


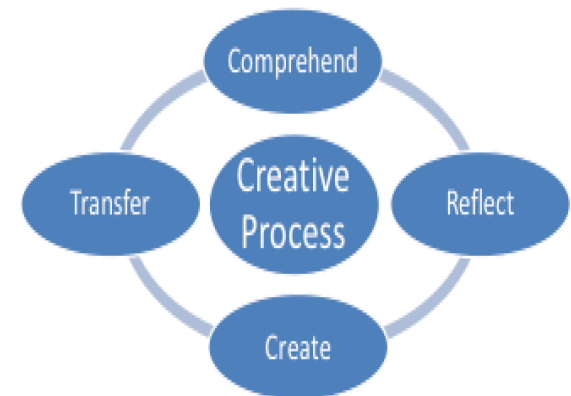
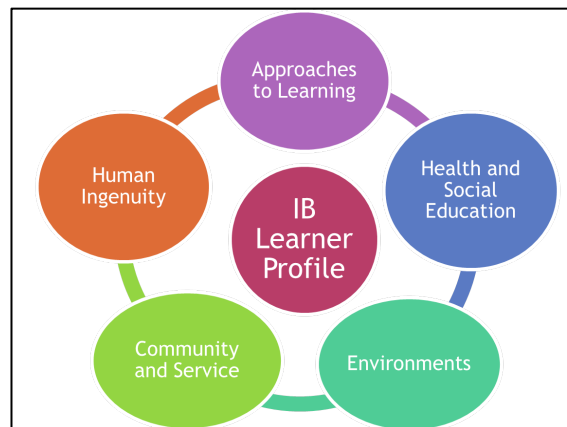
Curriculum Development: Gateway High School 2013-2014
Understanding by Design Unit Plan

Instructor	Andrea Slusarski	MYP Year	2013/2014
Content Area	Visual Arts	Level	High School

Colorado State Standards:	Grade Level Expectations (GLE)	GLE Code
1. Observe and Learn to Comprehend	1. Visual art has inherent characteristics and expressive features	VA09-GR.HS-S.1-GLE.1
	2. Historical and cultural context are found in visual art	VA09-GR.HS-S.1-GLE.2
	3. Art and design have purpose and function	VA09-GR.HS-S.1-GLE.3
2. Envision and Critique to Reflect	1. Reflective strategies are used to understand the creative process	VA09-GR.HS-S.2-GLE.1
	2. A personal philosophy of art is accomplished through use of sophisticated language and studio art processes	VA09-GR.HS-S.2-GLE.2
	3. Interpretation is a means for understanding and evaluating works of art	VA09-GR.HS-S.2-GLE.3
3. Invent and Discover to Create	1. Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas	VA09-GR.HS-S.3-GLE.1
	2. Assess and produce art with various materials and methods	VA09-GR.HS-S.3-GLE.2
	3. Make judgments from visual messages	VA09-GR.HS-S.3-GLE.3
4. Relate and Connect to Transfer	1. The work of art scholars impacts how art is viewed today	VA09-GR.HS-S.4-GLE.1
	2. Communication through advanced visual methods is a necessary skill in everyday life	VA09-GR.HS-S.4-GLE.2
	3. Art is a lifelong endeavor	VA09-GR.HS-S.4-GLE.3

Using the *IB Learner Profile*

Inquirers
Knowledgeable
Thinkers
Communicators
Principled
Open-minded
Caring
Risk-takers
Balanced
Reflective

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UNIT TITLE	Drawing One	LENGTH OF UNIT	Semester
Stage One: Desired Results [Guiding Principled of the Unit]			
<p>Colorado State Standards & Grade Level Expectations</p> <p>HS-S.1.1 <i>Visual art has inherent characteristics and expressive features</i></p> <p>HS-S.1.2 <i>Historical and cultural context are found in visual art</i></p> <p>HS-S.1.3 <i>Art and design have purpose and function</i></p> <p>HS-S.2.1 <i>Reflective strategies are used to understand the creative process</i></p> <p>HS-S.2.2 <i>A personal philosophy of art is accomplished through use of sophisticated language and studio art processes</i></p> <p>HS-S.2.3 <i>Interpretation is a means for understanding and evaluating works of art</i></p> <p>HS-S.3.1 <i>Demonstrate competency in traditional and new art media, and apply appropriate and available technology to express ideas</i></p> <p>HS-S.3.2 <i>Assess and produce art with various materials and methods</i></p> <p>HS-S.4.2 <i>Communication through advanced visual methods is a necessary skill in everyday skill</i></p> <p>HS-S.4.3 <i>Art is a lifelong endeavor</i></p>			
Concepts:	Characteristics of Art: Line, Value, Depth, Composition, Fore/Middle/Back Ground, Content, Theme, Perspective, Narrative, Illustration		
Understandings: <i>My students will understand that . . .</i>	Inquiry Questions: <i>Factual</i>	Inquiry Questions: <i>Conceptual</i>	
<p>Sketches and planning help organize the creative process.</p> <p>The visual arts employ visual literacy to communicate ideas and help aide choices about material culture while recognizing social, historical, and environmental influences.</p> <p>Greater special awareness occurs when learned knowledge to technical skill engages in trans-disciplinary content.</p> <p>The critical process developed through the arts is also found in all other disciplines (scientific inquiry, problem solving, literacy critique)</p> <p>Interpreting the world through art, artists seek to represent concepts through a range of styles and approaches.</p> <p>Visual arts rely on reflective processes. (HS.S3.GLE2.EO.b)</p>	<p>How do you begin a work of art?</p> <p>How do you use various tools, materials, techniques, and processes in the specific medium (drawing).</p> <p>What are the differences/similarities between different techniques and materials used in drawing?</p> <p>How do the elements of value and line influence the art of drawing?</p>	<p>What is considered art?</p> <p>What is the purpose of art?</p> <p>How is drawing used to communicate an idea?</p>	

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Critical Content <i>My students will know . . .</i>	Key Skills <i>My students will be able to do . . .</i>
<p>Line drawing techniques of blind contour, contour, and gesture. (HS.S2.GLE1.EO.c)</p> <p>How to skillfully use a variety of techniques and media to create artworks; Purposes of drawing tools (HS.S3.GLE2.EO.a)</p> <p>Vocabulary associated with drawing techniques and value in art.</p> <p>Expressive features and characteristics and how to incorporate for design purposes; Line, Shape, Form, Value and Texture (HS.S3.GLE2.EO.a)</p> <p>Drawing from observation.</p>	<p><i>Create blind contour, contour, and gesture line drawings from observation.</i></p> <p><i>Identify and define the parts of value on an object.</i></p> <p><i>Use visual expressive features and characteristics to describe and create drawings (HS.S1.GLE1.EO.a)</i></p> <p><i>Create observational and imaginative drawings using material and techniques necessary to convey an intended meaning purpose (i.e. realistic, narrative, depth) (HS.S3.GLE1)</i></p>

Stage Two: Assessment Evidence	
<p>Performance Tasks:</p> <p>Multiple Object Drawing (Contour & Value) Portrait Value Drawing (Graphite) Pen & Ink Drawings Perspective Drawings Narrative Artworks (Comic Strips)</p>	<p>Other Evidence:</p> <p>Drawing “Boot Camp”</p> <ul style="list-style-type: none"> - Blind Contour Drawing - Contour Drawing - Gesture Drawing - Value Scales <p>Sketchbooks for planning and practice</p> <p>Vocabulary matching</p> <p>In-class participation</p>