



Grade 2/3 Unit 2B - Textile Design

Unit Focus

In this unit, second and third grade artists will be comparing and contrasting cultural uses of textile art from different times and places. They will develop an appreciation for art around the world by analyzing how sharing it contributes to communities. They will apply their skills with such materials as scissors, glue, and paint in creating their art, and they will further show an appreciation for art by demonstrating safe procedures for using and cleaning art tools and equipment.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>National Core Arts Standards</p> <p>Visual Arts: 2</p> <ul style="list-style-type: none"> Compare and contrast cultural uses of artwork from different times and places. (VA:Cn11.1.2.a) Make art or design with various materials and tools to explore personal interests, questions, and curiosity. (VA:Cr1.2.2.a) Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces. (VA:Cr2.2.2.a) Repurpose objects to make something new. (VA:Cr2.3.2.a) Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities. (VA:Pr6.1.2.a) <p>Visual Arts: 3</p> <ul style="list-style-type: none"> Recognize that responses to art change depending on knowledge of the time and place in which it was made. (VA:Cn11.1.3.a) Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process. (VA:Cr1.2.3.a) Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes. (VA:Cr2.2.3.a) Identify and explain how and where different cultures record and illustrate stories and history of life through art. (VA:Pr6.1.3.a) <p>Madison Public Schools Profile of a Graduate</p> <ul style="list-style-type: none"> Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2) Product Creation: Effectively use a medium to communicate important information. (POG.3.2) 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Make appropriate choices as a responsible, respectful participant within a communal artistic experience</p> <p>T2 Examine a topic or genre to better understand a piece of art or artist in relation to time and place</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i></p> <p>U1 Interpretation of a work of art can be enriched by understanding context of the topic and perspective of the artist.</p> <p>U2 Artists' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>U3 The context an artist provides as their work is being seen/viewed can have an impact on the audience.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How does knowing more about the topic change or deepen my understanding?</p> <p>Q2 What am I learning or have I learned from creating this work of art?</p>
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p>K1 printing is an art form used around the world throughout history, which can be both aesthetic and functional</p> <p>K2 symbols and patterns can provide meaning to better understand an artwork or artform</p> <p>K3 pattern, variety, and unity are principles of design often used in fabric creations</p> <p>K4 printing means to press and lift an inked surface onto another</p> <p>K5 Vocabulary: contrast, cool, warm, monoprint, relief, intaglio, brayer</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Analyzing and creating patterns within textile designs</p> <p>S2 Incorporating a variety of patterns in a textile design</p> <p>S3 Printing lines and shapes to create an image of their choice</p>