

Painting

Unit #: APSDO-00116729
Team: Karen Wry-Brewer (Author), Kathryn-Ann O'Brien, Jan Cohen, Suzanne DelGallo

Grade(s): 6
Subject(s): Visual Arts
Course(s): GR. 6 - ART

Unit Focus

In this unit, students will refine/progress through the skills needed to understand and applying components from the 5 basic elements of design (i.e., line, shape, color, texture, space). Students will also develop and refine their artistic techniques and work for presentation. Students will apply their learning by completing a painting that incorporates components from the 5 basic elements of design and will put this work on display. Student growth in this area will be assessed through application of a rubric to completed artwork and student written self assessment. The primary instructional materials/tools include, but are not limited to, canvas, paper, tempera paint, watercolors, and paint brushes.

Stage 1: Desired Results

Established Goals	Transfer	
<p>Standards</p> <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"> ▪ Generate and conceptualize artistic ideas and work. (ART.CREA.01 PK-12) ▪ Organize and develop artistic ideas and work. (ART.CREA.02 PK-12) ▪ Refine and complete artistic work. (ART.CREA.03 PK-12) ▪ PRESENTING <ul style="list-style-type: none"> ▪ Develop and refine artistic techniques and work for presentation. (ART.PRES.02 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 (T100) Work through a creative process to make art that communicates meaning and/or achieves a desired result.</p>	
	<p>T2 (T101) Experiment with diverse materials, tools, techniques, and concepts in order to grow one's capacity as an artist.</p>	
	<p>T3 (T105) Curate artwork to identify and share pieces for presentation.</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 (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 (U102) Artists communicate meaning through their work.</p> <p>U5 (U106) Growing artistic capacity requires exploration, invention, and openness to new ideas.</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 (Q103) When is my work ready for an audience?</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 How to apply basic elements of design to a painting</p> <p>K2 How to complete a self assessment of their finished artwork</p> <p>K3 How to use the materials and tools correctly to achieve the desired result</p> <p>K4 How to select and mix colors that are appropriate for the desired imagery</p>	<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Applying basic elements of design throughout creative process</p> <p>S2 Mixing colors appropriately for the desired imagery and proper application of paint to achieve successful results</p> <p>S3 Developing and refining artistic techniques and work for presentation</p>