



Grade K/1 Unit 4B - Making My Mark

Unit Focus

For the final unit, students will experience the last two elements of art: space and value. They will apply their understanding of media, processes, and techniques to design a portfolio cover that demonstrates their understanding of the elements of art. They will learn printmaking processes to create artwork (inspired by masters) while using a variety of media to create a composition that fills the space given.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
National Core Arts Standards Visual Arts: 1 <ul style="list-style-type: none">Use observation and investigation in preparation for making a work of art. (VA:Cr1.2.1.a)Demonstrate safe and proper procedures for using materials, tools, and equipment while making art. (VA:Cr2.2.1.a)Use art vocabulary to describe choices while creating art. (VA:Cr3.1.1.a)Explain why some objects, artifacts, and artwork are valued over others. (VA:Pr. 4.1.1.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)Classify artwork based on different reasons for preferences. (VA:Re9.1.1.a) Visual Arts: K <ul style="list-style-type: none">Identify a purpose of an artwork. (VA:Cn11.1.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)Explain what an art museum is and distinguish how an art museum is different from other buildings. (VA:Pr6.1.K.a)Explain reasons for selecting a preferred artwork. (VA:Re9.1.K.a)	<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 Develop and refine techniques and skills through purposeful practice and application to become more fluent T3 Create works of art to personally engage in the artistic process and/or communicate meaning	
	Meaning	
	Understanding(s)	Essential Question(s)
	<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 The context an artist provides as their work is being seen/viewed can have an impact on the audience. U3 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. U4 Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience.	<i>Students will keep considering...</i> Q1 Based on the purpose, how do I decide what to share? Q2 What is important for me to communicate? When should the work stand on its own? Q3 What am I learning by engaging in critique? Q4 How were the elements of art used in this piece?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Space is the final elements, or ingredients, of art. K2 There are many ways in which an artwork has value. K3 Space refers to the area within, around, above or below, the way in which an artwork is composed.	<i>Students will be skilled at...</i> S1 Composing artwork that fills the space of the display material (paper, sculpture base, etc).

Stage 1: Desired Results - Key Understandings

Madison Public Schools Profile of a Graduate

- Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)

K4 Artists develop portfolios to protect, preserve, inspire, and give value to their body of work.

K5 Quality demonstrates an understanding and use of element(s) of art.

S2 Reflecting on and giving a meaningful title to preferred artwork.

S3 Describing and demonstrating use of the elements of art.