- ♦ Understand how individuals can have different opinions towards works of art.
- ♦ Respond to, respect and learn from the informed reactions of their peers.

Integration of Technology: Smart Board lessons on Critique

Technology Resources: www.incredibleart.org, www.getty.edu

Opportunities for Differentiation: Flexibility with timelines, provide for artistic choices, utilize grouping strategies, give instructions using a variety of modalities, offer additional independent art activities, allow students to use art room library.

Teacher Notes: The actual projects used for the performance based summative assessments may vary from year to year.
Primary interdisciplinary connections: Science (Identifying elements and principles), Social Studies (Discussing art from different cultures and historical time periods), Language Arts (verbalize ideas on art)
21st century themes: Learning and Innovation skills: (1) Creativity and Innovation (2) Critical Thinking and Problem Solving

Evidence of Learning
Summative Assessment
Critique works of art by describing what they see, analyzing basic elements and principles of art, interpreting the artists meaning, mood or symbolism and making an informed judgment of the artworks merit-(ongoing) Critique question and answer game- (will be used as a beginning and/or closing activity throughout the year.)
Equipment needed: Paper, pencils
Teacher Instructional Resources: A variety of fine art prints to observe and critique.

Formative Assessments	
<ul style="list-style-type: none"> ♦ Teacher observation ♦ Class critique ♦ Class Participation 	<ul style="list-style-type: none"> ♦ Group/individual oral assessment ♦ Self-Assessment ♦ Hallway Hanging

ACTIVITIES	MATERIALS
<ul style="list-style-type: none"> ♦ Critiquing works of art by describing what they see, analyzing basic elements and principles of art, interpreting the artists meaning, mood or symbolism. 	<ul style="list-style-type: none"> ♦ Paper, pencil