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| **Content Area** | Visual Arts | | | **Grade Level** | Kindergarten | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. Observe and Learn to **Comprehend** | 1. Artists and viewers recognize characteristics and expressive features within works of art | | | | | | VA09-GR.K-S.1-GLE.1 |
| 1. Personal feelings are described in and through works of art | | | | | | VA09-GR.K-S.1-GLE.2 |
| 1. Envision and Critique to **Reflect** | 1. Identify that art represents and tells the stories of people, places, or things | | | | | | VA09-GR.K-S.2-GLE.1 |
| 1. Artists interpret connections to the stories told in and by works of art | | | | | | VA09-GR.K-S.2-GLE.1 |
| 1. Invent and Discover to **Create** | 1. Create two- and three-dimensional work of art based on person relevance | | | | | | VA09-GR.K-S.3-GLE.1 |
| 1. Relate and Connect to **Transfer** | 1. Artists and viewers contribute and connect to their communities | | | | | | VA09-GR.K-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** | |
| The Story I Like to Tell! | | | Instructor Choice | | | Instructor Choice | |
| What Do I See? | | | Instructor Choice | | | Instructor Choice | |

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| **Unit Title** | The Story I Like to Tell! | | | **Length of Unit** | Instructor Choice |
| **Focusing Lens(es)** | Beliefs/Values | **Standards and Grade Level Expectations Addressed in this Unit** | VA09-GR.k-S.1-GLE.1, VA09-GR.k-S.1-GLE.2  VA09-GR.k-S.2-GLE.1, VA09-GR.k-S.2-GLE.2  VA09-GR.k-S.2-GLE.1  VA09-GR.k-S.4-GLE.1 | | |
| **Inquiry Questions (Engaging- Debatable):** | * Should a story make you feel a certain way? Why? (VA09-GR.k-S.1-GLE.2-EO.a,b,c) and (VA09-GR.k- S.2-GLE.1, 2) and (VA09-GR.k-S.4-GLE.1-EO.a,b,c) * Why can a story tell you something about a person, place or idea? * Should anyone be able to tell a story? | | | | |
| **Unit Strands** | Comprehend/Reflect/Create/Transfer | | | | |
| **Concepts** | Expression, Tradition, Style, Influence, Community, Reflection | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Traditions and stories influence artistic expression. (VA09-GR.k-S.1-GLE.2-EO.a,b) and (VA09-GR.k-S.3-GLE.3-EO.a,c) | How does choice of materials help to tell your story? | Can a story make us change our mind? How?  How can artists respectfully explore cultural traditions when making art? |
| Artistic styles reflect time and community. (VA09-GR.k-S.4-GLE.1-EO.b,c) | How can artifacts from different time periods and locations define the people who made them? | Why is it important to consider the time period and individuals that created art? |
| Beliefs and values are expressed through visual storytelling to reflect community tradition. (VA09-GR.k-S.2-GLE.1, GLE.2-EO.a,b) | Why do artists choose specific media and technique to tell stories? | Should stories differ depending on an artist’s beliefs and values? |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * Ways in which artists depict feelings through sensory and expressive features of an artwork, as seen in the work of Edward Munch, Pablo Picasso, Judy Pfaff, Yinka Shonibare. (VA09-GR.k-S.1-GLE.2-EO.a,b) * How artists incorporate personal thoughts in their artwork, , as in the work of Swoon and Monica Canilao, El Anatsui and Tony Ortega.( VA09-GR.k-S.2-GLE.1-EO.a,b,c, GLE.2-EO.a,b) * Line and color as expressive components of art (VA09-GR.k-S.3-GLE.3-EO.a,c) * The importance of context (place, time, culture) in art making (VA09-GR.k-S.4-GLE.1-EO.b,c) | * Observe how emotion is expressed through sensory and expressive features in art. (VA09-GR.k-S.1-GLE.2-EO.a,b) * Demonstrate how a work of art incorporates personal beliefs and values. (VA09-GR.k-S.2-GLE.1-EO.a,b,c, GLE.2-EO.a,b) * Experiment with line and value using a variety of techniques and media. **(**VA09-GR.k-S.3-GLE.3-EO.a,c) * Relate a work of art to its context. (VA09-GR.k-S.4-GLE.1-EO.b,c) |

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| **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):** | | *Behind every artwork is an artist’s story.* |
| **Academic Vocabulary:** | Expression, tradition, style, influence, community, reflection, line, media, techniques | |
| **Technical Vocabulary:** | Sensory and expressive features of art | |

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| **Unit Title** | What Do I See...? | | | **Length of Unit** | Instructor Choice |
| **Focusing Lens(es)** | Point of View | **Standards and Grade Level Expectations Addressed in this Unit** | VA09-GR.k-S.1-GLE.1, VA09-GR.k-S.1-GLE.2  VA09-GR.k-S.2-GLE.1, VA09-GR.k-S.2-GLE.2  VA09-GR.k-S.2-GLE.1  VA09-GR.k-S.4-GLE.1 | | |
| **Inquiry Questions (Engaging- Debatable):** | * Why do things look different out the window of your house at night vs. during the day? When it rains? When it snows? In the fall? In the spring? (VA09-GR.k-S.1-GLE.1,2) and (VA09-GR.k-S.3-GLE.1-EO.a,b,c,d) and (VA09-GR.k-S.4-GLE.1-EO. a, d) * Can artists create under, over, beneath, around, inside? * Why do we see things differently? | | | | |
| **Unit Strands** | Comprehend/Reflect/ Create / Transfer | | | | |
| **Concepts** | Observation, Perspective, Shape, Proportion, Expression, Experiment | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Artists observe the world from unique perspectives and their viewpoints inform the shape of their expression. (VA09-GR.k-S.1-GLE.1,GLE.2- EO. a, c) | What is the difference in viewing an object through a magnifying instrument versus the naked lens of the eye? | How could details change depending on viewpoint?  What would the view be from the airplane? From space?  What is the ant’s eye view of the world? From standing on the tip of a spoon? |
| Artists experiment and play with materials and techniques to reveal personal observational perspectives in artwork. (VA09-GR.k-S.3-GLE.1-EO.a,b,c,d) | Why is experimenting and playing with materials important in creating art? | How might work change as an artist experiments and plays with materials? |
| Artistic point of view is reflected in works of art.  (VA09-GR.k-S.2-GLE.2-EO.c, d) | What visual clues tell us about an artist’s point of view? | How does a work of art tell about the artist’s background and experiences? |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * Ways that famous artworks inspire and provide ideas for personal art such as Jacob Lawrence, Native American Winter Counts, Leonardo Da Vinci, shows me unique perspectives for organizing art and revealing culture. (VA09-GR.k-S.1-GLE.2) * Art making, using techniques and media such as drawing, collage, painting, and printmaking, (VA09-GR.k-S.3-GLE.1-EO.a,b,c,d) * How artists use collaboration (VA09-GR.k-S.2-GLE.2-EO.c, d) * Different ways to use mapping to organize the world. (VA09-GR.k-S.4-GLE.1-EO. a, d) | * Compare and contrast the unique organizational styles of artists. (VA09-GR.k-S.1-GLE.2-EO.a,b,c, GLE.3- EO. a, d, e) * Use mapping to organize space, time and energy. (VA09-GR.k-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.k-S.3-GLE.2-EO.a,b,c,d) * Discuss and tell the cultural references found in the 2/3-dimensional art work. (VA09-GR.k-S.1-GLE.2-EO.a,b,c) * Explain the culture and place the student represented in the art work. (VA09-GR.k-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.k-S.4-GLE.1-EO. a) |

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| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *When I create a piece of art I discover new things.* |
| **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 | |