Content Area	Visual Arts		Grade Level	1st Grade
Course Name/Course Code				

Standard	Grade Level Expectations (GLE)	GLE Code
1. Observe and Learn to **Comprehend**	1. Works of art express feelings	VA09-GR.1-S.1-GLE.1
	2. Art represents and renders the stories of people, places, or things	VA09-GR.1-S.1-GLE.2
2. Envision and Critique to **Reflect**	1. Visual arts provide opportunities to respond to personal works of art and the art of others	VA09-GR.1-S.2-GLE.1
3. Invent and Discover to **Create**	1. Create art to communicate ideas, feelings, or emotions	VA09-GR.1-S.3-GLE.1
4. Relate and Connect to **Transfer**	1. Visual arts relate experiences to self, family, and friends	VA09-GR.1-S.4-GLE.1

Colorado 21st Century Skills
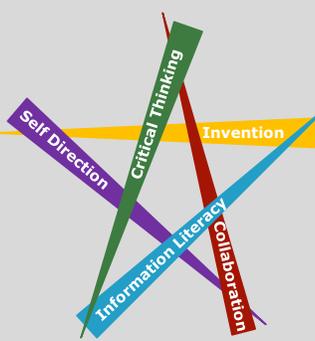
**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*
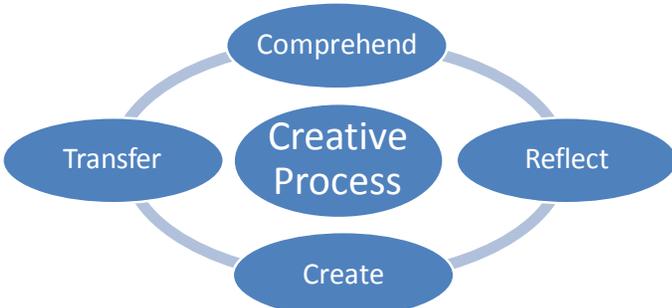
The Colorado Academic Standards for Visual Arts are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four visual arts standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Passports	Instructor Choice	Instructor Choice
Places to Live	Instructor Choice	Instructor Choice

Unit Title	Passports			Length of Unit	Instructor Choice

Focusing Lens(es)	Structure and Function	Standards and Grade Level Expectations Addressed in this Unit	VA09-GR.1-S.1-GLE.1, VA09-GR.1-S.1-GLE.2 VA09-GR.1-S.2-GLE.1 VA09-GR.1-S.3-GLE.1 VA09-GR.1-S.4-GLE.1
Inquiry Questions (Engaging-Debatable):	• How would concept mapping help an artist organize art work? (VA09-GR.1-S.1-GLE.2) and (VA09-GR.1-S.2-GLE.1) and (VA09-GR.1-S.3-GLE.1-EO.a,b,c,d) and (VA09-GR.1-S.4-GLE.1-EO.a,d) • What do maps show us when we examine them? • Could a work of art reveal/show a sense of culture or space/ where you come from in this world? How? Why might the process of discovery, through collaboration/working together and sharing our ideas, expand the possibilities within the art work?		
Unit Strands	Comprehend/Reflect/Create/Transfer		
Concepts	Place, Culture, Space/Time/Energy, Investigate/Discovery, Exploration, Create, Collaboration, Mapping, Structure		

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Concept mapping experiences organize the structure of creations for artists. (VA09-GR.1-S.3-GLE.1-EO.a,b,c,d) and (VA09-GR.1-S.4-GLE.1-EO.a,d)	How can a concept map (like a thinking map) help an artist plan a work of art? How can the process of concept mapping help an artist express feelings, ideas and emotions?	Why might an artist plan a work of art?
Mapping is a tool for investigating place and culture. (VA09-GR.1-S.1-GLE.2-EO.a, b, c)	How do contemporary artists use the map to make art? What materials can artists use to make their maps?	Why might an artist use maps to express ideas or feelings?
Space, time and energy are represented by artists, as they explore and investigate their culture through art making (VA09-GR.1-S.1-GLE.1,, GLE.2) and (VA09-GR.1-S.2-GLE.1-EO.c,d) and (VA09-GR.1-S.3-GLE.1) and (VA09-GR.1S.4-GLE.1-EO.a,d)	How does Faith Ringgold show different places and times in her quilts? How do Native American Winter Counts show time?	In what ways might an artist investigate space, time, and energy?
Working together artists expand their capacity to create artworks. (VA09-GR.1-S.1-GLE.1, 2) and (VA09-GR.1-S.3-GLE.1) and (VA09-GR.1-S.4-GLE.1-EO. a, d)	How can thinking change through shared ideas?	Why might artists share?

Critical Content: My students will **Know**…	Key Skills: My students will be able to **(Do)**…
• The unique perspectives of organization and culture in the works of artists, such as Jacob Lawrence and Leonardo Da Vinci, and Native American Winter Counts, (VA09-GR.1-S.1-GLE.2-EO.a,b,c(and (VA09-GR.1-S.2-GLE.1-EO.a,c) • A variety of techniques and media artists use such as drawing, collage, painting, and printmaking to reveal and expand cultural perspectives (VA09-GR.1-S.3-GLE.1-EO.a,b,c,d) • Collaborative ways to work together (VA09-GR.1-S.2-GLE.1-EO.c,d) • Different ways to use mapping to organize the world (VA09-GR.1-S.4-GLE.1-EO.a,d)	• Compare and contrast the unique organizational styles of artists. (VA09-GR.1-S.1-GLE.2, 3) • Use mapping to organize space, time and energy. (VA09-GR.1-S.3-GLE.1-EO.a,b,c,d) • Create an experience of traveling the world and culture through creation of a two or three dimensional artwork. (VA09-GR.1-S.3-GLE.1-EO.a,b,c,d) • Discuss and tell the cultural references found in the 2/3-dimensional art work. (VA09-GR.1-S.1-GLE.2-EO.a,b,c) • Explain the culture and place the student represented in the art work. (VA09-GR.1-S.4-GLE.1-EO.a,d) • Partner share how the work will expand understanding of the world as students explain their interpretation of culture and mapping. (VA09-GR.1-S.4-GLE.1-EO.a)

Critical Language:	includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*Mapping and organizing ideas helps an artist create and display artwork.*
Academic Vocabulary:	Mapping, collaboration, space, time, energy, integrate, discovery, organization, compare, contrast, techniques, culture, sense of place, construct
Technical Vocabulary:	Organizing features of mapping, strategies of sharing for collaboration techniques and media, artistic intent, expressive characteristics

Unit Title	Places to Live			Length of Unit	Instructor Choice

Focusing Lens(es)	Design/Relationships	Standards and Grade Level Expectations Addressed in this Unit	VA09-GR.1-S.1-GLE.1, VA09-GR.1-S.1-GLE.2 VA09-GR.1-S.2-GLE.1 VA09-GR.1-S.3-GLE.1 VA09-GR.1-S.4-GLE.1
Inquiry Questions (Engaging-Debatable):	• How might relationships between the environment and materials help artists get ideas? (VA09-GR.1-S.1-GLE.1-EO.a,c) and (VA09-GR.1-S.2-GLE.1-EO.b) and (VA09-GR.1-S.3-GLE.1-EO.a, b, c) and (VA09-GR.1-S.4-GLE.1-EO.a,b) • Are artists supposed to come up with their own designs by themselves? • What is the difference between copying someone's design and being inspired by someone's design?		
Unit Strands	Comprehend/Reflect/Create/Transfer		
Concepts	Environment, Investigate/Discovery, Observation, Order/Form, Movement, Material, Patterns, Sequencing, Experiences, Media		

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Design of an artwork often considers the basic order and form (patterns/sequencing) of ideas, experiences and media (VA09-GR.1-S.3-GLE.1-EO.a, b, c) and (VA09-GR.1-S.4-GLE.1-EO.a, b)	In what ways might sequencing and pattern affect art make?	Why might an artist organize ideas?
Design of an artwork often relies upon interrelationships of dwelling, environment and material (VA09-GR.1-S.2-GLE.1-EO.b)	How might location change the structure of dwellings?	Why do species (i.e. rabbits, bears, and bees) have different dwellings?
Observation of details within static and changing environments allows artists to discriminate relationships that illuminate ideas for artworks. (VA09-GR.1-S.1-GLE.1-EO.a,c)	What factors (i.e. weather, migration, urban, rural, geography, population density) influence environments?	What influences environmental change?

Critical Content: My students will **Know**…	Key Skills: My students will be able to **(Do)**…
• The definition of design as the basic order and form of ideas, experiences and media (VA09-GR.1-S.3-GLE.1-EO.a,b,c) and (VA09-GR.1-S.4-GLE.1-EO.a,b) • Ways ideas are generated using the interrelationships of dwelling, environment and materials ideas (VA09-GR.1-S.2-GLE.1-EO.b) • Ways artists discern relationships between static and changing environments by looking at details of design (VA09-GR.1-S.1-GLE.1-EO.a,c)	• Design using basic order and form with a variety of media ideas, and experiences (VA09-GR.1-S.3-GLE.1-EO.a,b,c) and (VA09-GR.1-S.4-GLE.1-EO.a,b) • Record thinking and generate ideas about relationships between of dwelling, environment and materials (VA09-GR.1-S.2-GLE.1-EO.b) • Create a dwelling that reflects observations between static and changing environments (VA09-GR.1-S.1-GLE.1-EO.a,c)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.	
EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*An artist explores their environment and observes things that change and stay the same to design an artwork.*
Academic Vocabulary:	Dwelling, static, environments, generate, neighborhood, home, space, community, form, observe, change
Technical Vocabulary:	Structure, order, form, design, environments, generate, dwelling, static