

Understanding by Design Unit Plan

Unit: Design I

Grade: 6th

Subject: Design I

Stage 1- Desired Results

Colorado 21st Century Skills

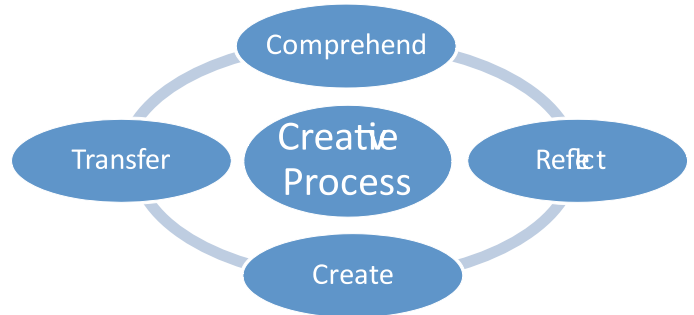
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



The Colorado Academic Standards for Visual Arts are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit includes standards from all four visual arts standards to illustrate this process-based philosophy.

Colorado State Standards:

6.3.1, 7.3.1, 8.3.2 – Plan creations
6.3.2, 7.3.3, 8.3.3 – Using various media, materials, techniques
6.2.1, 6.2.2, 6.4.1, 8.2.2 – Critical thinking for life
6.3.3 – Utilize technology
6.4.2 – Art effects community
6.4.3, 7.4.3 – Eco-art as a contemporary response
7.1.3 – Knowledge of vocabulary
6.1.2, 6.1.3, 8.1.3– Visual arts are a means for expression

STEM, Arts, Design, and Information Technology [CTE Evidence Outcomes]:

ARVD.01.01 - Understand the principles and elements of art and design.
ARVD.01.02 - Use available tools and techniques.
ARVD.02.01 - Demonstrate the planning process.
ARVD.02.02 - Apply project implementation.
ARVD.05.02 - Demonstrate awareness of design drawings, tools and techniques.
ARVD.05.06 - Designers need to apply all aspects of the design process to creative problem solving.

National Standards for Visual Art Content Standards:

- 1 - Understanding and applying media, techniques, and processes
- 2 - Using knowledge of structures and functions
- 3 - Choosing and evaluating a range of subject matter, symbols, and ideas
- 4 - Understanding the visual arts in relation to history and cultures
- 5 - Reflection
- 6 - Making connections between visual arts and other disciplines

<p>Understandings: <i>Students will understand that...</i></p> <p><i>Sketches and planning help to organize the creative process.</i></p> <p><i>Craftsmanship is demonstrated through refining ideas in response to feedback and self-evaluation.</i></p> <p><i>Greater special awareness occurs when learned knowledge to technical skills engages in trans-disciplinary context.</i></p> <p><i>The translation of knowledge into the many aspects of daily life is facilitated by the skills learned in art experiences such as trial and error; the process of elimination, comparing and contrasting, and problem-solving.</i></p> <p><i>The use of content-specific vocabulary in all disciplines produces multi-literate members of society.</i></p> <p><i>Visual Art is connected to other disciplines, social activities, mass media, and careers.</i></p>	<p>Essential Questions:</p> <p><i>How do you start a work of art?</i></p> <p><i>How do you use various tools, materials, techniques, and processes in the specific medium and how are mediums chosen?</i></p> <p><i>What critical thinking skills are needed to create a particular work of art?</i></p> <p><i>How does one talk or write about a work of art?</i></p> <p><u><i>Universal Essential Questions in Art:</i></u></p> <ul style="list-style-type: none"> • <i>Does art define culture, or does culture define art?</i> • <i>How is the connection between visual arts and non-art disciplines important?</i> • <i>Is it possible to separate art from culture?</i> • <i>What distinguishes art as art?</i> • <i>Is it art if no one ever sees it?</i> • <i>Is it important to understand the cultural context in which art is made?</i>
<p><i>Students will know...</i></p> <p><i>Vocabulary associated with color theory and 3D works in art.</i></p> <p><i>How color and media affect an object.</i></p> <p><i>What the hand building techniques are in ceramics.</i></p>	<p><i>Students will be able to do...</i></p> <p><i>Create an object from their imagination.</i></p> <p><i>Identify parts of a relief print and ceramic pot using the correct vocabulary.</i></p> <p><i>Create a ceramic piece using the three hand building techniques.</i></p> <p><i>Create a sculpture, which utilizes an armature.</i></p>
<p>Stage 2- Assessment Evidence</p>	

<p>Performance Tasks:</p> <p>Color wheel/theory</p> <p>Monochromatic/Gray scale</p> <p>Color Scheme</p> <p>Found/recycled Object</p> <p>Pinch Pot</p>	<p>Other Evidence:</p> <p>Sketches for planning and concept practice</p> <p>Value scales</p> <p>Value Breakdowns</p> <p>Color wheel worksheet</p>
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Stage 3- Learning Plan

<p>Learning Activities:</p> <p>Color information and demonstration</p> <p>Value information and demonstration</p> <p>Value scale practice</p> <p>Color scheme worksheet</p> <p>Introduction to Found object sculpture</p> <p>Introduction and demonstration of clay</p> <p>“Clay Wars”</p>
