Planning by Design: Unit Writing for Maximum Impact

Convention Center/Meeting Room
R03/Second Level
Feeling overwhelmed, too many choices, too little time?

Be systematic and purposeful when designing your curriculum map and unit plans. De-stress your year by planning with these simple steps
Reflect:

• Look over previous year’s plan books.
• Look for Standards/Essential Objectives that you feel need to be met each year.
• Schema: How do you build on this knowledge each year?
Why Curriculum Maps?

- Strategic / Purposeful use of time to connect
- Used to showcase learning over time
- Gives an overview of media, artist, big ideas, standards and objectives
Example of Art Curriculum Maps:

<table>
<thead>
<tr>
<th>Grade/Unit</th>
<th>Big Idea</th>
<th>Strategy</th>
<th>Activity</th>
<th>Genre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr K/Unit 1</td>
<td>Colors make other colors.</td>
<td>Reinforcing effort &amp; providing recognition</td>
<td>Students identify the many variations of secondary colors they can create.</td>
<td>primary/secondary</td>
</tr>
<tr>
<td>Gr K/Unit 2</td>
<td>A Self Portraits is me.</td>
<td>Nonlinguistic representations</td>
<td>Identify the basic shapes found on the face.</td>
<td>Portrait</td>
</tr>
<tr>
<td>Gr K/Unit 3</td>
<td>Artists use nature to inspire.</td>
<td>Identifying similarities and differences</td>
<td>Students categorize warm and cool colors using crayons.</td>
<td>Abstract</td>
</tr>
<tr>
<td>Gr K/Unit 4</td>
<td>Sculpture is seen from all sides.</td>
<td>Cues, Questions &amp; Advanced Organizers</td>
<td>Play and exploration - What happens to the clay if...</td>
<td>Sculpture</td>
</tr>
<tr>
<td>Gr K/Unit 5</td>
<td>Artists look at objects to draw.</td>
<td>Identifying similarities and differences</td>
<td>Compare and contrast a pumpkin and jack-o-lantern.</td>
<td>Still Life</td>
</tr>
<tr>
<td>Gr K/Unit 6</td>
<td>Snowpeople vary as much as real people.</td>
<td>Setting Objectives and Providing Feedback</td>
<td>Students determine type of snowperson each will make.</td>
<td>Snowpeople</td>
</tr>
<tr>
<td>Gr K/Unit 7</td>
<td>Artists create from memory.</td>
<td>Nonlinguistic Representations</td>
<td>Students write about the landscape chosen and why.</td>
<td>Landscape</td>
</tr>
<tr>
<td>Gr K/Unit 8</td>
<td>Animals inspire art.</td>
<td>Cooperative Learning</td>
<td>In groups, identify different ways textures could be used to support animal design.</td>
<td>Mask</td>
</tr>
<tr>
<td>Gr K/Unit 9</td>
<td>My family is important.</td>
<td>Identifying Similarities and Differences</td>
<td>Graph types of families in classroom.</td>
<td>Figurative</td>
</tr>
<tr>
<td>Gr 1/Unit 1</td>
<td>Artists make personal connections through art.</td>
<td>Homework and practice</td>
<td>Students bring stuffed animal from home - personal connection.</td>
<td>Still Life</td>
</tr>
<tr>
<td>Gr 1/Unit 2</td>
<td>Our homes are inspiration for art.</td>
<td>Nonlinguistic Representations</td>
<td>Visual a home.</td>
<td>Landscape</td>
</tr>
<tr>
<td>Gr 1/Unit 3</td>
<td>Art can have order to it.</td>
<td>Homework and practice</td>
<td>Find examples in their life where limited palette is used.</td>
<td>Mask</td>
</tr>
<tr>
<td>Gr 1/Unit 4</td>
<td>Human faces have expressions.</td>
<td>Cooperative Learning</td>
<td>In groups, brainstorm feelings/moods.</td>
<td>Portrait</td>
</tr>
</tbody>
</table>

**Art Curriculum Planning Chart**

<table>
<thead>
<tr>
<th>Grade/Unit</th>
<th>Element(s)</th>
<th>principle(s)</th>
<th>Media</th>
<th>Artist(s)</th>
<th>Invention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr K/Unit 1</td>
<td>color</td>
<td>tempera paint</td>
<td></td>
<td></td>
<td>Original Works - me</td>
</tr>
<tr>
<td>Gr K/Unit 4</td>
<td>shape</td>
<td>mixed media</td>
<td></td>
<td></td>
<td>Original Works - me</td>
</tr>
<tr>
<td>Gr K/Unit 5</td>
<td>warm/cool colors</td>
<td>rubbing</td>
<td>fall leaves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gr K/Unit 7</td>
<td>form</td>
<td>clay</td>
<td>pumpkins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gr K/Unit 8</td>
<td>line</td>
<td>crayon</td>
<td>pumpkins or stuffed animals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gr K/Unit 9</td>
<td>value, space</td>
<td>resist</td>
<td>backyard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gr 1/Unit 1</td>
<td>texture</td>
<td>pattern</td>
<td>mixed media</td>
<td>animals</td>
<td></td>
</tr>
<tr>
<td>Gr 1/Unit 2</td>
<td>shape</td>
<td>resist</td>
<td>family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gr 1/Unit 3</td>
<td>line</td>
<td>mixed media</td>
<td>stuffed animals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gr 1/Unit 4</td>
<td>texture</td>
<td>balance, pattern</td>
<td>oak tag, mixed media</td>
<td></td>
<td>African masks</td>
</tr>
<tr>
<td></td>
<td>shape</td>
<td>paper collage</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Example of Art Curriculum Maps:

<table>
<thead>
<tr>
<th>K 1st 5 day rotation (29 Lessons)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug art tells our story (district print poster)</td>
<td>Goldsworthy study, art tells our story</td>
<td>sketchbooks, art tells our story</td>
<td>Art Detectives, oil pastels, art tells our story</td>
<td>Art detectives, art tells our story</td>
<td>art tells our story, Art Detectives,</td>
</tr>
<tr>
<td>Hokusai &quot;Mount Fuji Seen Below a Wave at Kanagawa&quot; for Plow project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept Goldsworthy study, portrait, collage</td>
<td>self-portrait, printmaking</td>
<td>tin can drums and multimedia &amp; Pattern.</td>
<td>sketchbooks, clay</td>
<td>Creative process, sketchbooks, life tree - ongoing</td>
<td>Creative process, sketchbooks, self-portrait</td>
</tr>
<tr>
<td>What is a brainstorm? Figure, oil pastels</td>
<td>printmaking workstations, gallery walk</td>
<td>What is a brainstorm? figure, clay</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct Abstract, Mondrian, the Dot</td>
<td>oil pastels</td>
<td>Genres, printmaking</td>
<td>collage: DaVinci inventions Fraction art/quilts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov What is a brainstorm? clay</td>
<td>Genres, figure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec collage, night landscapes</td>
<td>&quot;Beautiful Oops&quot; painting, abstract color mixing</td>
<td>Weaving, collage</td>
<td>printmaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan pattern, painting</td>
<td>clay</td>
<td>self-portrait, painting - color mixing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan Art Show</td>
<td>Art Show</td>
<td>Art Show</td>
<td>Art Show</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June Printmaking</td>
<td>figure</td>
<td>O'Keefe still life, portrait</td>
<td>portrait, oil pastels</td>
<td>clay, still life apples, Cezanne, painting</td>
<td></td>
</tr>
<tr>
<td>March Pinch pots multimedia butterflies</td>
<td>O'Keefe still life, portrait</td>
<td>Fauve</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **K 1st 5 day rotation (29 Lessons)**
- **2014-2015**
- **2nd-5th 4 day rotation (39 Lessons)**
Example of Art Curriculum Maps:

### Lincoln Public Schools

#### Elementary Art Curriculum Planning Chart Multiple Units

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Assignment</th>
<th>Genre</th>
<th>Elements/Principles</th>
<th>Media</th>
<th>Artist/History/Culture/Cross Curriculum</th>
<th>Core Abilities/Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>All Classes</td>
<td>Procedures</td>
<td>Original work</td>
<td>Drawing</td>
<td>Mona Lisa</td>
<td></td>
</tr>
<tr>
<td>Day 2</td>
<td>All Classes</td>
<td>Safety</td>
<td>Original Work</td>
<td>Drawing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gr K/Unit 1</td>
<td>Wiggle Line Design</td>
<td>Abstract</td>
<td>Line Shape</td>
<td>Crayon</td>
<td>Line in Art Video-Math, Hand Dexterity</td>
<td>observation</td>
</tr>
<tr>
<td>Gr K/Unit 2</td>
<td>Class Mural</td>
<td>Landscape</td>
<td>Color space</td>
<td>Collage, cutting</td>
<td>Starry Night/VanGogh Community</td>
<td>CA1, CA5 for all projects</td>
</tr>
<tr>
<td>Gr K/Unit 2</td>
<td>Shape Houses</td>
<td>Landscape</td>
<td>Texture</td>
<td>Crayon</td>
<td>Tracing Hand Dexterity/Paul Klee</td>
<td>CA2 History</td>
</tr>
<tr>
<td>Gr K/Unit 2</td>
<td>Head to toe</td>
<td>Figure</td>
<td></td>
<td>Crayon</td>
<td>Eric Carlisle/Observation</td>
<td>CA4 Elements</td>
</tr>
<tr>
<td>Gr K/Unit 2</td>
<td>Caterpillar</td>
<td>Animal</td>
<td>Color/Shape</td>
<td>Marker/crayon/brush</td>
<td>Color in Art Video</td>
<td>CA4 Creative process</td>
</tr>
<tr>
<td>Gr K/Unit 2</td>
<td>Clay Sculpture</td>
<td>Sculpture</td>
<td>Shape Form, texture</td>
<td>Modeling Clay</td>
<td>Claymation video</td>
<td>CA1 Creative process</td>
</tr>
<tr>
<td>Gr 1/Unit 1</td>
<td>Wiggle line</td>
<td>Abstract</td>
<td>Line Shape</td>
<td>Crayon</td>
<td>Line in Art Video</td>
<td>CA1, CA5 for all projects</td>
</tr>
<tr>
<td>Gr 1/Unit 2</td>
<td>Class Mural</td>
<td>Landscape</td>
<td>Texture space</td>
<td>Collage, cutting</td>
<td>Starry Night/VanGogh Community</td>
<td>CA1 Creative process</td>
</tr>
<tr>
<td>Gr 1/Unit 2</td>
<td>line landscape</td>
<td>texture, color, line</td>
<td>Crayon, glue, cutting</td>
<td>Color in Art video, science, math</td>
<td>CA4 Elements</td>
<td>Sorting, Shapes, Forms, Colors</td>
</tr>
<tr>
<td>Gr 1/Unit 2</td>
<td>School pictures</td>
<td>Self Portrait</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gr 1/Unit 2</td>
<td>Clay Sculpture</td>
<td>Sculpture</td>
<td>Shape Form, texture</td>
<td>Modeling Clay</td>
<td>Claymation video</td>
<td>CA4 Creative process</td>
</tr>
<tr>
<td>Gr 2/Unit 1</td>
<td>Types of lines</td>
<td>Abstract</td>
<td>Line</td>
<td>Marker</td>
<td>Line Video</td>
<td>CA4 Creative process</td>
</tr>
<tr>
<td>Gr 2/Unit 2</td>
<td>Texture Landscape</td>
<td>Abstract</td>
<td>Shape Form, texture</td>
<td>Marker</td>
<td>The Dot, Mathew's Dream Community</td>
<td>CA4 Creative process</td>
</tr>
<tr>
<td>Gr 2/Unit 2</td>
<td>Mural/Silhouette</td>
<td></td>
<td></td>
<td></td>
<td>Starry Night/VanGogh Community</td>
<td>CA2 Creative process</td>
</tr>
<tr>
<td>Gr 2/Unit 2</td>
<td>Butterfly</td>
<td>Animal</td>
<td>Line shape color, Bai</td>
<td>Crayon wax resist</td>
<td>Symmetry/Performance art</td>
<td>CA2 Creative process</td>
</tr>
<tr>
<td>Gr 2/Unit 2</td>
<td>Clay Sculpture</td>
<td>Sculpture</td>
<td>Shape Form</td>
<td>Modeling Clay</td>
<td>Claymation video</td>
<td>CA1 Creative process</td>
</tr>
<tr>
<td>Gr 3/Unit 1</td>
<td>Crazy hair</td>
<td>Portrait</td>
<td>proportion (space), line</td>
<td>Marker</td>
<td></td>
<td>CA3 Creative process</td>
</tr>
<tr>
<td>Gr 3/Unit 2</td>
<td>Dinosaur</td>
<td>Animal</td>
<td>Line space color</td>
<td>Marker/Tempera</td>
<td>Parts make a whole draw along</td>
<td>CA3 Creative process</td>
</tr>
<tr>
<td>Gr 3/Unit 2</td>
<td>Clay Dinosaur</td>
<td>Sculpture</td>
<td>Shape Form</td>
<td>Modeling Clay</td>
<td>Parts make a whole draw along</td>
<td>CA3 Creative process</td>
</tr>
</tbody>
</table>
# Example of Art Curriculum Maps:

<table>
<thead>
<tr>
<th>ELEMENTS OF ART</th>
<th>ELEMENTS OF ART</th>
<th>ELEMENTS OF ART</th>
<th>ELEMENTS OF ART</th>
<th>ELEMENTS OF ART</th>
<th>ELEMENTS OF ART</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Art Elements</strong></td>
<td><strong>Art Elements</strong></td>
<td><strong>Art Elements</strong></td>
<td><strong>Art Elements</strong></td>
<td><strong>Art Elements</strong></td>
<td><strong>Art Elements</strong></td>
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<td><strong>Aesthetic</strong></td>
<td><strong>Aesthetic</strong></td>
<td><strong>Aesthetic</strong></td>
<td><strong>Aesthetic</strong></td>
<td><strong>Aesthetic</strong></td>
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</tr>
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<td><strong>Design</strong></td>
<td><strong>Design</strong></td>
<td><strong>Design</strong></td>
<td><strong>Design</strong></td>
<td><strong>Design</strong></td>
<td><strong>Design</strong></td>
</tr>
<tr>
<td><strong>Color</strong></td>
<td><strong>Color</strong></td>
<td><strong>Color</strong></td>
<td><strong>Color</strong></td>
<td><strong>Color</strong></td>
<td><strong>Color</strong></td>
</tr>
<tr>
<td><strong>Form</strong></td>
<td><strong>Form</strong></td>
<td><strong>Form</strong></td>
<td><strong>Form</strong></td>
<td><strong>Form</strong></td>
<td><strong>Form</strong></td>
</tr>
<tr>
<td><strong>Space</strong></td>
<td><strong>Space</strong></td>
<td><strong>Space</strong></td>
<td><strong>Space</strong></td>
<td><strong>Space</strong></td>
<td><strong>Space</strong></td>
</tr>
<tr>
<td><strong>Texture</strong></td>
<td><strong>Texture</strong></td>
<td><strong>Texture</strong></td>
<td><strong>Texture</strong></td>
<td><strong>Texture</strong></td>
<td><strong>Texture</strong></td>
</tr>
<tr>
<td><strong>Light and Shadow</strong></td>
<td><strong>Light and Shadow</strong></td>
<td><strong>Light and Shadow</strong></td>
<td><strong>Light and Shadow</strong></td>
<td><strong>Light and Shadow</strong></td>
<td><strong>Light and Shadow</strong></td>
</tr>
<tr>
<td><strong>Proportion and Scale</strong></td>
<td><strong>Proportion and Scale</strong></td>
<td><strong>Proportion and Scale</strong></td>
<td><strong>Proportion and Scale</strong></td>
<td><strong>Proportion and Scale</strong></td>
<td><strong>Proportion and Scale</strong></td>
</tr>
<tr>
<td><strong>Movement</strong></td>
<td><strong>Movement</strong></td>
<td><strong>Movement</strong></td>
<td><strong>Movement</strong></td>
<td><strong>Movement</strong></td>
<td><strong>Movement</strong></td>
</tr>
<tr>
<td><strong>Value</strong></td>
<td><strong>Value</strong></td>
<td><strong>Value</strong></td>
<td><strong>Value</strong></td>
<td><strong>Value</strong></td>
<td><strong>Value</strong></td>
</tr>
</tbody>
</table>

**Units/Content: Knowledge, have prerequisite/understanding outside of the art room**

**Skills:** key abilities, techniques, or processes that the student will develop related to specific content, written beginning with a verb.

**BIG IDEA: What the student will learn (NOT the activity they will complete) Students will understand that...**

**Units/Content: Knowledge, have prerequisite/understanding outside of the art room**

**Skills:** key abilities, techniques, or processes that the student will develop related to specific content, written beginning with a verb.

**Units/Content: Knowledge, have prerequisite/understanding outside of the art room**

**Skills:** key abilities, techniques, or processes that the student will develop related to specific content, written beginning with a verb.

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**Skills:** key abilities, techniques, or processes that the student will develop related to specific content, written beginning with a verb.

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**Units/Content: Knowledge, have prerequisite/understanding outside of the art room**

**Skills:** key abilities, techniques, or processes that the student will develop related to specific content, written beginning with a verb.
# Example of Art Curriculum Map Closeup:

<table>
<thead>
<tr>
<th>GRADE 3</th>
<th>GRADE 4</th>
<th>GRADE 4</th>
<th>GRADE 5</th>
<th>GRADE 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pueblo Kachinas</strong>&lt;br&gt;The Nebraska Capitol (Downtown Walking Tour)&lt;br&gt;Voices of the Heart/Ed Young</td>
<td>Design and construct a three-dimensional sculpture using a variety of media. Recognize and appreciate an art form of the Pueblo culture. Investigate the art of artist Ed Young by learning about Chinese Characters specifically experimenting with the symbol of the Heart</td>
<td>Zentangles, relaxation through drawing&lt;br&gt;Typography</td>
<td>Eureka! I've Got It—Meeting a Need, Trial and Error, See for Yourself, Invention</td>
<td>Relief Printing&lt;br&gt;(What is a print? What is a printmakers job?)</td>
</tr>
</tbody>
</table>

**UNITS/CONTENT:** Knowledge, have leverage and endurance outside of the art room

**SKILLS:** Key abilities or processes that student will develop related to specific content, written beginning with a verb.

**DIG IDEA:** What the student will learn (NOT the activity they will complete). Students will understand that...

**STRATEGIES:** Key teaching strategies that lead to acquisition of knowledge and skill.

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Be thorough!

Thinking through the lessons... by asking yourself 3 questions
What do I want students to learn?

What Teaching and Learning activities will I use?

How will I check for understanding?
What do I want students to learn?
We teach so much –

What is the Power Standard/Essential Objective within your unit?
## New Standards

### LPS Cr 1: Students will use the creative process to make works of art with a variety of materials

<table>
<thead>
<tr>
<th>NE FA 2.2.1</th>
<th>NE FA 5.2.1</th>
<th>NE FA 5.2.3</th>
<th>NE FA 8.2.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will...</td>
<td>The student will...</td>
<td>The student will...</td>
<td>The student will...</td>
</tr>
</tbody>
</table>

### LPS Cr 3: Students will use the creative process to make works of art exploring subjects and themes with a variety of materials

<table>
<thead>
<tr>
<th>NE FA 2.2.1</th>
<th>NE FA 5.2.1</th>
<th>NE FA 5.2.3</th>
<th>NE FA 8.2.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will...</td>
<td>The student will...</td>
<td>The student will...</td>
<td>The student will...</td>
</tr>
</tbody>
</table>

### LPS Cr 5: Students will use the creative process to make works of art exploring subjects and themes through personal voice with a variety of materials

<table>
<thead>
<tr>
<th>NE FA 2.2.1</th>
<th>NE FA 5.2.1</th>
<th>NE FA 5.2.3</th>
<th>NE FA 8.2.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will...</td>
<td>The student will...</td>
<td>The student will...</td>
<td>The student will...</td>
</tr>
</tbody>
</table>

### LPS Cr 6: Students will use the creative process to communicate personal voice in artwork

<table>
<thead>
<tr>
<th>NE FA 2.2.1</th>
<th>NE FA 5.2.1</th>
<th>NE FA 5.2.3</th>
<th>NE FA 8.2.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will...</td>
<td>The student will...</td>
<td>The student will...</td>
<td>The student will...</td>
</tr>
</tbody>
</table>

### Essential Learning Objectives

- Cr 1.1 Explore the creative process to discover ideas and experiment with materials
- Cr 3.1 Use the creative process to experiment with ideas and materials providing opportunities for many solutions to a problem
- Cr 5.1 Apply and persist through the creative process to produce works through the creative process
- Cr 8.1 Embed/Convey personal voice in a variety of art works through the creative process

- Cr 1.1 Explore the creative process to discover ideas and experiment with materials
- Cr 3.1 Use the creative process to experiment with ideas and materials providing opportunities for many solutions to a problem
- Cr 5.1 Apply and persist through the creative process to produce works through the creative process
- Cr 8.1 Embed/Convey personal voice in a variety of art works through the creative process
We are looking CLOSER this year

1. Floodlight/ Core Abilities
2. Flashlight/ Standards and ELO’s
3. Laserlight
We used to look at....

Floodlight / Core Ability

CA1 - Think Creatively with Art
CA4 – Know the Language of Art
CA7 – Talk and Write about Art

Plus that we were teaching 21st century skills.
Now we to look at....

### LPS Art Lesson Plan Document Elementary - Teacher Name: Jenn Hermsen

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Elementary Art</th>
<th>Course Code:</th>
<th>Grade Level:</th>
<th>4-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Title:</td>
<td>Collage</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### LPS Standards:

- **Create** – Students will use the creative process to make works of art with a variety of materials.
- **Respond** – Students will explore the critical process to respond to works of art, learning about themselves and others.
- **Present** – Students will explore basic presentation methods and purposes.
- **Connect** – Students will identify contemporary, historical and cultural context in art and life.

#### 21st Century Skills:

- Learning and Innovation Skills
  - Critical Thinking and Problem Solving
    - Solve Problems
  - Creativity and Innovation
    - Think Creatively
  - Communication and Collaboration
- Visual Literacy
- Cross-Disciplinary Thinking

#### Digital Literacy Skills:

- Information and Literacy
  - Access and Evaluate Information

#### Life and Career Skills:

- Flexibility and Adaptability
### Respond 4 - 5*

**NE VA: Respond (R)** – to understand and appreciate ideas. Describe/Analyze/Interpret/Evaluate

**LPS Respond 5**: Students will use the critical process to respond to works of art in relation to themselves, others and cultures  
**NE VA 5.2.2**

*Core Ability 1, 4, 7: Think Creatively with Art, Know the Language of Art, Talk & Write about Art*

<table>
<thead>
<tr>
<th>The student will</th>
<th>Possible I can statements</th>
<th>Assessment ideas</th>
</tr>
</thead>
</table>
| **R 5.1** Infer why there could be different responses to a work of art (e.g. big ideas, art and cross-curricular vocabulary, symbols, title, personal history, cultural identity, artist intent, mood, venue and presentation)... | • I can examine the influence my choices have on the result of my work.  
• I can make connections to my world, another class topic and/or a project; identifying the reasons I used that information. | • Journal response  
• Artist statement |
| **R 5.2** Recognize that artists/viewers of art can critique works of art:  
  • Describe, analyze and speculate about decisions in their own work and the artwork of others  
  • Evaluate works of art based on a variety of criteria | • I can use art and cross curricular vocabulary when talking/writing about a piece of artwork  
• I can evaluate a work of art with formalism  
• I can evaluate a work of art...(other -ism) | • PATS  
• Reflection writing  
• Pair-share/Report  
• Individual oral response |
We are getting CLOSER....

Essential Learning Objective:
LPS Visual Art Standards:  
https://docs.google.com/a/class.lps.org/document/d/1B7_ucWgqLK1_bLOWg1Tw0yWporznv8ufvfq2Vl5kcM/edit

R 5.1 Explain reasons why there could be different responses to a work of art.

R 5.2 Recognize that artists/viewers of art can critique works of art: Describe, analyze and speculate about decisions in their own artwork and the artwork of others. Interpret art in many ways. Evaluate works of art based on a variety of criteria.

National Standards: 
http://nationalartsstandards.org/

Anchor Standard 8: Interpret intent and meaning in artistic work.  
VA:Re.8.1.5a Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.

Anchor Standard 7: Perceive and analyze artistic work  
VA:Re.7.1.5a Compare one's own interpretation of a work of art with the interpretation of others.
Looking from the educational view? How do we put it into student terms?

LPS standard adopted from the Nebraska State Standard:

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• I can make connections to my world, another class topic and/or a project; identifying the reasons I used that information. |
Key questions to think about:

• What are the most important concepts, ideas, or skills I want students to be able to grasp and apply?
• Why are they important?
• If I ran out of time, which ones could not be omitted?
• And conversely, which ones could I skip if pressed for time?
What Teaching and Learning activities will I use?
Site-base Managed Schools

= Flexible
Guaranteed and Viable Curriculum

• Choice by teachers to decide:
  – what they will teach
  – What materials will be used (supply budget)
  – Artist, concepts and techniques that are developed
What do I want students to learn?

Lesson Planning Wheel

1. Big Idea / Enduring Understanding
2. Media
3. Genre
4. Element
5. Principle
6. Standard
Key Questions to ask myself:

• What will I do to explain the learning?
• What will I do to illustrate the learning in a different way?
• How can I engage students in the learning?
• What are some relevant real-life examples, analogies, or situations that can help students understand the learning?
• What will students need to do to help them understand the learning better?
How will I check for understanding?
And even CLOSER this year...

**Critical Content (Know):**
My student will ..... 

...understand that people can interpret art by many different criteria.

...differentiate differences from their own interpretation of a work of art from another students.

**Key Skills (Do):**
My students will be able to ..... 

...write or record their interpretation of one or more of Romare Bearden's collages by using subject matter, visual elements, and characteristics of form and structure.

...share their written or recorded interpretation of the collage in a Think Pair Share.
Grade 4-5 Respond Pre-Assessment

Name ____________________________________________________________

Match the Respond word with the definition.

1. _____ Describe ____________________________
2. _____ Analyze ____________________________
3. _____ Interpret ____________________________
4. _____ Evaluate ____________________________

A. “Tell a story” based on information in the art work
B. Make a judgment about the art work
C. Share what you see in the art work
D. Use elements and principles to understand the art work

Respond to this art work.

1. List 2 things you see. __________________________________________

2. How did the artist use value and pattern in this work?
# RESPOND to Artwork

## DESCRIBE:
- What kind of artwork is this?
- What objects do you see in this artwork?
- What colors do you see?
- What is the style of this artwork?
- What words would you use to describe this artwork?
- What is the title and who is the artist?
- When and where was the work created?
- Describe the elements of the work (line, shape, texture, value, etc.)?
- What tools and materials were used to make this artwork?
- How would you describe this painting to a person who hasn’t seen it?
- How would you describe the people? How are they like you?

## ANALYZE:
- What is the largest and the smallest thing you see?
- What objects seem closest to you? Furthest away?
- What can you tell me about the colors in this artwork?
- What color is used the most?
- How has the artist used lines in this piece?
- What do you think is the most important part of this artwork?
- What questions would you ask the artist about this work?
- How did the artist use light and value in the work?
- Does one element stand out more than another?
- How do you think the artist made this work of art?

## INTERPRET:
- What title would you give this artwork?
- What sounds would this artwork make?
- What is the story?
- Why did the artist make this piece of artwork?
- What feeling do you have when you look at this artwork?
- Pretend you can go inside of this artwork. What does it feel like?
- What can you tell us about the people in this work?
- What does this artwork mean?
- What is happening in this piece of art?

## EVALUATE:
- Do you like this artwork? Why?
- What is the best part of this artwork?
- Would you choose to hang this piece of art in your room? Why?
- Why do you think other people should see this work of art?
- What would your parents say about this artwork?
- What grade would you give the artist for this artwork? Why?
- What would you do with this work of art if you owned it?
- What do you think is important to remember about this art?
- Where do you think this artwork belongs?
- Why do different people see and understand artwork differently?

## What do you see?

## How is the work organized?

## What is the story or message?

## What do I think about the artwork?
Art Critique Cootie Catcher

1. Cut on the bold line to cut out the cootie catcher.
2. Fold square in half and then in half again.
3. Unfold, turn paper over so the side facing you in blank.
4. Fold each corner into the middle.
5. Flip paper over and fold the corners into the middle again.
6. Slide your thumb and finger behind 2 square pockets and pinch.
7. Slide other hand's thumb an finger behind the last two pockets and pinch.

www.downloadablecootiecatchers.wordpress.com
Grade 4-5 Respond Post Assessment

Name ________________________________

Match the Respond word with the definition.

1. ___________ Describe
2. ___________ Analyze
3. ___________ Interpret
4. ___________ Evaluate

A. Make a judgment about the art work
B. Share what you see in the art work
C. Tell a story based on information in the art work
D. Use elements and principles to understand the art work

Respond to one of these art works. Circle the one you write about.

1. How did the artist use value and pattern in this work?
   Value: ____________________________
   Pattern: __________________________

2. What could the message or meaning of this art piece be? Use evidence/observations from the piece to support your answer.
   ____________________________

3. Do you like this painting? Yes No
   Explain why: ____________________________

List 2 things you see.
1. ____________________________
2. ____________________________

List 2 things you see.
1. ____________________________
2. ____________________________

How did the artist use value and pattern in this work?
Value: ____________________________
Pattern: ____________________________

What could the message or meaning of this art piece be? Use evidence/observations from the piece to support your answer.
In the first painting I can see the vases or jugs next to apples and a small pot, and it may be in a kitchen and spices or drinks in the jugs.

Do you like this painting? Yes No

Explain why this painting is colorful and beautiful to look at and has warm pastels that contrast the whites and dark colors as well as the vibrant apples.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe</td>
<td>The student describes all basic images and most details in the painting using vivid language.</td>
<td>The student describes basic images and many details in the painting.</td>
<td>The student describes basic images in the painting.</td>
<td>The student is unable to describe the painting.</td>
</tr>
<tr>
<td>Analyze</td>
<td>The student analyzes in details 2 elements and 2 principles in the painting.</td>
<td>The student analyzes 2 elements and 1 principle in the painting.</td>
<td>The student analyzes at least 1-2 elements in the painting.</td>
<td>The student is unable to analyze elements/principles in the painting.</td>
</tr>
<tr>
<td>Interpret</td>
<td>The student shares and elaborates many details as she/he interprets the painting.</td>
<td>The student shares an interpretation of the painting using details.</td>
<td>The student shares a basic interpretation of the painting.</td>
<td>The student is unable to interpret the painting.</td>
</tr>
<tr>
<td>Evaluate</td>
<td>The student evaluates whether she/he likes or doesn't like the painting using evidence and details in their explanation.</td>
<td>The student evaluates whether she/he likes or doesn't like the painting with explanation.</td>
<td>The student evaluates whether she/he likes or doesn't like the painting with no explanation.</td>
<td>The student is unable to evaluate the painting.</td>
</tr>
</tbody>
</table>
Key Questions to think about:

• What questions will I ask students to check for understanding?

• What will I have students do to demonstrate that they know and can do?

• Going back to my list of learning objectives, what activity can I have students do to check whether each of those has been accomplished?
Start with one then build more!
Doodle Bugs

Essential Learning Objective: CR 1.1

Explore the creative process to discover ideas and experiment with materials.

Objective - the student will be able to....
Doodle Bugs

Drawing

Start with a Dot... – Emily Pieper

Painted Lines