

Grade 1 - Unit 4 - Creating a Sense of Space

Unit Focus

During the course of this unit, students will understand how to utilize space and create the illusion of space through the use of light/shadow, size and placement of shapes. They will apply these skills to create a still life. Students will analyze a variety of still life and/or landscape paintings in a museum like setting (i.e. Grant Wood/Grandma Moses), be introduced to a formal critique process.

Stage 1: Desired Results

Established Goals	Transfer	
<p>Standards National Core Arts Standards <i>Visual Arts: 1</i> Synthesize: Synthesize and relate knowledge and personal experiences to make art. (VA:Cn10.1.1) Identify times, places, and reasons by which students make art outside of school. (VA:Cn10.1.1.a) Investigate: Organize and develop artistic ideas and work. (VA:Cr2.1.1) Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means. (VA:Cr2.3.1.a) Share: Convey meaning through the presentation of artistic work. (VA:Pr6.1.1) Identify the roles and responsibilities of people who work in and visit museums and other art venues. (VA:Pr6.1.1.a) Perceive: Perceive and analyze artistic work. (VA:Re7.1.1) Select and describe works of art that illustrate daily life experiences of one's self and others. (VA:Re7.1.1.a) Common Core <i>Mathematics: 1</i> Reason with shapes and their attributes. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. (CCSS.MATH.CONTENT.1.G.A.1)</p> <p>Other Goals Portrait of a Graduate Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2) Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)</p>	<p><i>Students will be able to independently use their learning to...</i> T1 Engage in critique to inform next steps or deepen examination of an artistic work T2 Create works of art to personally engage in the artistic process and/or communicate meaning</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i> U1 Artists select a repertoire/body of work to demonstrate current range and depth of expertise for a given purpose and audience. U2 Evaluation of an artistic work is based on analysis and interpretation of established criteria that is helpful to the artist or deepens understanding of the work.</p>	<p><i>Students will keep considering...</i> Q1 What inspires me? Where do I get my ideas from? Q2 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress? Q3 K-3: What does quality look/feel/sound like? 4-12: What are the established conventions of the art form/genre/style? What is the impact of those conventions on the piece? Q4 What am I learning by engaging in critique? Q5 How do artists create a sense of space?</p>
	Acquisition	
	Knowledge	Skill(s)
<p><i>Students will know...</i> K1 Shapes can be classified as geometric or organic K2 By using light and shadow, and different sized and placement of shapes, artists can create a realistic feeling space. K3 An art museum requires certain behavior so all can appreciate their experience. K4 Critique is an important part of the art process that helps the artist continue to improve his or her work. K5 Secondary colors are created from the three primary colors: red, yellow, and blue</p>	<p><i>Students will be skilled at...</i> S1 Recognizing geometric and organic shapes S2 Using positive and negative space S3 Using size and placement of shapes to create the illusion of space S4 Engaging in a meaningful and respectful critique process S5 Mixing primary colors to create a variety of secondary colors</p>	