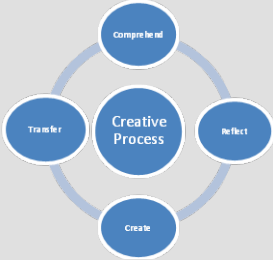


<b>Course Name</b>	Art	<b>Grade Level</b>	3 <sup>rd</sup> Grade
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Standards	Grade Level Expectations
1. Observe and Learn to <b>Comprehend</b>	1. The identification of characteristics and expressive features in works of art and design help to determine artistic intent.  2. Art has intent and purpose.
2. Envision and Critique to <b>Reflect</b>	1. Artists, viewers, and patrons use the language of art to respond to their own art and the art of others.
3. Invent and Discover to <b>Create</b>	1. Use basic media to express ideas through the art-making process.  2. Demonstrate basic studio skills.
4. Relate and Connect to <b>Transfer</b>	2. Historical and cultural ideas are evident in works of art.

Colorado 21 <sup>st</sup> Century Skills	Creative Process in Visual Art	Studio Thinking
<b>Critical Thinking and Reasoning:</b> <i>Think Deep, Think Different</i> <b>Information Literacy:</b> <i>Untangling the Web</i> <b>Collaboration:</b> <i>Working Together, Learning Together</i> <b>Self-Direction:</b> <i>Owning Your Learning</i> <b>Invention:</b> <i>Creating Solutions</i>		<b>Develop Craft:</b> <i>Learning to use materials, tools and techniques</i> <b>Engage and Persist:</b> <i>Learning to embrace problems and not give up</i> <b>Envision:</b> <i>Imagine the possible next steps; see what is not there</i> <b>Express:</b> <i>Convey an idea, feeling, personal meaning</i> <b>Observe:</b> <i>Seeing things that otherwise might not be seen</i> <b>Reflect:</b> <i>think, talk and evaluate your work and the work of others</i> <b>Stretch and Explore:</b> <i>Reach beyond one's perceived capacities</i> <b>Understand Art World:</b> <i>Learn about contemporary and past art(ist)</i>

Lesson Titles and Description	Lesson Length	Sequence
<b>Sculpt a Roman Inspired Playground</b> -An exploration of Roman architecture (including its historical/cultural contexts and uses of architecture for entertainment) . <u>Art Learning:</u> - <b>Expressive features and characteristics of art:</b> Students will learn of how expressive features in art are transferrable into architecture and entertainment. - <b>Historical/multicultural content:</b> Students will learn how the Ancient Romans used architecture to create spaces and venues for entertainment.	1 week	Introduction Planning Creating structures in clay Fire clay in kiln Glaze with warm and cool colors

<p><b>-Materials(s)/technique(s):</b> Students will learn the basic elements to the ceramic process (Plastic, bone dry/greenware, slip/score, coil, slab, etc.)</p> <p><b>-Critical reflection/aesthetics/transfer:</b> Students will identify how ancient Roman building techniques are used in the modern age.</p>		
<p><b>Paint the Environment for your Roman Inspired Architecture</b></p> <p>-An exploration foreground and background through the painting of an environment/scenery (which will accompany the clay sculpture) to understand the cultural contexts of where and how architecture functioned.</p> <p><u>Art Learning:</u></p> <p><b>-Conceptual/ideation/personal grounding:</b> Students will learn to develop ideas of how 2 works of art can be displayed together to strengthen the content and meaning of their creations.</p> <p><b>-Expressive features and characteristics of art:</b> Students will learn how to analyze and transfer elements of landscape (color, shape, space/depth, texture, foreground/background).</p> <p><b>-Critical reflection/aesthetics/transfer:</b> Students will receive continual feedback from teachers and peers regarding their artwork, upon which to reflect</p> <p><b>-Assessment/evaluation:</b> Students will learn to create a work of art that communicates cohesively with another work of art.</p>	1 Week	<p>(After clay structures)</p> <p>Introduction (brief)</p> <p>Plan drawing in journal</p> <p>Draw image onto paper</p> <p>Paint scenery/environment for clay structure.</p>

<p><b>Unit: Focusing Lens/Lenses: Timeless, Transferrable and Universal (I.E. Beliefs/Values, Identity, Relationships, Tension/Conflict, Freedom, Design, Aesthetic, Patterns, Origins, Transformation, Change, Influence, Collaboration, Intention, Play/Exploration, Synergy/Flow, Choices, Balance, Inspiration, System, Structure/Function, Reform)</b></p>	<p>-Expressive features in architecture.</p> <ul style="list-style-type: none"> <li>*Form</li> <li>*Shape</li> <li>*Pattern</li> <li>*Structure</li> </ul> <p>-Cultural Tradition</p> <ul style="list-style-type: none"> <li>*Entertainment</li> </ul> <p>-Play/Exploration</p> <p>-Choice</p>	<p><b>Unit: Prepared Graduate Competencies</b></p>	<p>-Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts.</p> <p>-Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas.</p> <p>-Develop and build appropriate mastery in art-making skills, using traditional and new technologies and an understanding of the characteristics and expressive features of art and design.</p> <p>-Use specific criteria to discuss and evaluate works of art</p> <p>-Transfer the value of visual arts to lifelong learning and the human experience</p>
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<b>Unit: Standards and Grade Level Expectations</b> (Unit must have all standards; NOT all GLEs.)	(Visual Arts Standard # - Name; GLE #, # and #)  Standard 1: Comprehend, <b>GLE:</b> #1 and #2. Standard 2: Reflect, <b>GLE:</b> #1. Standard 3: Create, <b>GLE:</b> #1 and #2. Standard 4: Transfer, <b>GLE:</b> #2		
<b>Unit: Inquiry Questions</b> (Engaging-Debatable: In art, what does it mean when something is beautiful? How can something be so ugly it is beautiful?)	-What might we mean when I say the word architecture? *Are there other words for it? *What do we use architecture for? Can it be for fun? *The Romans were experts in architecture, why might they have built these structures? >Show a picture of an amphitheater to the class. >Show a picture of the coliseum >Show a picture of a Roman Bath -How can a <i>form</i> perform a function? -Is architecture a form of art? How? Why? -What are similarities between art and architecture? (Patterns, repetition, shape, form)		
<b>Unit Strands</b>	Comprehend/Reflect/Create/Transfer		
<b>Unit: Concepts:</b> Timeless, Transferrable and Universal (I.E. Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy,	-Expressive features in architecture. *Form *Shape *Pattern *Structure -Culture *Entertainment -Style		

<b>Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, Observation)</b>	
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**For each statement you create below align with Standard(s), Prepared Graduate Competencies, and Grade Level Expectations. Refer to Standards: Inquiry Questions, Relevance and Application and Nature of Statement when writing understandings.**

<b>Enduring Understandings: My students will UNDERSTAND... (Timeless, Transferrable and Universal. Shows a relationship between two or more concepts.)</b>	<b>Conceptual Guiding Questions</b>	<b>Factual Guiding Questions</b>
My students will understand how the romans used shape, pattern, and form to create a structure by using clay to sculpt a playground that combines shape, pattern, and form with Roman architectural components including arches, columns, and post/lintel	Why would the Romans use shape and pattern in their architecture?  Can shape and pattern perform a function? How?	Why did the romans build things like the coliseum, amphitheaters,  What did the Romans use different buildings and architectures for?
My students will understand that architecture relates to cultural purpose/function and its surrounding environment by using paint to create a background scenery/environment for their clay sculpture playground.	What structures and architecture surround your playground?  Is it more playground equipment? Is it a park? Is it a city?	Why did the Romans put their entertainment structures in the city?  Why would the Romans want to have fun together?

<b>Critical Content: My students will KNOW... (NOT Timeless, Transferrable and Universal. Factual information in the unit [topics] that students must know.)</b>	<b>Key Skills: What my students will be able to DO... (Timeless, Transferrable and Universal. What students will do AND be able to transfer to new learning experiences as a result of learning the unit.)</b>
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<p>-My students will know that the romans used architecture to serve specific cultural purposes and needs.</p> <p>-My students will know how shape, pattern, and form can create a structure.</p> <p>-My students will know the very basics of the ceramic process including the stages clay goes through as it dries and is fired, as well as building and construction techniques.</p> <p>-My students will know how to create a painting using water color and sharpie marker that relates to another work of art.</p>		<p>-My students will be able to explain how the Romans used architecture in their culture to perform specific functions.</p> <p>-My Students will be able to demonstrate how shape and pattern/repetition can create a structure.</p> <p>-My students will be able to use successful ceramic building processes and techniques including slab &amp; coil building, slip/score, and blending to create a roman-like structure.</p> <p>-My students will be able to use water color paint and sharpie markers to create a landscape or similar environment to serve as a background to their clay structure.</p>
<b>Vocabulary</b>	<p>Architecture*</p> <p>Shape, pattern, form, structure*</p> <p>Culture*</p> <p>Clay terms: Plastic, bone-dry/green-ware, slab, coil, slip/score</p> <p>Foreground/background</p> <p>Culture</p>	
<b>Literacy Integration</b>	<p>“I can” statement poster</p> <p>Vocabulary poster</p> <p>Sentence writing reflection</p>	
<b>Numeracy Integration</b>	<p>Counting how many uses of architectural components</p> <p>Counting for pattern</p>	