

Gallery Day: Reflect, Evaluate & Present

Unit #: APSDO-00115414

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Grade(s): 2, 3, 4

Subject(s): Visual Arts

Course(s): GR. 2 - ART, GR. 3 - ART, GR. 4 - ART

Unit Focus

In this unit, students in grades 2-4 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 4 C's (concepts, craftsmanship, creativity, and challenge) in order to determine which piece demonstrates their best work. They will learn the importance of ongoing reflection of their own work throughout the creative process and the impact it can have on the final piece. Student growth will be measured by observation of students completed work. Primary instructional materials will include student artwork/portfolios, pencils, 4 C's rubrics, 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"> ◦ <i>Visual Arts: PK-12</i> <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) 	<i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i> <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> <p>T3 (T100) Work through a creative process to make art that communicates meaning and/or achieves a desired result.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i> <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 (U100) Artists plan, problem solve, and revise ideas throughout the creative process.</p>	<i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i> <p>Q1 (Q200) Which pieces demonstrate my best work?</p> <p>Q2 (Q201) How do I explain that to others?</p> <p>Q3 (Q304) How do I use art vocabulary and criteria to talk about a work of art?</p> <p>Q4 (Q102) How and when do I step back/evaluate my work to figure out what I need to do next?</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 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 share their work with others</p> <p>K4 Artists regularly reflect on and make adjustments to their work</p>	<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></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 and/or Gallery Walk to present, discuss, and view selected works</p> <p>S5 Discussing and reflecting with peers and revising artwork in progress on the basis of insights gained through peer discussion</p>
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