

Art Beyond the Classroom

Unit #: APSDO-00116736
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Grade(s): 6
Subject(s): Visual Arts
Course(s): GR. 6 - ART

Unit Focus

In this unit, students are introduced to artists, art mediums, art history, art techniques, art styles, art careers, and art current events that take place outside the classroom walls. This broadens students' art knowledge and exposes them to the impact the arts have across the globe. Instead of this occurring as a stand alone unit for several weeks, instead the exploration is spread out over the scope of the year, taking place during the beginning of each lesson and culminating with oral/written responses.

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"> ▪ RESPONDING <ul style="list-style-type: none"> ▪ Perceive and analyze artistic work. (<i>ART.RESP.01 PK-12</i>) ▪ Interpret intent and meaning in artistic work. (<i>ART.RESP.02 PK-12</i>) ▪ CONNECTING <ul style="list-style-type: none"> ▪ Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (<i>ART.CONN.02 PK-12</i>) 	<i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i> T1 (T104) Respond to artwork based on personal experience, artist statement (if provided), and/or background context.		
	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>	<i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i>	
	U1 (U102) Artists communicate meaning through their work.	Q1 (Q400) How can I "read" a work of art? What do I notice?	
	U2 (U103) The act of making art has value regardless of the end result.	Q2 (Q401) How do I use art vocabulary and criteria to talk about a work of art?	
U3 (U106) Growing artistic capacity requires exploration, invention, and openness to new ideas.	Q3 (Q402) What am I learning as an artist by reflecting on a work of art?		
U4 (U200) Artists consider various criteria (concept, craftsmanship, personal connection) in selecting and presenting.	Q4 (Q301) How do my experiences affect how I connect/see/perceive a work of art?		
U5 (U301) Personal experience and technical knowledge impact reactions to works of art.	Q5 (Q302) Why do people have different reactions to/interpretations of the same piece?		
U6 (U302) Understanding art in historical or cultural context can influence how we respond to it.	Q6 (Q303) How does knowing about the artist (and the history) help me better react to/understand this work of art?		
Acquisition			
Knowledge	Skill(s)		

	<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>
	<p>K1 The various ways art impacts the world beyond our classroom walls</p> <p>K2 That art is not limited to what is done in our classroom</p>	<p>S1 Identifying ways that the visual arts extend beyond the classroom</p>