

# Sketchbook

**Unit #:** APSDO-00068556  
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**Grade(s):** 5  
**Subject(s):** Visual Arts  
**Course(s):** GR. 5 - ART

## Unit Focus

In this unit, students will progress through the skills needed to create a sketchbook that will be maintained throughout the entire school year. The sketchbook will require specific teacher directed drawings and also student driven self exploration. Students will use basic drawing supplies.

## Stage 1: Desired Results

Established Goals	Transfer	
<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Connecticut Goals and Standards               <ul style="list-style-type: none"> <li>◦ Visual Arts: PK-12                   <ul style="list-style-type: none"> <li>▪ CREATING                       <ul style="list-style-type: none"> <li>▪ Generate and conceptualize artistic ideas and work. (ART.CREA.01 PK-12)</li> <li>▪ Organize and develop artistic ideas and work. (ART.CREA.02 PK-12)</li> </ul> </li> <li>▪ RESPONDING                       <ul style="list-style-type: none"> <li>▪ Apply criteria to evaluate artistic work. (ART.RESP.03 PK-12)</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<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 (T100) Work through a creative process to make art that communicates meaning and/or achieves a desired result.</p> <p>T2 (T102) Provide specific, actionable feedback to another artist during the creative process.</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 (U100) Artists plan, problem solve, and revise ideas throughout the creative process.</p> <p>U2 (U300) Feedback is effective when specific suggestions are shared in order to help the artist achieve a desired result.</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 (Q101) What do I do when I'm stuck? What will help me keep improving?</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 (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>K1 The need to plan, problem solve, and revise ideas</p> <p>K2 The importance of practicing skills in order to improve as an artist</p>	<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Organizing and developing artistic ideas and work</p> <p>S2 Offering ideas and suggestions based on what the artist is attempting to communicate</p>	