

Unit and Lesson Standards, Goals, and Objectives Alignment			
Standards			
Comprehend	Reflect	Create	Transfer
Prepared Graduate Competencies			
<p>Lessons 1, 3, 4 See oneself as a participant in visual art and design by experiencing, viewing, or making.</p> <p>Lesson 3, 4 Practice critical and analytical skills by using academic language to discuss works of art and visual culture</p>	<p>Lessons 1, 2, 3 Visually and/or verbally articulate how visual art and design are a means for communication.</p> <p>Lesson 2, 4 Persist in the creative process and innovate from failure.</p> <p>Lesson 3 Critique connections between visual art and historic and contemporary philosophies.</p>	<p>Lessons 1, 2, 3, 4 Create works of visual art and design that demonstrate increasing levels of mastery in skills and techniques.</p>	<p>Lessons 1, 2, 3 See oneself as a participant in visual art and design by experiencing, viewing, or making.</p> <p>Lessons 1, 2 Visually and/or verbally articulate how visual art and design are a means for communication.</p> <p>Lesson 3 Critique connections between visual art and historic and contemporary philosophies.</p> <p>Lessons 1, 2, 3 Interpret works of art and design in the contexts of varied traditions, histories, and cultures.</p>
Lesson Objectives (Aligned to Bloom's, Standards, Grade Level Expectations, Art Learning, Literacy, and Numeracy)			
<p>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. <i>(Bloom's: Understand; Standards: Comprehend; GLE: I can listen to other people's ideas about art)</i></p> <p>Lesson 3 Students will be able to explain the purpose of their work of art. <i>(Bloom's: Understand; Standards: Comprehend,</i></p>	<p>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. <i>(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)</i></p> <p>Lesson 2</p>	<p>Lesson 1 Using pastels and colored pencils, students will sketch and draw a picture that illustrates a story about their favorite/important thing. <i>(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)</i></p> <p>Lesson 2 While listening to the story, students will contemplate different aspects of the story and</p>	<p>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. <i>(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)</i></p> <p>Lesson 2</p>

<p><i>Create; GLE: I can tell a story with my art, I can talk about why I made my art)</i></p> <p>Lesson 4 Students will be able to incorporate paint to their treasure box and explain their process in choosing the colors they did. <i>(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)</i></p> <p>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. <i>(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)</i></p>	<p>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. <i>(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)</i></p> <p>Lesson 3 Students will be able to define found object sculpture or assemblage. <i>(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)</i></p> <p>Lesson 3 Students will be able to identify works from Calder and Wilcox. <i>(Bloom's: Understand; Standards: Transfer, Reflect; GLE: I can talk about how and where artists make art)</i></p> <p>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 <i>sketch</i> of it. <i>(Bloom's: Create, Apply; Standard: Reflect; GLE: I can play with materials to get ideas for my art)</i></p>	<p>utilize materials to design an illustration utilizing multiple materials, different shapes, lines, and colors. <i>(Bloom's: Create; Standards: Create; GLE: I can talk about why I made my art)</i></p> <p>Lesson 3 Students will be able to assemble a toy that has never existed before that has a purpose. <i>(Bloom's: Create; Standards: Create; GLE: I can talk about why I made my art)</i></p> <p>Lesson 3 Students will be able to ideate through experimentation using found objects. <i>(Bloom's: Apply; Standards: Create; GLE: I can play with a lot of tools and materials to learn what they do)</i></p> <p>Lesson 4 Students will be able to utilize different types of tools to create texture, patterns, and join clay together. <i>(Bloom's: Apply; Standard: Create; GLE: I can play with a lot of tools and materials to learn what they do)</i></p> <p>Lesson 4 Students will be able to incorporate paint to their treasure box and explain their process in choosing the colors they did.</p>	<p>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. <i>(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)</i></p> <p>Lesson 3 Students will be able to define found object sculpture or assemblage. <i>(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)</i></p> <p>Lesson 3 Students will be able to identify works from Calder and Wilcox. <i>(Bloom's: Understand; Standards: Transfer, Reflect; GLE: I can talk about how and where artists make art)</i></p>
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	<p>Lesson 4</p> <p>Students will be able to explore with two types of clay and recognize some of the differences between them.</p> <p><i>(Bloom's: Understand; Standard: Reflect; GLE: I can talk about different types of art)</i></p>	<p><i>(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)</i></p> <p>Lesson 4</p> <p>Students will be able to discuss and reflect on the purpose of their treasure box by explaining what it holds or could hold.</p> <p><i>(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)</i></p>	
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