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| **Unit and Lesson Standards, Goals, and Objectives Alignment** |
| **Standards** |
| Comprehend | Reflect | Create | Transfer |
| **Prepared Graduate Competencies** |
| **Lessons 1, 3, 4**See oneself as a participant in visual art and design by experiencing, viewing, or making.**Lesson 3, 4**Practice critical and analytical skills by using academic language to discuss works of art and visual culture | **Lessons 1, 2, 3**Visually and/or verbally articulate how visual art and design are a means for communication.**Lesson 2, 4**Persist in the creative process and innovate from failure.**Lesson 3**Critique connections between visual art and historic and contemporary philosophies. | **Lessons 1, 2, 3, 4**Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques. | **Lessons 1, 2, 3**See oneself as a participant in visual art and design by experiencing, viewing, or making.**Lessons 1, 2**Visually and/or verbally articulate how visual art and design are a means for communication.**Lesson 3**Critique connections between visual art and historic and contemporary philosophies.**Lessons 1, 2, 3**Interpret works of art and design in the contexts of varied traditions, histories, and cultures. |
| **Lesson Objectives (Aligned to Bloom’s, Standards, Grade Level Expectations, Art Learning, Literacy, and Numeracy)** |
| **Lesson 1**After going through the systems and routines an Art Sorcerer follows, students will be able to explain how materials are used appropriately to make art.*(Bloom’s: Understand; Standards: Comprehend; GLE: I can listen to other people’s ideas about art)***Lesson 3**Students will be able to explain the purpose of their work of art.*(Bloom’s: Understand; Standards: Comprehend, Create; GLE: I can tell a story with my art, I can talk about why I made my art)***Lesson 4**Students will be able to incorporate paint to their treasure box and explain their process in choosing the colors they did.*(Bloom’s: Create, Understand; Standard: Comprehend, Create; GLE: I can tell a story with my art, I can talk about why I made my art)***Lesson 4**Students will be able to discuss and reflect on the purpose of their treasure box by explaining what it holds or could hold.*(Bloom’s: Understand, Analyze; Standard: Comprehend, Create; GLE: I can listen to other people’s ideas about art, I can talk about why I made my art)* | **Lesson 1**After finishing their drawing, students will share their drawings with one another and describe what they drew and what they are thinking of adding.*(Bloom’s: Understand; Standards: Transfer, Reflect; GLE: I can talk about how and where artists make art, I can talk about different types of art)***Lesson 2**Once they finish their illustrations, students will reflect on the content of their illustration, and explain what came to their minds during the story and why.*(Bloom’s: Understand; Standards: Transfer, Reflect; GLE: I can talk about how and where artists make art, I can talk about different types of art)***Lesson 3**Students will be able to define found object sculpture or assemblage. *(Bloom’s: Remember; Standards: Transfer, Reflect; GLE: I can talk about how and where artists make art, I can talk about different types of art)***Lesson 3**Students will be able to identify works from Calder and Wilcox.*(Bloom’s: Understand; Standards: Transfer, Reflect; GLE: I can talk about how and where artists make art)***Lesson 4**Students will be able to work with an oil-based clay to create a draft idea of their treasure box and create a *sketch* of it.*(Bloom’s: Create, Apply; Standard: Reflect; GLE: I can play with materials to get ideas for my art)***Lesson 4**Students will be able to explore with two types of clay and recognize some of the differences between them.*(Bloom’s: Understand; Standard: Reflect; GLE: I can talk about different types of art)* | **Lesson 1**Using pastels and colored pencils, students will sketch and draw a picture that illustrates a story about their favorite/important thing.*(Bloom’s: Apply; Standards: Create; GLE: I can talk about why I made my art, I can play with materials to get ideas for my art)***Lesson 2**While listening to the story, students will contemplate different aspects of the story and utilize materials to design an illustration utilizing multiple materials, different shapes, lines, and colors.*(Bloom’s: Create; Standards: Create; GLE: I can talk about why I made my art)***Lesson 3**Students will be able to assemble a toy that has never existed before that has a purpose. *(Bloom’s: Create; Standards: Create; GLE: I can talk about why I made my art)***Lesson 3**Students will be able to ideate through experimentation using found objects.*(Bloom’s: Apply; Standards: Create; GLE: I can play with a lot of tools and materials to learn what they do)***Lesson 4**Students will be able to utilize different types of tools to create texture, patterns, and join clay together.*(Bloom’s: Apply; Standard: Create; GLE: I can play with a lot of tools and materials to learn what they do)***Lesson 4**Students will be able to incorporate paint to their treasure box and explain their process in choosing the colors they did.*(Bloom’s: Create, Understand; Standard: Comprehend, Create; GLE: I can tell a story with my art, I can talk about why I made my art***Lesson 4**Students will be able to discuss and reflect on the purpose of their treasure box by explaining what it holds or could hold.*(Bloom’s: Understand, Analyze; Standard: Comprehend, Create; GLE: I can listen to other people’s ideas about art, I can talk about why I made my art)* | **Lesson 1**After finishing their drawing, students will share their drawings with one another and describe what they drew and what they are thinking of adding.*(Bloom’s: Understand; 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