

## Design Basics: Design Principles

<b>Unit #:</b> APSDO-00067515 <b>Team:</b> Jan Cohen (Author), Kathryn-Ann O'Brien, Suzanne DelGallo		<b>Grade(s):</b> 4 <b>Subject(s):</b> Visual Arts <b>Course(s):</b> GR. 4 - ART
<b>Unit Focus</b>		
In this unit, fourth grade students will learn about the principles of balance and unity. Students will create a work of art demonstrating an understanding of balance and unity through a careful arrangement and repetition of design elements. Student growth in this area will be measured through observation and their final art piece. Primary instructional materials may include a variety of media.		
<b>Stage 1: Desired Results</b>		
<b>Established Goals</b>	<b>Transfer</b>	
<b>Standards</b> <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> <li>Refine and complete artistic work. (ART.CREA.03 PK-12)</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<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.	
	<b>Meaning</b>	
	<b>Understanding(s)</b>	<b>Essential Question(s)</b>
	<i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i> U1 (U100) Artists plan, problem solve, and revise ideas throughout the creative process. U2 (U104) Artists improve through exploration and experimentation with materials, tools, techniques, and concepts. U3 (U101) Artists effectively communicate by using the elements and principles of design.	<i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i> Q1 (Q104) How do I use materials, tools, techniques, and concepts to express my ideas? Q2 (Q102) How and when do I step back/evaluate my work to figure out what I need to do next?
	<b>Acquisition</b>	
	<b>Knowledge</b>	<b>Skill(s)</b>
	<i>What facts and basic concepts should students know and be able to recall? Students will know...</i>	<i>What discrete skills and processes should students be able to use? Students will be skilled at...</i> S1 Creating a work showing an understanding of unity S1 Creating a work showing an understanding of balance