

**UNIT OVERVIEW**

STAGE ONE: Identify Desired Results				
Established Goals/Standards	NYS VALS 1.a, c	<b>Long-Term Transfer Goal</b>		
	NYS VALS 2.a	<ul style="list-style-type: none"> <li>At the end of this unit, students will use what they have learned to independently show their understanding of how art communicates an understanding of culture. (advocate for self and others)</li> </ul>		
	NYS VALS 3.b	<b>Meaning</b>		
	NYS VALS 4.b	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>Students will understand that the elements of art are a visual language used by artists.</li> <li>Students will understand that art is a way of putting together the different elements to create a message.</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <b>Essential Questions</b> <ul style="list-style-type: none"> <li>How do artists use the elements of art in their artwork?</li> <li>How are the elements of art connected?</li> </ul> </td> </tr> </table>	<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>Students will understand that the elements of art are a visual language used by artists.</li> <li>Students will understand that art is a way of putting together the different elements to create a message.</li> </ul>	<b>Essential Questions</b> <ul style="list-style-type: none"> <li>How do artists use the elements of art in their artwork?</li> <li>How are the elements of art connected?</li> </ul>
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	<b>Acquisition</b>			
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STAGE TWO: Determine Acceptable Evidence	
	<b>Assessment Evidence</b>
Criteria to assess understanding: <i>(This is used to build the scoring tool.)</i> <ul style="list-style-type: none"> <li>Use of elements</li> </ul>	Performance Task focused on Transfer: <ul style="list-style-type: none"> <li>Creation of art piece containing visual representations of each element of art</li> </ul>
	Other Assessment Evidence: <ul style="list-style-type: none"> <li>Craftsmanship</li> <li>Perseverance (tenacity)</li> <li>Focus/work ethic (purposeful thinking)</li> </ul>

T, M, A <i>(Code for Transfer, Meaning Making and Acquisition)</i>	STAGE THREE: Plan Learning Experiences	
A, M	Learning Events: Lesson 1: <i>I can... explain each element of art.</i> <ul style="list-style-type: none"> <li>Introduction to Elements and Principles (Meme slide show)</li> <li>Graphic organizer: as a group matching definitions to terms, writing down definitions</li> <li>Magazine search for elements, matching to definitions and terms</li> </ul>	Evidence of learning: <i>(formative assessment)</i> <ul style="list-style-type: none"> <li>Graphic organizer</li> <li>Group jigsaw of art pieces (poster paper)</li> <li>Planning page</li> <li>Final art piece</li> <li>Self-assessment/reflection</li> </ul>
M, T	Lesson 2: <i>I can... use my knowledge of the elements of art to analyze different art pieces.</i>	

T	<ul style="list-style-type: none"> <li>• Groups identify where they see the elements in given art piece</li> <li>• Gallery walk on each piece</li> <li>• Introduction of final product</li> <li>• Planning for final product</li> </ul> <p>Lesson 3:  <i>I can... use my knowledge of the elements of art to create a reference piece for myself showing what each element looks like.</i></p> <ul style="list-style-type: none"> <li>• Feedback on planning</li> <li>• Creation of final art piece</li> <li>• Reflection on project: checklist</li> </ul>	
T	<p>Lesson 4:  <i>I can... reflect on my elements of art piece and assess my own work.</i></p> <ul style="list-style-type: none"> <li>• Completion of project</li> <li>• Self-assessment/reflection</li> </ul>	