



# Kindergarten - Unit 3 - From Shape to Form

## Unit Focus

In unit 3, students will begin to take their knowledge of two dimensional art and begin to explore form and texture within three dimensional art forms. They will apply learned skills to design a sculpture. Students will learn by inspiration from artists(i.e. Louise Nevelson) and exploration with natural and found objects, they will create an abstract relief sculpture to convey an image or feeling. After observing pottery design from various cultures, they will gain skills in clay using their hands and objects as tools, they will roll basic forms to design various sculptural projects.

## Stage 1: Desired Results

Established Goals	Transfer	
<b>Standards</b>  National Core Arts Standards <i>Visual Arts: K</i> Relate: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (VA:Cn11.1.K) Identify a purpose of an artwork. (VA:Cn11.1.K.a) Investigate, Plan, Make: Generate and conceptualize artistic ideas and work. (VA:Cr1.1.K) Engage in exploration and imaginative play with materials. (VA:Cr1.1.K.a) Investigate: Organize and develop artistic ideas and work. (VA:Cr2.1.K) Through experimentation, build skills in various media and approaches to art-making. (VA:Cr2.1.K.a) Reflect - Refine - Continue: Refine and complete artistic work. (VA:Cr3.1.K) Explain the process of making art while creating. (VA:Cr3.1.K.a) Perceive: Perceive and analyze artistic work. (VA:Re7.1.K) Describe what an image represents. (VA:Re7.2.K.a)  Common Core <i>Mathematics: K</i> Identify and describe shapes. Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid). (CCSS.MATH.CONTENT.K.G.A.3) Analyze, compare, create, and compose shapes.	<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 Create works of art to personally engage in the artistic process and/or communicate meaning	
	<b>Meaning</b>	
	<b>Understanding(s)</b>	<b>Essential Question(s)</b>
	<i>Students will understand that...</i> U1 Artists' creative choices are influenced by their expertise, context, and expressive intent. U2 The context an artist provides as their work is being seen/viewed can have an impact on the audience. U3 Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience. U4 Interpretation of a work of art can be enriched by understanding context of the topic and perspective of the artist.	<i>Students will keep considering...</i> Q1 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress? Q2 How do I use what I visualize/imagine and make it come to life? Q3 How can I use objects to create texture?
	<b>Acquisition</b>	
	<b>Knowledge</b>	<b>Skill(s)</b>
	<i>Students will know...</i> K1 Form is an element, or ingredient, of art. K2 Forms are three dimensional and can be seen from many different sides. K3 Texture is an element, or ingredient, of art. K4 Texture can be actually felt or imagined because of the way they are designed.	<i>Students will be skilled at...</i> S1 Using their hands as a clay tool to create a desired form (e.g., pinch pot) S2 Applying different materials to create a repeated pattern or texture to clay S3 Creating a new design that is inspired by and making use of found objects

Stage 1: Desired Results		
<p>Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. (<i>CCSS.MATH.CONTENT.K.G.B.5</i>)</p> <p><b>Other Goals</b></p> <p>Madison Public Schools Profile of a Graduate Design: Engaging in a process to refine a product for an intended audience and purpose. (<i>POG.2.2</i>)</p>	<p>K5 Found objects can be reused and imagined to create something new.</p> <p>K6 Vocabulary: Relief, form, texture, found object, slab, cylinder, clay, glaze, and sphere</p>	