

# Sketchbook

**Unit #:** APSDO-00116739  
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**Grade(s):** 6  
**Subject(s):** Visual Arts  
**Course(s):** GR. 6 - ART

## Unit Focus

In this unit, students will continue to refine/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	
<b>Standards</b> <ul style="list-style-type: none"> <li>• Connecticut Goals and Standards               <ul style="list-style-type: none"> <li>◦ <i>Visual Arts: PK-12</i> <ul style="list-style-type: none"> <li>▪ CREATING                   <ul style="list-style-type: none"> <li>▪ Generate and conceptualize artistic ideas and work. <i>(ART.CREA.01 PK-12)</i></li> <li>▪ Organize and develop artistic ideas and work. <i>(ART.CREA.02 PK-12)</i></li> </ul> </li> <li>▪ RESPONDING                   <ul style="list-style-type: none"> <li>▪ Perceive and analyze artistic work. <i>(ART.RESP.01 PK-12)</i></li> <li>▪ Interpret intent and meaning in artistic work. <i>(ART.RESP.02 PK-12)</i></li> <li>▪ Apply criteria to evaluate artistic work. <i>(ART.RESP.03 PK-12)</i></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.	
	T2 (T102) Provide specific, actionable feedback to another artist during the creative process.	
	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 (U100) Artists plan, problem solve, and revise ideas throughout the creative process.	Q1 (Q100) Where do I find inspiration to create art? How do I choose an idea?	
U2 (U300) Feedback is effective when specific suggestions are shared in order to help the artist achieve a desired result.	Q2 (Q101) What do I do when I'm stuck? What will help me keep improving?  Q3 (Q102) How and when do I step back/evaluate my work to figure out what I need to do next?  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?	
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>	
K1 The need to plan, problem solve, and revise ideas	S1 Organizing and developing artistic ideas and work	
K2 The importance of practicing skills in order to improve as an artist	S2 Offering ideas and suggestions based on what the artist is attempting to communicate	