



Grade K/1 Unit 4A - 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 landscape paintings in a museum-like setting, such as works by Grant Wood and Grandma Moses, and begin learning a formal critique process.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Common Core Mathematics: 1</p> <ul style="list-style-type: none"> 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>National Core Arts Standards Visual Arts: 1</p> <ul style="list-style-type: none"> Identify times, places, and reasons by which students make art outside of school. (VA:Cn10.1.1.a) Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means. (VA:Cr2.3.1.a) Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation. (VA:Pr5.1.1.a) Identify the roles and responsibilities of people who work in and visit museums and other art venues. (VA:Pr6.1.1.a) Select and describe works of art that illustrate daily life experiences of one's self and others. (VA:Re7.1.1.a) <p>Visual Arts: K</p> <ul style="list-style-type: none"> Identify a purpose of an artwork. (VA:Cn11.1.K.a) Engage collaboratively in creative artmaking in response to an artistic problem. (VA:Cr1.2.K.a) Create art that represents natural and constructed environments. (VA:Cr2.3.K.a) Select art objects for personal portfolio and display, explaining why they were chosen. (VA:Pr.4.1.K.a) Explain the purpose of a portfolio or collection. (VA:Pr5.1.K.a) 	<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 (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress? Q2 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? Q3 What am I learning by engaging in critique? Q4 How do artists create a sense of space?</p>
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p><i>Students will know...</i> K1 Shapes can be classified as geometric or organic K2 By using light and shadow, foreground and background, and different sized and placement of shapes, artists can create a composition with a realistic feeling space.</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</p>

Stage 1: Desired Results - Key Understandings

- Explain what an art museum is and distinguish how an art museum is different from other buildings. (VA:Pr6.1.K.a)
- Identify uses of art within one's personal environment. (VA:Re7.1.K.a)
- Explain reasons for selecting a preferred artwork. (VA:Re9.1.K.a)

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- 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)

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

S5 Mixing primary colors to create a variety of secondary colors