

Gallery Day: Reflect, Evaluate & Present

Unit #: APSDO-00114918
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Grade(s): K, 1
Subject(s): Visual Arts
Course(s): GR. K - ART, GR. 1 - ART

Unit Focus

In this unit, K-1 students will learn how to apply criteria to select a work of art from their portfolio for presentation. They will apply their learning by looking at completed artwork from their portfolio through the lens of the elements of design and use of materials in order to determine which piece demonstrates their best work for presentation. They will learn how to prepare work for presentation, as well as where and why artists present and share their work. Primary instructional materials will include student artwork/portfolios, pencils, and/or Gallery Day booklets.

Stage 1: Desired Results

Established Goals	Transfer		
Standards <ul style="list-style-type: none"> • Connecticut Goals and Standards <ul style="list-style-type: none"> ◦ Visual Arts: PK-12 <ul style="list-style-type: none"> ▪ CREATING <ul style="list-style-type: none"> ▪ Refine and complete artistic work. (ART.CREA.03 PK-12) ▪ PRESENTING <ul style="list-style-type: none"> ▪ Select, analyze, and interpret artistic work for presentation. (ART.PRES.01 PK-12) ▪ Develop and refine artistic techniques and work for presentation. (ART.PRES.02 PK-12) ▪ Convey meaning through the presentation of artistic work. (ART.PRES.03 PK-12) ▪ RESPONDING <ul style="list-style-type: none"> ▪ Apply criteria to evaluate artistic work. (ART.RESP.03 PK-12) 	<p><i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i></p> <p>T1 (T105) Curate artwork to identify and share pieces for presentation.</p> <p>T2 (T104) Respond to artwork based on personal experience, artist statement (if provided), and/or background context.</p>		
	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 (U200) Artists consider various criteria (concept, craftsmanship, personal connection) in selecting and presenting.</p> <p>U2 (U301) Personal experience and technical knowledge impact reactions to works of art.</p> <p>U3 (U105) The materials and techniques you use and the way you use them affect the craftsmanship/quality of your work.</p>		<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 (Q200) Which pieces demonstrate my best work?</p> <p>Q2 (Q201) How do I explain that to others?</p> <p>Q3 (Q302) Why do people have different reactions to/interpretations of the same piece?</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 That reflecting on one's work is an important part of the creative artistic process</p> <p>K2 One can use criteria to help select work for presentation</p> <p>K3 Artists often share their work with others</p> <p>K4 A gallery or art museum is a place where artists display work and people can go to view the work of others</p> <p>K5 That artists regularly reflect on and make adjustments to their work</p>	<p>S1 Applying criteria to self-evaluate and select best works for presentation</p> <p>S2 Reflecting on artwork through the use of a rubric and/or gallery book</p> <p>S3 Preparing artwork for presentation and/or display</p> <p>S4 Participating in critique to present, discuss, and view selected works</p>