

Grade 1 - Unit 2 - Go Figure

Unit Focus

In this unit, students will use art vocabulary to describe choices while observing and creating art. They will apply drawing skills to design a human figure. They will learn that people from different places and times have made art for a variety of reasons. They will learn by comparing images of human figures in art throughout time.

Stage 1: Desired Results

Established Goals	Transfer	
<p>Standards National Core Arts Standards <i>Visual Arts: 1</i> Relate: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (VA:Cn11.1.1) Understand that people from different places and times have made art for a variety of reasons. (VA:Cn11.1.1.a) Reflect - Refine - Continue: Refine and complete artistic work. (VA:Cr3.1.1) Use art vocabulary to describe choices while creating art. (VA:Cr3.1.1.a) Perceive: Perceive and analyze artistic work. (VA:Re7.1.1) Compare images that represent the same subject. (VA:Re7.2.1.a) Interpret: Apply criteria to evaluate artistic work. (VA:Re9.1.1) Classify artwork based on different reasons for preferences. (VA:Re9.1.1.a) Common Core <i>English Language Arts: 1</i> Reading Literature Use illustrations and details in a story to describe its characters, setting, or events. (CCSS.ELA-LITERATURE.RL.1.7)</p> <p>Other Goals Portrait of a Graduate Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2) Product Creation: Effectively use a medium to communicate important information. (POG.3.2)</p>	<p><i>Students will be able to independently use their learning to...</i> T1 Develop and refine techniques and skills through purposeful practice and application to become more fluent T2 Examine a topic or genre to better understand a piece of art or artist in relation to time and place</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i> U1 Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results. U2 Interpretation of a work of art can be enriched by understanding context of the topic and perspective of the artist.</p> <p><i>Students will keep considering...</i> Q1 What does quality look/feel/sound like? How do I fine tune my work for and with an audience? Q2 How does knowing more about the artist change or deepen my understanding? Q3 How does knowing more about the topic change or deepen my understanding?</p>	
	Acquisition	
	Knowledge	Skill(s)
<p><i>Students will know...</i> K1 The human figure can be drawn from basic shapes and proportions K2 Lines can be used to show movement, expression, and form K3 Artists can design and describe their work using specific art vocabulary (i.e. elements, principles, etc) K4 People from different places and times have made art about similar topics (i.e. human figure) for a variety of reasons.</p> <p><i>Students will be skilled at...</i> S1 Creating a human figure by drawing, painting, sculpting S2 Drawing an object from basic shapes S3 Talking about similarities, differences, and other observations about a collection of artwork</p>		