

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</p> <p>National Core Arts Standards</p> <p><i>Visual Arts: 1</i></p> <p>Synthesize: Synthesize and relate knowledge and personal experiences to make art. (VA:Cn10.1.1)</p> <p>Identify times, places, and reasons by which students make art outside of school. (VA:Cn10.1.1.a)</p> <p>Investigate: Organize and develop artistic ideas and work. (VA:Cr2.1.1)</p> <p>Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means. (VA:Cr2.3.1.a)</p> <p>Share: Convey meaning through the presentation of artistic work. (VA:Pr6.1.1)</p> <p>Identify the roles and responsibilities of people who work in and visit museums and other art venues. (VA:Pr6.1.1.a)</p> <p>Perceive: Perceive and analyze artistic work. (VA:Re7.1.1)</p> <p>Select and describe works of art that illustrate daily life experiences of one's self and others. (VA:Re7.1.1.a)</p> <p>Common Core</p> <p><i>Mathematics: 1</i></p> <p>Reason with shapes and their attributes.</p> <p>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</p> <p>Portrait of a Graduate</p> <p>Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)</p> <p>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></p> <p>T1 Engage in critique to inform next steps or deepen examination of an artistic work</p> <p>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></p> <p>U1 Artists select a repertoire/body of work to demonstrate current range and depth of expertise for a given purpose and audience.</p> <p>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></p> <p>Q1 What inspires me? Where do I get my ideas from?</p> <p>Q2 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress?</p> <p>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?</p> <p>Q4 What am I learning by engaging in critique?</p> <p>Q5 How do artists create a sense of space?</p>
	Acquisition	
	Knowledge	Skill(s)
<p><i>Students will know...</i></p> <p>K1 Shapes can be classified as geometric or organic</p> <p>K2 By using light and shadow, and different sized and placement of shapes, artists can create a realistic feeling space.</p> <p>K3 An art museum requires certain behavior so all can appreciate their experience.</p> <p>K4 Critique is an important part of the art process that helps the artist continue to improve his or her work.</p> <p>K5 Secondary colors are created from the three primary colors: red, yellow, and blue</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Recognizing geometric and organic shapes</p> <p>S2 Using positive and negative space</p> <p>S3 Using size and placement of shapes to create the illusion of space</p> <p>S4 Engaging in a meaningful and respectful critique process</p> <p>S5 Mixing primary colors to create a variety of secondary colors</p>	