

Unit Title: Arriving at Abstraction

INSTRUCTIONAL UNIT AUTHORS

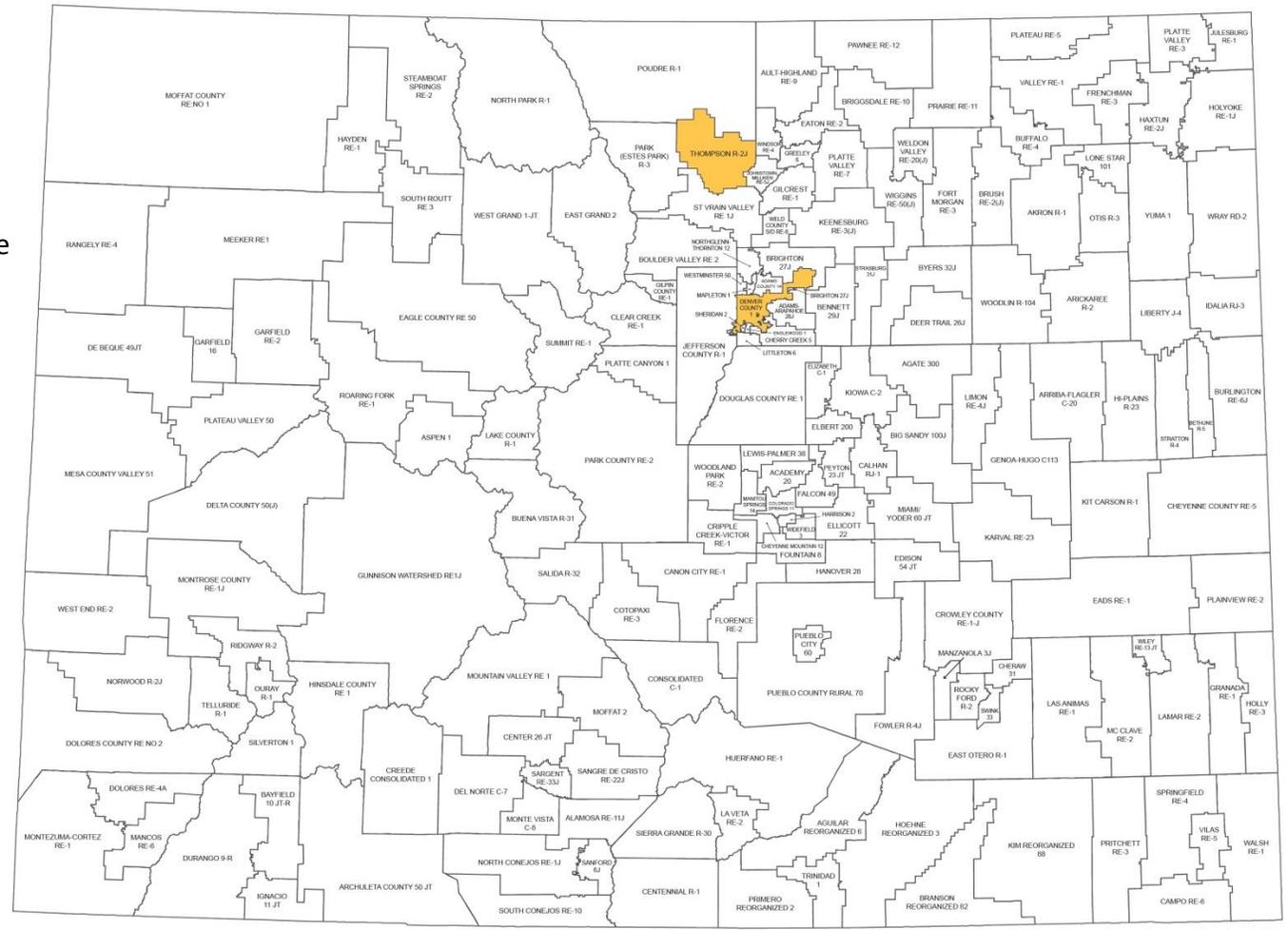
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Colorado's District Sample Curriculum Project

This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Visual Arts	Grade Level	5 th Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Observe and Learn to Comprehend	1. Visual arts connect multiple characteristics of art	VA09-GR.5-S.1-GLE.1	
	2. Visual arts communicate the human experience	VA09-GR.5-S.1-GLE.2	
	3. Visual arts learning involves analyzing the formal and sensory qualities of art	VA09-GR.5-S.1-GLE.3	
2. Envision and Critique to Reflect	1. Evaluative criteria is used when responding to works of art	VA09-GR.5-S.2-GLE.1	
	2. Specific methods of planning support the development of intended meaning	VA09-GR.5-S.2-GLE.1	
3. Invent and Discover to Create	1. Use artistic media and expression to communicate personal and objective points of view	VA09-GR.5-S.3-GLE.1	
	2. Create art using technological media	VA09-GR.5-S.3-GLE.2	
	3. Apply an understanding of art processes and creative thinking to plan and create art	VA09-GR.5-S.3-GLE.3	
4. Relate and Connect to Transfer	1. Artists, viewers, and patrons assign intended meaning to works of art	VA09-GR.5-S.4-GLE.1	
	2. Artists, viewers, and patrons respond to art from familiar and unfamiliar cultures	VA09-GR.5-S.4-GLE.2	

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
Arriving at Abstraction	Instructor Choice	Instructor Choice

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Unit Title	Arriving at Abstraction		Length of Unit	Instructor Choice
Focusing Lens(es)	Change/Transition	Standards and Grade Level Expectations Addressed in this Unit	VA09-GR.5-S.1-GLE.1, VA09-GR.5-S.1-GLE.2, VA09-GR.5-S.1-GLE.3 VA09-GR.5-S.2-GLE.1 VA09-GR.5-S.3-GLE.1, VA09-GR.5-S.3-GLE.2, VA09-GR.5-S.3-GLE.3 VA09-GR.5-S.3-GLE.1, VA09-GR.5-S.3-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What is abstract art? (VA09-GR.5-S.1-GLE.1,2,3) and (VA09-GR.5-S.2-GLE.1-EO.a,b,d) • Does abstract art require any special skills? Explain. • What kinds of relationships do viewers find in artworks? • What kinds of relationships do viewers find in an artist's oeuvre? 			
Unit Strands	Comprehend/Reflect/Create/Transfer			
Concepts	Abstraction, Composition, Proportion, Distortion, Emotion, Rhythm, Line, Shape, Color, Space, Expressive Features			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Musical rhythm can translate to visual rhythm in abstract art (VA09-GR.5-S.1-GLE.1,2,3) and (VA09-GR.5-S.2-GLE.1) and (VA09-GR.5-S.4-GLE.1,2)	What types of music might an artist listen to inspire an abstract artwork?	What does visual rhythm look like? How can music be represented as a visual image?
Artists often use distortion of expressive features, such as line, shape, color and space to create abstraction in art (VA09-GR.5-S.1-GLE.1,2,3) and (VA09-GR.5-S.2-GLE.1) and (VA09-GR.5-S.4-GLE.1,2)	What genres/styles are evident over time in one artist's (such as Vance Kirkland or Salvador Dalí) oeuvre?	How can an artist manipulate an expressive feature of art, such as line, shape, color and space, to change an inherent relationship in an artwork?
Emotions influence the composition of expressive features (such as line, shape, color and space) of art (VA09-GR.5-S.1-GLE.1,2,3) and (VA09-GR.5-S.2-GLE.1) and (VA09-GR.5-S.3-GLE1,2,3) and (VA09-GR.5-S.4-GLE.1,2)	What are some emotions expressed through composition and expressive features in known artworks?	What role does emotion play during artistic decisions such as composition or media choice?

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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Different art styles and genres that derive from collective artistic experimentation (VA09-GR.5-S.1-GLE.1,2,3) and (VA09-GR.5-S.2-GLE.1) and (VA09-GR.5-S.4-GLE.1,2) • Ways in which artists use emotional response as a stimulus in abstract art (VA09-GR.5-S.1-GLE.1,2,3) and (VA09-GR.5-S.2-GLE.1) and (VA09-GR.5-S.4-GLE.1,2) • Examples of abstract art that interprets music as expressive features of art (VA09-GR.5-S.1-GLE.1,2,3) and (VA09-GR.5-S.2-GLE.1) and (VA09-GR.5-S.4-GLE.1,2) • The expressive features such as color, line, shape, or form needed to create abstract art (VA09-GR.5-S.1-GLE.1,2,3) and (VA09-GR.5-S.2-GLE.1) and (VA09-GR.5-S.4-GLE.1,2) • Examples of ways context influences the way a viewer analyzes and responds to an artwork (VA09-GR.5-S.1-GLE.1,2,3) and (VA09-GR.5-S.2-GLE.1) and (VA09-GR.5-S.4-GLE.1,2) 	<ul style="list-style-type: none"> • Recognize and describe an artist’s investigative journey into (VA09-GR.5-S.1-GLE.1,2,3) and (VA09-GR.5-S.2-GLE.1) and (VA09-GR.5-S.4-GLE.1,2) • Discuss and debate personal opinions about the validity of abstraction (VA09-GR.5-S.1-GLE.1,2,3) and (VA09-GR.5-S.2-GLE.1) and (VA09-GR.5-S.4-GLE.1,2) • Create abstract artworks from a variety of media (VA09-GR.5-S.1-GLE.1,2,3) and (VA09-GR.5-S.2-GLE.1) and (VA09-GR.5-S.4-GLE.1,2) • Consider and interpret music as an inspiration for abstract art (VA09-GR.5-S.1-GLE.1,2,3) and (VA09-GR.5-S.2-GLE.1) and (VA09-GR.5-S.4-GLE.1,2) • Experiment with pure application of expressive features of art (VA09-GR.5-S.1-GLE.1,2,3) and (VA09-GR.5-S.2-GLE.1) and (VA09-GR.5-S.4-GLE.1,2) • Articulate reasons for creating abstract artworks within students’ current personal contexts (VA09-GR.5-S.1-GLE.1,2,3) and (VA09-GR.5-S.2-GLE.1) and (VA09-GR.5-S.4-GLE.1,2)

<p>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: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Abstract art can be created with expressive features of art through exploration of distortion, rhythm, and emotion.</i></p>
<p>Academic Vocabulary:</p>	<p>Origins, perspective, composition, proportion, distortion, rhythm, style, media</p>
<p>Technical Vocabulary:</p>	<p>Abstract art, oeuvre, art genre, expressive features of art and design</p>

Colorado Teacher-Authored Sample Instructional Unit

Unit Description:	This unit is an introduction to the origins, creation, and subject/content of abstract art. Over the course of this unit, students will examine the varying styles, techniques and inspirations for creating abstract art. Students will specifically consider how emotions and distortion of expressive features influence composition. To further contextualize this exploration, students will explore how musical rhythm can translate to visual rhythm and compare the ways in which musicians and visual artists express emotion through abstraction. The unit culminates in a performance assessment that asks students to create a logo/visual identity for a music company that works with focuses on many different genres of music.
Considerations:	As a genre study, this unit would fit nicely with literacy units that attempt to capture the ways in which particular authors working in different genres and/or styles (poems, prose, mystery, science fiction, etc) attempt to depict emotions, characters, settings, etc.
Unit Generalizations	
Key Generalization:	Artists often use distortion of expressive features, such as line, shape, color and space to create abstraction in art
Supporting Generalizations:	Musical rhythm can translate to visual rhythm in abstract
	Emotions influence the composition of expressive features (such as line, shape, color and space) of art

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Artists often use distortion of expressive features, such as line, shape, color and space to create abstraction in art
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	The graphic design company you work for has been hired by a music promotion company to create new logos/visual identities for their organization. This company works with artists that represent multiple musical genres; they will need logos/visual identities for each genre! Your task is to choose one genre (jazz, country, pop, classical, etc.) and work with a small group of fellow designers to draft and create an abstract image to be used on t-shirts, posters, and billboards that will represent this particular genre within the company. The design should use 2-D media and distortion of expressive features to illustrate a musical style (not a single music group or band) as an abstract work of art.
Product/Evidence: (Expected product from students)	Students will use 2-D media to produce a collaborative abstract artwork that reflects a musical genre. Students may also participate in activities such as group discussions about abstract styles, consider planning methods for art making, create art inspired by music, and create a personal artwork using techniques of abstraction.
Differentiation: (Multiple modes for student expression)	Students may demonstrate understanding by taking on various work within the “design group”, including: <ul style="list-style-type: none"> • planning/sketching/drafting • creating (the design) • presenting/explaining/defending the design

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Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p><i>What's the Big Idea?: Activities and Adventures in Abstract Art</i> - Joyce Raimondo <i>Color Your Own Abstract Art Masterpieces</i> - Muncie Hendler - Dover Publications, Incorporated <i>Journeys To Abstraction: 100 Paintings and Their Secrets Revealed</i> - Sue St. John <i>Making Art Together: How Collaborative Art-Making Can Transform Kids, Classrooms, and Communities</i> - Mark Cooper</p>	<p><i>The Noisy Paint Box: The Colors and Sounds of Kandinsky's Abstract Art</i> - Barb Rosenstock and Mary GrandPre <i>Jazz ABZ: An A to Z Collection of Jazz Portraits</i> by Wynton Marsalis and Paul Rogers <i>Jazz</i> by Walter Dean Myers (240 Lexile level) <i>Mysterious Thelonius</i> by Chris Raschka</p>

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think like an artist: The characteristics and expressive features in works of art and design and an understanding of media, processes and tools that are needed to express ideas in the visual arts and help to determine artistic intent	Teacher Resources:	<p><i>Making Art: Form and Meaning</i> - Barrett, T. <i>Talking About Student Art</i> - Barrett, T. http://www.nationalgallery.org.uk/learning/inspired-by-the-collection/writing/how-to-read-a-painting (How to read a painting) https://www.getty.edu/education/teachers/building_lessons/elements_art.pdf (The Getty Elements of Art) http://www.nga.gov/content/ngaweb/education/teachers/lessons-activities/elements-of-art.html (National Gallery of Art)</p>
			Student Resources:	N/A
	Skills:	Create, analyze, interpret and make meaning of art and design	Assessment:	<p>Throughout the unit students will use journaling and sketchbooks to:</p> <ul style="list-style-type: none"> • Provide written and verbal arguments for works of art • Give reasons for their artistic decisions and the artistic decisions of other artists • Research and document their ideas and primary source information in sketchbooks/journals to inform their decisions in making art
2.	Description:	Create like an artist: Develop appropriate studio habits	Teacher Resources:	<i>Studio thinking 2: The real benefits of visual arts education</i> - Hetland, I., Winner, E., Veenema, S., & Sheridan, K.
			Student Resources:	N/A
	Skills:	Develop craft, engage and persist, envision, express, observe, reflect, stretch and explore, persistence, and understand art worlds	Assessment:	Throughout the unit students will use journaling and sketchbooks to reflect upon the creative process utilized in all art making.

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3.	Description:	Research like an artist: Historical and cultural (contemporary) ideas, artworks and artists can be sources for, and are evident in, works of art	Teacher Resources:	<i>Making Art: Form and Meaning</i> - Barrett, T. <i>Talking About Student Art</i> - Barrett, T.
			Student Resources:	N/A
	Skills:	Use specific criteria to discuss and evaluate works of art	Assessment:	Throughout the unit students will use journaling and sketchbooks to critique and evaluate the creative process utilized in all art making.

Prior Knowledge and Experiences

Students should have prior knowledge of the expressive features and characteristics: line, shape and color, prior knowledge about the planning process, and a foundational understanding of two-dimensional drawing and painting materials used at the elementary level.

Learning Experiences # 1 – 8
Instructional Timeframe: Teacher Determined

Learning Experience # 1	
The teacher may provide images of representational and abstract art so that students can begin considering the similarities and differences in these two artistic styles.	
Generalization Connection(s):	Artists often use distortion of expressive features, such as line, shape, color and space to create abstraction in art
Teacher Resources:	http://en.wikipedia.org/wiki/Abstract_art (Definition of abstract art) http://www.ducksters.com/history/art/abstract_art.php (Characteristics and examples of abstract art) http://www.teachkidsart.net/tag/abstract-art/ (Characteristics and examples of abstract art) http://www.shutterstock.com/cat.mhtml?searchterm=realism+art&search_group=&lang=en&search_source=search_form (Realism images) https://www.google.com/search?q=great+realism+artists&tbm=isch&tbo=u&source=univ&sa=X&ei=9zobU5KZMIPhqwHXsIDQAQ&ved=0CHMQsAQ&biw=1045&bih=660 (Realism images) http://www.shutterstock.com/cat.mhtml?searchterm=abstract+art&search_group=&lang=en&search_source=search_form (Abstract art images) https://www.google.com/search?q=great+abstract+artists&tbm=isch&tbo=u&source=univ&sa=X&ei=RDsbU7KoEtOygQHxpYDQCg&ved=0CHwQsAQ&biw=1045&bih=660 (Abstract art images)
Student Resources:	http://www.scholastic.com/teachers/lesson-plan/graphic-organizer-venn-diagram (Graphic organizers) http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf (Double bubble thinking map for comparing and contrasting)

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Assessment:	Students will complete a thinking map to compare and contrast representation and abstraction in artistic works http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf (Double bubble thinking map for comparing and contrasting)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work with a partner or in small groups to identify similarities and differences in the two art styles	Students may sort art prints by similarities; articulate similarities and differences verbally or use images to capture compare/contrast
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may begin categorizing specific styles within abstraction (e.g., Cubism, Surrealism, Action, Impressionism, etc.) http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf (Double bubble thinking map for comparing and contrasting)	Students may sort abstract art prints by artist and articulate similarities and differences
Critical Content:	<ul style="list-style-type: none"> Realistic and abstract art styles 	
Key Skills:	<ul style="list-style-type: none"> Compare/Contrast 	
Critical Language:	Abstract, realistic, compare, contrast, similar, different, styles, aesthetic features, genre, characteristics	

Learning Experience # 2	
The teacher may provide examples of abstract styles (e.g., Cubism, Surrealism, Action Painting) so that students can analyze the history and purpose for using abstraction.	
Generalization Connection(s):	Artists often use distortion of expressive features, such as line, shape, color and space to create abstraction in art
Teacher Resources:	http://mrssmoke.onsugar.com/45-Websites-Students-Create-Original-Artwork-Online-3442983 (variety of student online art making sites) http://www.shutterstock.com/cat.mhtml?searchterm=cubism&search_group=&lang=en&search_source=search_form (Cubism images) http://www.shutterstock.com/cat.mhtml?searchterm=surrealism&search_group=&lang=en&search_source=search_form (Surrealism images) http://en.wikipedia.org/wiki/Cubism (Historical overview of Cubism) http://en.wikipedia.org/wiki/Surrealism (Historical overview of Surrealism) http://www.metmuseum.org/toah/hd/cube/hd_cube.htm (Influential visual art styles of the early twentieth century, i.e. Pablo Picasso, Georges Braque, Louis Vauxcelles, Paul Cézanne) http://www.artfactory.com/art_appreciation/timelines/modern_art_timeline.htm (Art history on abstraction) http://www.ducksters.com/history/art/abstract_art.php (Characteristics and examples of abstract art)

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Student Resources:	http://www.shutterstock.com/cat.mhtml?searchterm=cubism&search_group=&lang=en&search_source=search_form (Cubism images) http://www.shutterstock.com/cat.mhtml?searchterm=surrealism&search_group=&lang=en&search_source=search_form (Surrealism images)	
Assessment:	Students will use their journal/sketchbook to create a persuasive essay describing and defending their choice of their favorite abstract artist. Teachers may wish to provide a template for outlining the entry. http://www.readwritethink.org/files/resources/printouts/persuasion%20map.pdf (Persuasive writing template) http://www.eduplace.com/graphicorganizer/pdf/persuasion.pdf (Persuasion map)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work in small groups or partners in order to select a preferred style of abstraction Students may select a preference from 2-3 different styles http://www.eduplace.com/graphicorganizer/pdf/4column.pdf (Four column chart)	Students may create a list of expressive features they prefer
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.postermywall.com/index.php/p/classroom-posters (Free classroom poster creator)	Students may create a poster depicting their favorite abstract artist to accompany their journal entry
Critical Content:	<ul style="list-style-type: none"> Varying abstract genres: Cubism, Surrealism, Action Painting 	
Key Skills:	<ul style="list-style-type: none"> Observation, articulate an opinion 	
Critical Language:	Expressive features of art (i.e. color, line, shape, etc.), abstraction (related genres),	

Learning Experience # 3	
The teacher may lead a discussion, using examples, about methods of abstraction (e.g., composition, perspective, arbitrary color, distortion, etc.) so that students can identify and describe approaches to abstraction.	
Generalization Connection(s):	Artists often use distortion of expressive features, such as line, shape, color and space to create abstraction in art
Teacher Resources:	http://mrssmoke.onsugar.com/45-Websites-Students-Create-Original-Artwork-Online-3442983 (Variety of student online art making sites) http://www.shutterstock.com/cat.mhtml?searchterm=cubism&search_group=&lang=en&search_source=search_form (Cubism images) http://www.shutterstock.com/cat.mhtml?searchterm=surrealism&search_group=&lang=en&search_source=search_form (Surrealism images) http://en.wikipedia.org/wiki/Cubism (Historical overview of Cubism) http://en.wikipedia.org/wiki/Surrealism (Historical overview of Surrealism) http://www.metmuseum.org/toah/hd/cube/hd_cube.htm (Influential visual art styles of the early twentieth century, i.e. Pablo Picasso, Georges Braque, Louis Vauxcelles, Paul Cézanne)

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	http://drawsketch.about.com/od/drawinglessonsandtips/a/abstract.htm (How to abstract an object) http://www.artyfactory.com/art_appreciation/timelines/modern_art_timeline.htm (How to interpret abstract art) http://www.abrakadoodle.com/blog/?cat=40 (Characteristics and examples of abstract art) http://daisyyellow.squarespace.com/abstract/art-journaling-101-for-kids-teens-beginners.html (Techniques for journaling)	
Student Resources:	http://mrssmoke.onsugar.com/45-Websites-Students-Create-Original-Artwork-Online-3442983 (Variety of student online art making sites) http://www.shutterstock.com/cat.mhtml?searchterm=cubism&search_group=&lang=en&search_source=search_form (Cubism images) http://www.shutterstock.com/cat.mhtml?searchterm=surrealism&search_group=&lang=en&search_source=search_form (Surrealism images) http://en.wikipedia.org/wiki/Cubism	
Assessment:	Students will construct a journal entry identifying the characteristics of different forms of abstraction. Teachers may wish to provide a template for outlining the entry. http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf (T-chart organizer) http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/BubbleMap.pdf (Thinking map for webbing)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work from concrete examples of abstracting with a familiar object http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/BubbleMap.pdf (Thinking map for webbing)	Students may use templates and/or images to construct their entries Students may choose one style of abstraction and create an entry (using a web template) about its characteristics
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf (Double bubble thinking map for comparing and contrasting)	Students may create a composition using multiple objects and/or using varying perspectives (combining frontal vs. profile views) Students may compare another art style against abstract art
Critical Content:	<ul style="list-style-type: none"> • Methods of abstraction (i.e. composition, perspective, arbitrary color, distortion, etc.) 	
Key Skills:	<ul style="list-style-type: none"> • Planning, sketching 	
Critical Language:	Plan, composition, perspective, arbitrary color, distortion	

Learning Experience # 4	
The teacher may provide a variety of 2-D media and visual examples so that student can experiment using various methods for abstraction.	
Generalization Connection(s):	Artists often use distortion of expressive features, such as line, shape, color and space to create abstraction in art
Teacher Resources:	http://www.artyfactory.com/art_appreciation/art_movements/cubism.htm (Examples of cubist art) http://www.teachkidsart.net/tag/abstract-art/ (Characteristics and examples of abstract art)

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Student Resources:	http://www.nga.gov/kids/zone/brushster.htm (National Gallery of Art- Digital abstract art making)	
Assessment:	Students will use their journal/sketchbook to create abstract artworks depicting object/s with personal meaning using choice of 2-D media.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://painting.about.com/od/paintingforbeginners/ig/Art-Worksheets/diy-abstract.htm (Mondrian template)	Students may use templates in their abstract creations
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • Experiment with pure application of expressive features of art • Methods of abstraction (i.e. composition, perspective, arbitrary color, distortion, etc.), application of 2-D media 	
Key Skills:	<ul style="list-style-type: none"> • Application of abstract methods and use of 2-D materials 	
Critical Language:	Abstraction, composition, perspective, arbitrary color, distortion, two-dimensional	

Learning Experience # 5		
The teacher may utilize musical compositions that express a variety of emotional tones (e.g., sad, excited, calm, etc.) so that student can consider similar ways that visual representations might reflect emotion.		
Generalization Connection(s):	Musical rhythm can translate to visual rhythm in abstract Emotions influence the composition of expressive features (such as line, shape, color and space) of art	
Teacher Resources:	http://www.kickstarter.com/projects/1639996144/the-emotional-color-wheel-teaching-abstract-art-to (Video showing how to use emotion to create abstract art)	
Student Resources:	http://www.youtube.com/watch?v=jBNgM_ADtT8 (You Tube video on art making to music) http://artpad.art.com/artpad/painter/ (Digital art making)	
Assessment:	Students will use their journal/sketchbook to document lines, shapes and colors inspired by different types of music and list emotions associated to each expressive feature	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may use visual images to capture the different emotions expressed by one particular musical form/example

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may identify particular emotional responses that stimulates personal creation and the musical form/example that might accompany it
Critical Content:	<ul style="list-style-type: none"> • Music as an emotional stimulus for art making 	
Key Skills:	<ul style="list-style-type: none"> • Drawing, listening 	
Critical Language:	Emotional responses (sad, excited, calm, etc.)	

Learning Experience # 6

The teacher may provide examples of abstract art inspired by music (e.g., Kandinsky, Chagall, O'Keefe) so that students can consider inspirational/emotional sources for abstract artwork.

Generalization Connection(s):	Artists often use distortion of expressive features, such as line, shape, color and space to create abstraction in art Musical rhythm can translate to visual rhythm in abstract Emotions influence the composition of expressive features (such as line, shape, color and space) of art	
Teacher Resources:	http://www.sheldonartmuseum.org/photos/graphics/statewide06catalogue.pdf (Article on artist inspired by music) http://whitney.org/ForKids/Collection/GeorgiaOKeefe/9190 (O'Keefe inspired by music) http://www.artsconnected.org/collection/103732/marc-chagall-artist-of-love-and-dreams?print=true (Chagall's biography and prints) http://www.youtube.com/watch?v=PM076Lqnnq0 (You Tube on Klezmer music) http://www.artspreview.net/?p=954 (Art inspired by music at the de Young Museum) http://www.shutterstock.com/cat.mhtml?searchterm=chagall+&search_group=&lang=en&search_source=search_form (Chagall images) http://www.shutterstock.com/cat.mhtml?searchterm=o%27keefe&search_group=&lang=en&search_source=search_form (O'Keefe images) <i>The Noisy Paint Box: The Colors and Sounds of Kandinsky's Abstract Art</i> - Barb Rosenstock and Mary GrandPre http://www.nga.gov/kids/kandinsky/kandinsky1.htm (Bodies of work by Kandinsky)	
Student Resources:	http://makingartfun.com/htm/f-maf-art-library/wassily-kandinski-biography.htm (Meet Kandinsky) http://www.youtube.com/watch?v=yP8N1s5YVgQ (Art lessons for kids: Kandinsky Color Study) http://furia.com/misc/genremaps/engenremap.html (Genre music snippets)	
Assessment:	Students will use their journals/sketchbooks to begin drafting a work of 2-D artwork that attempts to capture an emotional response to a piece of music	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may use multiple modalities for expressing emotional response	Students may be given multiple choices to product: painting, dance, collage, sculpture

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may use their journals/sketchbooks to begin drafting a work of 2-D artwork that attempts to capture the opposite or contrasting emotional response and to document a musical form/example that may accompany it
Critical Content:	<ul style="list-style-type: none"> Examination of musically influenced art, and use of emotional response as stimulus for art making 	
Key Skills:	<ul style="list-style-type: none"> Listening, identifying personal emotional responses, creation 	
Critical Language:	Abstraction, rhythm, composition, emotional response	

Learning Experience # 7		
The teacher may use samples from a variety of music genres (e.g., classical, jazz, country, pop, etc.) so that students can begin generating possible visual approaches to represent the emotional aspects/associations within each genre.		
Generalization Connection(s):	Artists often use distortion of expressive features, such as line, shape, color and space to create abstraction in art Musical rhythm can translate to visual rhythm in abstract	
Teacher Resources:	http://www.smashingmagazine.com/2008/08/03/35-beautiful-music-album-covers/ (Examples of album covers) http://www.allmusic.com/genres (Music genre list with free music snippets)	
Student Resources:	Computers or tablets	
Assessment:	Students will use their journals/sketchbooks to begin drafting visual images (shapes, forms, symbols) to represent three different genres of music	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may use multiple modalities for expressing emotional response	Students may be given multiple choices to product: painting, dance, collage, sculpture
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may choose alternate music genres	N/A
Critical Content:	<ul style="list-style-type: none"> Experiment with pure application of expressive features of art Creating symbols that correspond to a particular musical style 	
Key Skills:	<ul style="list-style-type: none"> Visual image (symbol) making, listening 	
Critical Language:	Music genre, symbols	

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Learning Experience # 8	
The teacher may use visual and musical expressions to enable students to begin examining the unique (and similar) ways these artistic expressions can capture and depict emotion.	
Generalization Connection(s):	Emotions influence the composition of expressive features (such as line, shape, color and space) of art
Teacher Resources:	<p>http://www.incredibleart.org/files/art-music.htm (Art and music terminology)</p> <p>http://drownedinsound.com/in_depth/4146884-more-than-words-2--the-art-and-music-feature (Interview with artist and musician Alessandro Degli Angioli)</p> <p>http://www.wqxr.org#!/story/200394-top-five-musically-inspired-paintings-new-york/ (Top Five Musically-Inspired Paintings Displayed in New York)</p> <p>http://petermedhurst.com/study-days/music-inspired-by-paintings/ (Music Inspired by Paintings and Paintings Inspired by Music)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=cubism&search_group=&lang=en&search_source=search_form (Cubism images)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=surrealism&search_group=&lang=en&search_source=search_form (Surrealism images)</p> <p>http://en.wikipedia.org/wiki/Cubism (Historical overview of Cubism)</p> <p>http://en.wikipedia.org/wiki/Surrealism (Historical overview of Surrealism)</p> <p>http://www.metmuseum.org/toah/hd/cube/hd_cube.htm (Influential visual art styles of the early twentieth century, i.e. Pablo Picasso, Georges Braque, Louis Vauxcelles, Paul Cézanne)</p>
Student Resources:	<p>http://drownedinsound.com/in_depth/4146884-more-than-words-2--the-art-and-music-feature (Interview with artist and musician Alessandro Degli Angioli)</p> <p>http://www.wqxr.org#!/story/200394-top-five-musically-inspired-paintings-new-york/ (Top Five Musically-Inspired Paintings Displayed in New York)</p> <p>http://petermedhurst.com/study-days/music-inspired-by-paintings/ (Music Inspired by Paintings and Paintings Inspired by Music)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=cubism&search_group=&lang=en&search_source=search_form (Cubism images)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=surrealism&search_group=&lang=en&search_source=search_form (Surrealism images)</p> <p>http://en.wikipedia.org/wiki/Cubism (Historical overview of Cubism)</p> <p>http://en.wikipedia.org/wiki/Surrealism (Historical overview of Surrealism)</p> <p>http://www.metmuseum.org/toah/hd/cube/hd_cube.htm (Influential visual art styles of the early twentieth century, i.e. Pablo Picasso, Georges Braque, Louis Vauxcelles, Paul Cézanne)</p> <p>http://makingartfun.com/hm/f-maf-art-library/wassily-kandinski-biography.htm (meet Kandinsky)</p>
Assessment:	<p>Students will use their journals/sketchbooks to compare the similar and unique ways that musicians and (abstract) visual artists attempt to capture emotion. Teachers may wish to provide a template for outlining the entry.</p> <p>http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf (Thinking map for comparing and contrasting)</p>

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Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may pair/share or small group to develop ideas	Students may provide verbal or written explanation for idea before beginning
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may create a digital multi-media presentation combining digital drawing and painting with sound and motion
Critical Content:	<ul style="list-style-type: none"> • Expressive features such as color, line, shape, or form needed to create abstract art • Abstract art can interpret and use music as a source of inspiration for subject matter 	
Key Skills:	<ul style="list-style-type: none"> • Consider and interpret music as an inspiration for abstract art • Create abstract artworks from a variety of media 	
Critical Language:	Interpretation, genre	