**Teacher Work Sample:**

**Unit Standards, Goals and Objectives**

Unit Title: Build Your Own City!

Length: 10 classes

Unit Focusing Lens:

* Relationships (Lessons #2, #3, #4)
* Design (Lessons #1, #2, #3, #4)

Unit Strands

Standard:

* Observe and Learn to Comprehend

Grade Level Expectation:

* Characteristics and expressive features of art and design are used to identify and discuss works of art.

Standard:

* Envision and Critique to Reflect

Grade Level Expectation:

* Artists, viewers and patrons make connections among the characteristics, expressive features and purposes of art and design.

Standard:

* Invent and Discover to Create

Grade Level Expectation:

* Demonstrate basic studio skills.

Standard:

* Relate and Connect to Transfer

Grade Level Expectations:

* Works of art connect individual ideas to make meaning

Prepared Graduate Competencies:

Comprehend:

* Make informed critical evaluations of visual and material culture, information, and technologies.

Reflect:

* Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information.
* Critique personal work and the work of others with informed criteria.
* Use specific criteria to discuss and evaluate works of art.

Create:

* Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design.
* Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research.
* Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies

Transfer:

* Transfer the value of visual arts to lifelong learning and the human experience.

Unit Enduring Understandings:

* My students will understand that shape and form help translate 2-dimensional to 3-diensional. (Lesson #3)
* My students will understand that planning and refinement is an essential component of creating art. (Lessons #2, #3, #4)
* My students will understand that culture and style influence artistic intention. (Lessons #2, #3, #4)
* My students will understand artists and designers explore materials to make art in all its forms. (Lessons #1, #2, #3, #4)

Unit Inquiry Questions:

1. How do patterns of visual information guide the creation of works of art? (Lessons #2, #3)
2. How are characteristic and expressive features of art and design important in art making? (Lessons #1, #2, #3, #4)
3. How are real-life topics capture in visual images? (Lessons #3, #4)
4. Why would an artist need to know about variations of sensory qualities used in art? (Lesson #3)
5. What are examples of ideas you can observe in familiar works of art? (Lesson #3, #4)
6. How can your choices in art making change an idea? (Lessons #2, #3, #4)
7. What is meant by “intent”? (Lessons #1, #2, #3, #4)
8. How can art express more than one idea? (Lessons #1, #2, #3, #4)

Lesson 1: Exploring Architecture

In this lesson we explore different and unique buildings throughout history as well as some imaginary buildings.  We will make our own dream home as well as our sketchbook cover and how to sketch like an artist!

Lesson Prepared Graduate Competencies:

Comprehend:

* Make informed critical evaluations of visual and material culture, information, and technologies.

Reflect:

* Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information.

Create:

* Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design.

Transfer:

* Transfer the value of visual arts to lifelong learning and the human experience.

Lesson Enduring Understandings:

* Visual arts are a means for personal expression and communication of ideas and perspectives.
* Artists and designers synthesize information and apply it during the artistic process.

Lesson Inquiry Questions:

1. What are some basic parts to a house?
2. What are ways you can make those basic parts more exciting?
3. How big is your door?
4. How many people live with you?
5. Who lives with you?
6. Do you have any pets
7. Where do you live on the map? - State, city, street?
8. What kinds of homes are there? (Tent, apartment, house, mansion, castle, pineapple like SpongeBob)
9. What is the weather like where your dream home is?
10. Do you have a pool?
11. What colors of homes have you seen?
12. What colors would you want to see a house?
13. Have you ever seen a pattern in a home?
14. What shape are your windows?
15. Do you have curtains?
16. Is anyone standing in the window?
17. Do you have a doorbell?
18. Do you have a welcome mat?
19. Do you have a path leading to your door?
20. What is the path made of?
21. How long is the path?
22. Do you have a garage?
23. Is your garage open?
24. Is there a car inside?
25. What does your car look like?

Objectives:

* Given various mediums, SWBAT create their future dream homes using the inherent characteristics and expressive features of art and design.
(Bloom’s: Apply - Standard: Create- GLE: 1 Art learning: Inherent Characteristics of Art and Design)
* Using completed artwork, SWBAT explain their decisions made in their art.
(Bloom’s: Evaluate - Standard: Reflect - GLE: 1 -Art learning: Reflect and Assess)
* Using completed artwork, SWBAT explain how their artwork shows something about them.
(Bloom’s: Analyze - Standard: Transfer - GLE: 1 -Art learning: Reflect and Assess)
* Given the prompt, SWBAT demonstrate different ideas through drawing them in their sketchbooks
(Bloom’s: Applying - Standard: Comprehend- GLE: 2-Art learning: Ideation)
* Given prompts, SWBAT utilize multiple materials to draw their personal dream home by conveying their ideas with more than one medium.
(Bloom’s: Apply - Standard: Create - GLE: 2 -Art learning: Technique

Lesson 2: Printing Architecture - Plexiglas Edition

Lesson Description:

We explore variations and revisions of our original dream home through creating many monoprints! We use the Plexiglas monoprint technique with markers and paper.

Prepared Gradate Competencies:

Comprehend:

* Make informed critical evaluations of visual and material culture, information, and technologies.

Reflect:

* Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information.

Create:

* Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research.
* Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design.

Transfer:

* Transfer the value of visual arts to lifelong learning and the human experience

Lesson Enduring Understandings:

* The artistic process requires planning and revision in order to create the art you desire.
* Form and style show the viewer what ideas you have visually.

Lesson Inquiry Questions:

1. What are some basic parts to a house?
2. What are ways you can make those basic parts more exciting?
3. How big is your door?
4. How many people live with you?
5. Who lives with you?
6. Do you have any pets?
7. Do you have a pool?
8. What colors of homes have you seen?
9. What colors would you want to see a house?
10. Have you ever seen a pattern in a home?
11. What shape are your windows?
12. Do you have curtains?
13. Is anyone standing in the window?
14. Do you have a doorbell?
15. Do you have a welcome mat?
16. Do you have a path leading to your door?
17. What is the path made of?
18. How long is the path?
19. Do you have a garage?
20. Is your garage open?
21. Is there a car inside?
22. What does your car look like?

Objectives:

* Using printmaking techniques, SWBAT demonstrate revision of their ideas by creating different prints of their dream home.
(Bloom’s: Applying, Standard: Reflect, GLE: 2, Art Learning: Ideation)
* Given printmaking materials, SWBAT demonstrate and define mono-prints correctly.
(Bloom’s: Applying, Standard: Create, GLE: 2, Art Learning: Technique)
* By participating in a group critique, SWBAT articulate their revisions and reasons for them, aloud.
(Bloom’s: Evaluating, Standard: Comprehend, GLE: 1, Art Learning: Reflect and Assess)
* Given the prompt, SWBAT describe and identify key architectural features (foundation, roof and walls) accurately.
(Bloom’s: Remembering, Standard: Comprehend, GLE: 2, Art Learning: Art / Art History)
* Using printmaking techniques, SWBAT create their future dream homes utilizing shape, form and detail.
(Bloom’s: Create, Standard: Create, GLE: 1, Art Learning: Ideation and Inherent Characteristics of Art and Design)

Lesson #3: I am an architect!

Lesson Description:

In this lesson we explore the role of an architect and project manager on the job site. We will also explore clay building, the use of found objects and color schemes. Using our knowledge, we will use our designs to build our homes and the environment surrounding our homes!

Lesson Prepared Graduate Competencies:

Comprehend:

* Make informed critical evaluations of visual and material culture, information, and technologies.

Reflect:

* Critique personal work and the work of others with informed criteria.
* Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information.

Create:

* Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies.

Transfer:

* Transfer the value of visual arts to lifelong learning and the human experience.

Lesson Enduring Understandings:

* Form and shape are used to visually represent ideas.
* The artistic process requires planning and revision in order to create the art you desire.

Lesson Inquiry Questions:

* How do patterns of visual information guide the creation of works of art?
* How are characteristics and expressive features of art and design important in art making?
* How are real-life topics captured in visual images?
* Why would an artist need to know about variations of sensory qualities used in art?
* What are examples of ideas you can observe in familiar works of art?
* How can your choices in art-making change an idea?
* What is meant by "intent?"
* How can art express more than one idea?

Lesson Objectives:

* Using clay techniques, SWBAT create dream home by translating their 2D designs to 3D. (Bloom’s: Applying, Standard: Transfer, GLE: 2, Art Learning: Technique)
* Given a worksheet and paint, SWBAT understand and create their own color wheel. (Bloom’s: Applying, Standard: Comprehend, GLE: 2, Art Learning: Materials and Tools)
* Using their final projects, SWBAT identify primary, secondary and analogous color schemes correctly. (Bloom’s: Evaluating, Standard: Reflect, GLE: 1, Art Learning: Reflect and Assess, Literacy)
* Given the prompt, SWBAT describe and identify key architectural features (foundation, roof and walls) accurately. (Bloom’s: Remembering, Standard: Comprehend, GLE: 2, Art Learning: Art / Art History)
* Using clay techniques and materials, SWBAT create their future dream home diorama utilizing shape, form and detail. (Bloom’s: Create, Standard: Create, GLE: 1, Art Learning: Ideation and Inherent Characteristics of Art and Design)

Lesson #4: I am a city planner!

Lesson Description:

In this lesson we will explore the role of a city planner and three types of city planning. We will look at city designs and blueprints and then we will create a blueprint design for the city our home exists in and paint our favorite part of our city!

Lesson Prepared Graduate Competencies:

Comprehend:

* Make informed critical evaluations of visual and material culture, information, and technologies.

Reflect:

* Critique personal work and the work of others with informed criteria.
* Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information.
* Use specific criteria to discuss and evaluate works of art.

Create:

* Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design.

Transfer:

* Transfer the value of visual arts to lifelong learning and the human experience

Lesson Enduring Understandings:

* Art media, techniques and processes work together to create art.
* Artwork elicits personal response.

Lesson Inquiry Questions:

* What makes a city run well?
* What are important services in a city?
* What are important places in a city?
* Where do you go often in your own city?
* How do you get around? (Transportation)
* What does the building look like?
* What are the parts of each structure?
* Do animals live here?
* What shapes do you use?
* What is the weather like?
* Where do you go for fun?
* Is there a place to have a quiet time?

Objectives:

* Using the “city list,” SWBAT identify an element to make their city better by collaborating with their peers to create a new structure. (Bloom’s: evaluate- Standard: Reflect- GLE: 2 -Art learning: reflect and assess/literacy)
* Given examples, SWBAT create a blueprint and to explain verbally why their city will work well. (Bloom’s: application- Standard: Transfer- GLE: 1 -Art learning: reflect/literacy)
* Given a prompt, SWBAT describe and identify 3 key parts of urban planning by accurately completing a worksheet. (Bloom’s: Remembering- Standard: Comprehend- GLE: 2 -Art learning: art and art history\literacy)
* Using art materials, SWBAT create city elements from the list we create as a class, utilizing shape, form, and detail. (Bloom’s: synthesis- Standard: Create- GLE: 2 -Art learning: Inherent Characteristics of Art and Design)
* Given paper, SWBAT create a successful painting of another city element (place, building) from our class list. (Bloom’s: apply Standard: transfer- GLE: 1-Art learning: technique)