

Unit 1: Design

Unit #: APSDO-00068554
Team: Sara Glick (Author), Jill Van Slooten

Grade(s): 9, 10, 11, 12
Subject(s): Visual Arts
Course(s): FOUNDATIONS IN DESIGN

Unit Focus

In this unit, through multiple projects, students will develop a basic understanding of the use of compositional space including an introduction of the elements and principles of design. Assessments include in-class critique, application of rubric to completed artwork, and written self evaluations. The primary instructional materials include, but are not limited to, collage materials or tempera paint, watercolor, watercolor paper, brushes, and materials for texture and resist.

Stage 1: Desired Results

Established Goals	Transfer	
Standards <ul style="list-style-type: none"> • Connecticut Goals and Standards <ul style="list-style-type: none"> ◦ <i>Visual Arts: PK-12</i> <ul style="list-style-type: none"> ▪ CREATING <ul style="list-style-type: none"> ▪ Generate and conceptualize artistic ideas and work. <i>(ART.CREA.01 PK-12)</i> ▪ Organize and develop artistic ideas and work. <i>(ART.CREA.02 PK-12)</i> ▪ Refine and complete artistic work. <i>(ART.CREA.03 PK-12)</i> ▪ PRESENTING <ul style="list-style-type: none"> ▪ Develop and refine artistic techniques and work for presentation. <i>(ART.PRES.02 PK-12)</i> ▪ RESPONDING <ul style="list-style-type: none"> ▪ Perceive and analyze artistic work. <i>(ART.RESP.01 PK-12)</i> ▪ Apply criteria to evaluate artistic work. <i>(ART.RESP.03 PK-12)</i> 	<i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i>	
	T1 (T100) Work through a creative process to make art that communicates meaning and/or achieves a desired result.	
	T2 (T101) Experiment with diverse materials, tools, techniques, and concepts in order to grow one's capacity as an artist.	
	T3 (T103) Analyze a piece of artwork according to the elements and principles of design.	
	Meaning	
	Understanding(s)	Essential Question(s)

	<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 (U100) Artists plan, problem solve, and revise ideas throughout the creative process.</p> <p>U2 (U105) The materials and techniques you use and the way you use them affect the craftsmanship/quality of your work.</p> <p>U3 (U104) Artists improve through exploration and experimentation with materials, tools, techniques, and concepts.</p> <p>U4 (U106) Growing artistic capacity requires exploration, invention, and openness to new ideas.</p> <p>U5 (U101) Artists effectively communicate by using the elements and principles of design.</p> <p>U6 (U300) Feedback is effective when specific suggestions are shared in order to help the artist achieve a desired result.</p> <p>U7 (U400) Effective analysis of artwork uses the elements and principles of design with appropriate art terminology.</p>	<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 (Q100) Where do I find inspiration to create art? How do I choose an idea?</p> <p>Q2 (Q104) How do I use materials, tools, techniques, and concepts to express my ideas?</p> <p>Q3 (Q102) How and when do I step back/evaluate my work to figure out what I need to do next?</p> <p>Q4 (Q105) What happens when I try something new to improve my artwork? When should I do it again? When should I try something different?</p> <p>Q5 (Q300) How do I use what I know to evaluate a work in progress? What ideas can I suggest to make it better? How do I share that in a helpful way?</p>
Acquisition		
Knowledge		Skill(s)

	<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p>	<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p>
	<p>K1 2d space can appear to have depth by overlapping to create the illusion of depth and implications of relative size</p> <p>K2 The function of a focal point within a complete and balanced composition</p> <p>K3 How to evaluate their work based on criteria</p> <p>K4 Artists use the space around objects as part of a composition</p>	<p>S1 Creating a composition:</p> <ul style="list-style-type: none"> • place focal point • create unity through repetition (color, line, shape) <p>S2 Applying relevant tempera paint application/techniques:</p> <ul style="list-style-type: none"> • choose appropriate paint brushes • mix appropriate paint consistency <p>S3 Employing proper adhesion techniques</p> <p>S4 Evaluating completed project work using relevant criteria</p> <p>S5 Employing a variety of texturing and resist techniques using watercolor paint</p> <p>S6 Creating an image using negative space</p> <p>S7 Critiquing art using appropriate terminology and concepts (e.g., elements, principles) supported by clear explanations</p>