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| **Content Area** | Visual Arts | **Grade Level** | 1st Grade |
| **Course Name/Course Code** |  |
| **Standard** | **Grade Level Expectations (GLE)** | **GLE Code** |
| 1. Observe and Learn to **Comprehend**
 | 1. Works of art express feelings
 | VA09-GR.1-S.1-GLE.1 |
| 1. Art represents and renders the stories of people, places, or things
 | VA09-GR.1-S.1-GLE.2 |
| 1. Envision and Critique to **Reflect**
 | 1. Visual arts provide opportunities to respond to personal works of art and the art of others
 | VA09-GR.1-S.2-GLE.1 |
| 1. Invent and Discover to **Create**
 | 1. Create art to communicate ideas, feelings, or emotions
 | VA09-GR.1-S.3-GLE.1 |
| 1. Relate and Connect to **Transfer**
 | 1. Visual arts relate experiences to self, family, and friends
 | VA09-GR.1-S.4-GLE.1 |
| **Colorado 21st Century Skills****Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently***Information Literacy:** *Untangling the Web***Collaboration:** *Working Together, Learning Together***Self-Direction:** *Own Your Learning***Invention:** *Creating Solutions* | The Colorado Academic Standards for Visual Arts are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four visual arts standards to illustrate this process-based philosophy. |
| **Unit Titles** | **Length of Unit/Contact Hours** | **Unit Number/Sequence** |
| Passports | Instructor Choice | Instructor Choice |
| Places to Live | Instructor Choice | Instructor Choice |

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| **Unit Title** | Passports | **Length of Unit** | Instructor Choice |
| **Focusing Lens(es)** | Structure and Function | **Standards and Grade Level Expectations Addressed in this Unit** | VA09-GR.1-S.1-GLE.1, VA09-GR.1-S.1-GLE.2VA09-GR.1-S.2-GLE.1 VA09-GR.1-S.3-GLE.1 VA09-GR.1-S.4-GLE.1 |
| **Inquiry Questions (Engaging- Debatable):**  | * How would concept mapping help an artist organize art work? (VA09-GR.1-S.1-GLE.2) and (VA09-GR.1-S.2-GLE.1) and (VA09-GR.1-S.3-GLE.1-EO.a,b,c,d) and (VA09-GR.1-S.4-GLE.1-EO.a,d)
* What do maps show us when we examine them?
* Could a work of art reveal/show a sense of culture or space/ where you come from in this world? How? Why might the process of discovery, through collaboration/working together and sharing our ideas, expand the possibilities within the art work?
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| **Unit Strands** | Comprehend/Reflect/Create/Transfer |
| **Concepts** | Place, Culture, Space/Time/Energy, Investigate/Discovery, Exploration, Create, Collaboration, Mapping, Structure |

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| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
| Concept mapping experiences organize the structure of creations for artists. (VA09-GR.1-S.3-GLE.1-EO.a,b,c,d) and (VA09-GR.1-S.4-GLE.1-EO.a,d) | How can a concept map (like a thinking map) help an artist plan a work of art?How can the process of concept mapping help an artist express feelings, ideas and emotions? | Why might an artist plan a work of art? |
| Mapping is a tool for investigating place and culture. (VA09-GR.1-S.1-GLE.2-EO.a, b, c) | How do contemporary artists use the map to make art?What materials can artists use to make their maps? | Why might an artist use maps to express ideas or feelings? |
| Space, time and energy are represented by artists, as they explore and investigate their culture through art making (VA09-GR.1-S.1-GLE.1,, GLE.2) and (VA09-GR.1-S.2-GLE.1-EO.c,d) and (VA09-GR.1-S.3-GLE.1) and (VA09-GR.1S.4-GLE.1-EO.a,d) | How does Faith Ringgold show different places and times in her quilts?How do Native American Winter Counts show time? | In what ways might an artist investigate space, time, and energy? |
| Working together artists expand their capacity to create artworks. (VA09-GR.1-S.1-GLE.1, 2) and (VA09-GR.1-S.3-GLE.1) and (VA09-GR.1-S.4-GLE.1-EO. a, d) | How can thinking change through shared ideas? | Why might artists share? |

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| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
| * The unique perspectives of organization and culture in the works of artists, such as Jacob Lawrence and Leonardo Da Vinci, and Native American Winter Counts, (VA09-GR.1-S.1-GLE.2-EO.a,b,c( and (VA09-GR.1-S.2-GLE.1-EO.a,c)
* A variety of techniques and media artists use such as drawing, collage, painting, and printmaking to reveal and expand cultural perspectives (VA09-GR.1-S.3-GLE.1-EO.a,b,c,d)
* Collaborative ways to work together (VA09-GR.1-S.2-GLE.1-EO.c,d)
* Different ways to use mapping to organize the world (VA09-GR.1-S.4-GLE.1-EO.a,d)
 | * Compare and contrast the unique organizational styles of artists. (VA09-GR.1-S.1-GLE.2, 3)
* Use mapping to organize space, time and energy. (VA09-GR.1-S.3-GLE.1-EO.a,b,c,d)
* Create an experience of traveling the world and culture through creation of a two or three dimensional artwork. (VA09-GR.1-S.3-GLE.1-EO.a,b,c,d)
* Discuss and tell the cultural references found in the 2/3-dimensional art work. (VA09-GR.1-S.1-GLE.2-EO.a,b,c)
* Explain the culture and place the student represented in the art work. (VA09-GR.1-S.4-GLE.1-EO.a,d)
* Partner share how the work will expand understanding of the world as students explain their interpretation of culture and mapping. (VA09-GR.1-S.4-GLE.1-EO.a)
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**  | *Mapping and organizing ideas helps an artist create and display artwork.* |
| **Academic Vocabulary:** | Mapping, collaboration, space, time, energy, integrate, discovery, organization, compare, contrast, techniques, culture, sense of place, construct  |
| **Technical Vocabulary:** | Organizing features of mapping, strategies of sharing for collaboration techniques and media, artistic intent, expressive characteristics |

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| **Unit Title** | Places to Live | **Length of Unit** | Instructor Choice |
| **Focusing Lens(es)** | Design/Relationships | **Standards and Grade Level Expectations Addressed in this Unit** | VA09-GR.1-S.1-GLE.1, VA09-GR.1-S.1-GLE.2VA09-GR.1-S.2-GLE.1VA09-GR.1-S.3-GLE.1VA09-GR.1-S.4-GLE.1 |
| **Inquiry Questions (Engaging- Debatable):**  | * How might relationships between the environment and materials help artists get ideas? (VA09-GR.1-S.1-GLE.1-EO.a,c) and (VA09-GR.1-S.2-GLE.1-EO.b) and (VA09-GR.1-S.3-GLE.1-EO.a, b, c) and (VA09-GR.1-S.4-GLE.1-EO.a,b)
* Are artists supposed to come up with their own designs by themselves?
* What is the difference between copying someone’s design and being inspired by someone’s design?
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| **Unit Strands** | Comprehend/Reflect/Create/Transfer |
| **Concepts** | Environment, Investigate/Discovery, Observation, Order/Form, Movement, Material, Patterns, Sequencing, Experiences, Media |

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| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
| Design of an artwork often considers the basic order and form (patterns/sequencing) of ideas, experiences and media (VA09-GR.1-S.3-GLE.1-EO.a, b, c) and (VA09-GR.1-S.4-GLE.1-EO.a, b)  | In what ways might sequencing and pattern affect art make? | Why might an artist organize ideas? |
| Design of an artwork often relies upon interrelationships of dwelling, environment and material (VA09-GR.1-S.2-GLE.1-EO.b)  | How might location change the structure of dwellings? | Why do species (i.e. rabbits, bears, and bees) have different dwellings? |
| Observation of details within static and changing environments allows artists to discriminate relationships that illuminate ideas for artworks. (VA09-GR.1-S.1-GLE.1-EO.a,c) | What factors (i.e. weather, migration, urban, rural, geography, population density) influence environments? | What influences environmental change? |

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| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
| * The definition of design as the basic order and form of ideas, experiences and media (VA09-GR.1-S.3-GLE.1-EO.a,b,c) and (VA09-GR.1-S.4-GLE.1-EO.a,b)
* Ways ideas are generated using the interrelationships of dwelling, environment and materials ideas (VA09-GR.1-S.2-GLE.1-EO.b)
* Ways artists discern relationships between static and changing environments by looking at details of design (VA09-GR.1-S.1-GLE.1-EO.a,c)
 | * Design using basic order and form with a variety of media ideas, and experiences (VA09-GR.1-S.3-GLE.1-EO.a,b,c) and (VA09-GR.1-S.4-GLE.1-EO.a,b)
* Record thinking and generate ideas about relationships between of dwelling, environment and materials (VA09-GR.1-S.2-GLE.1-EO.b)
* Create a dwelling that reflects observations between static and changing environments (VA09-GR.1-S.1-GLE.1-EO.a,c)
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**  | *An artist explores their environment and observes things that change and stay the same to design an artwork.* |
| **Academic Vocabulary:** | Dwelling, static, environments, generate, neighborhood, home, space, community, form, observe, change |
| **Technical Vocabulary:** | Structure, order, form, design, environments, generate, dwelling, static |