Unit Plan Title: Exploration of Cultures Length: Semester\_Fall 2015

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| **Course Name** | EDUCATION 466/ ART 326 | **Grade Level** | K-1 |

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| **Standards** | **Grade Level Expectations** |
| 1. Observe and Learn to **Comprehend** | 1. Works of art express feelings 2. Art represents and renders the stories of people, places, or things |
| 2. Envision and Critique to **Reflect** | 1. Visual arts provide opportunities to respond to personal works of art and the art of others |
| 3. Invent and Discover to **Create** | 1. Create art to communicate ideas, feelings, or emotions |
| 4. Relate and Connect to **Transfer** | 1. Visual arts relate experiences to self, family, and friends |

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| **Colorado 21st Century Skills**  **Critical Thinking and Reasoning**: *Think Deep, Think Different*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Owning Your Learning*  **Invention:** *Creating Solutions* | **Creative Process in Visual Art** | **Studio Thinking**  **Develop Craft:** *Learning to use materials, tools and techniques*  **Engage and Persist:** *Learning to embrace problems and not give up*  **Envision***: Imagine the possible next steps; see what is not there*  **Express:** *Convey an idea, feeling, personal meaning*  **Observe:** *Seeing things that otherwise might not be seen*  **Reflect:** *think, talk and evaluate your work and the work of others*  **Stretch and Explore:** *Reach beyond one’s perceived capacities*  **Understand Art World:** *Learn about contemporary and past art(ist)* |

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| **Lesson Titles / Description** | **Lesson Length** | **Sequence** |
| Your Home: We want students to think about their home. How it looks like to them, visualize what their house looks like from the front, and the back. What the inside looks like, how many rooms there are. Even what their favorite part of their house is. Drawing in their sketchbooks. | 2 days | 1st |
| Cultural Monuments: Examples of many different cultural monuments would be shown, like from the Mayans, Egyptians, Chinese, and American. Monuments like the Mayan Temples, Pyramids of Giza, Stonehenge, Easter Island Heads, Lincoln Memorial, World War II Memorial, and Mesa Verde; to name a few. The students will create sugar cube structures to create monuments about “What would like to memorialize?” | 1 day | 2nd |
| Cultural Artifacts: Explore artifacts from cultures around the world and their meaning to that specific culture. Students will then identify artifacts that they own that describe who they are and what meaning the artifacts have to them. With Pipe cleaners students will create artifacts from aspects of their lives. “What part of your life would you like to create an artifact?” | 1 day | 3rd |
| Folklore: The stories of the region rather than the religion will be discussed, like the stories of Vampires, Werewolves, Fairies, Elves, Yeti, Bigfoot, and the Lizard Man. The stories like the Alligators in the sewers of New York, and bring up urban myths. Students will create stories on pieces of cloth that will be combined into one giant quilt. “What would your story be about, if you could explain the world?” | 1 day | 4th |
| Cultural Celebrations: Celebrations that happen around the word, 5 de Mayo, Day of the Dead, Saint Patrick’s Day, Easter, Christmas, Hanukkah, Kwanzaa, 4th of July, Ramadan, Chinese New Year.. etc. Connect it back to them and ask them what they celebrate and why? Students will make up their own celebration. “If you could make up your own celebration, what would it be?” | 1 day | 5th |
| Building Your Home: The idea of this project is to allow students to create their own home after being exposed to other cultures of the past and present. This project will be the culmination of all of the unit plan about culture and so the goal is for students to create a home about their own personal culture. Students will create homes out of shoe-boxes that they brought. “What would you like to have in your home?” | 2 days | 6th |

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| **Unit: Focusing Lens/Lenses: Timeless, Transferrable and Universal (I.E. Beliefs/Values, Identity, Relationships. Tension/Conflict, Freedom, Design, Aesthetic, Patterns, Origins, Transformation, Change, Influence, Collaboration, Intention, Play/Exploration, Synergy/Flow, Choices, Balance, Inspiration, System, Structure/Function, Reform)** | Fundamentals of Culture  Cultures around the World  Discovering who you are culturally | **Unit: Prepared Graduate**  **Competencies** | **Comprehend:**   * Recognize, articulate, and debate that the visual arts are a means for expression * Analyze, interpret, and make meaning of art and design critically using oral and written discourse   **Reflect:**   * Critique personal work and the work of others with informed criteria * Recognize, demonstrate, and debate the place of art and design in history and culture   **Create:**   * Recognize, compare, and affirm that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives * Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design   **Transfer:**   * Transfer the value of visual arts to lifelong learning and the human experience * Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural context |

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| **Unit: Standards and Grade Level Expectations**  **(Unit must have all standards; NOT all GLEs.)** | (Visual Arts Standard # - Name; GLE #, # and #)  VA-GR.K-S.1-GLE.1, GLE.2  VA-GR.K-S.2-GLE.1, GLE.2  VA-GR.K-S.3-GLE.1  VA-GR.K-S.4-GLE.1  VA-GR.1-S.1-GLE.1, GLE.2  VA-GR.1-S.2-GLE.1  VA-GR.1-S.3-GLE.1  VA-GR.1-S.4-GLE.1 |

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| **Unit: Inquiry Questions**  **(Engaging-Debatable: In art, what does it mean when something is beautiful? How can something be so ugly it is beautiful?)** | 1. Observe and Learn to **Comprehend:**  How do sensory qualities and expressive features guide feelings in works of art?  How does the use of color or pattern create feelings in a work of art?  2. Envision and Critique to **Reflect:**  How do artists make choices about subject matter?  Why is it important to know a subject’s “story” when discussing works of art?  3. Invent and Discover to **Create:**  What are the stories that art tells?  How do you determine the feeling a work of art portrays?  How is art like the narrator of a play?  4. Relate and Connect to **Transfer:**  Why did you choose to use \_\_\_\_\_\_ to convey your intent?  How do artists make art?  Why do artists make art?  What do artists make art about?  How does art make the viewer feel? |
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| **Unit Standards** | Comprehend/Reflect/Create/Transfer |

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| **Unit: Concepts: Timeless, Transferrable and Universal (I.E. Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, Observation)** | culture, artifacts, celebrations, monuments, dress, influence, shapes, emotions |

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| **For each statement you create below align with Standard (S), Grade Level Expectation (GLE), and Evidence Outcome (EO). Include Numeracy, Literacy and Technology, when appropriate, at the end of the alignment.) : It would be written as S.#-GLE.#-EO(s).\_,\_-GLE.#-EO(s).\_,\_ (Literacy/Technology) or separate with ; and begin with new standard. Refer to Inquiry Questions, Relevance and Application and Nature of Statement when writing statements.** |

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| **Enduring Understandings: My students will UNDERSTAND...**  **(Timeless, Transferrable and Universal. Shows a relationship between two or more concepts.)** | **Conceptual Guiding Questions** | **Factual Guiding Questions** |
| Artists can connect the stories in works of art to the cultures they represent. | How can artists connect the stories in works of art to the cultures they represent? | How can modern day artists create art based upon the past? |
| Making art based on your situation and trying to create an understanding, through their art to interpret their world. | How was history documented? | Today what is a way to visually capture events? |
| By discussing, artists will understand the personal stories portrayed in a work of art | When looking at art from ancient cultures can one interpret how they viewed the world? Explain. | When looking at hieroglyphs, what can we infer the people from this time were going through? |

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| **Critical Content: My students will KNOW...**  **(NOT Timeless, Transferrable and Universal. Factual information in the unit [topics] that students must know.)** | **Key Skills: What my students will be able to DO...**  **(Timeless, Transferrable and Universal. What students will do AND be able to transfer to new learning experiences as a result of learning the unit.)** |
| Students will know how to explain their work.  Students will know what their culture is and how to learn about it.  Students will know what goes into a home.  Students will know what parts make up a culture fundamentally. | Students will reflect who they are and what their culture is by drawing their home.  Students will be able to create their own memorials for certain aspects of their life.  Students will be able to identify what parts of a culture make that culture unique through artifacts, monuments and celebrations. |

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| **Vocabulary** | -Culture  -Pyramid  -Temple  -Artifact  -Monument  -Ritual  -Folklore  -Dwelling  -Agriculture  -Cryptid |
| **Literacy Integration** | Discussion about their works of art and being able to vocalize their own subject matter. |