

**UNIT OVERVIEW**

STAGE ONE: Identify Desired Results				
Established Goals/Standards	NYS VALS 1.a, b, c	<b>Long-Term Transfer Goal</b>		
	NYS VALS 2.a, d	<ul style="list-style-type: none"> <li>At the end of this unit, students will use what they have learned to independently use prior learned information to form their own solutions to open-ended problems. (thinks purposefully)</li> </ul>		
	NYS VALS 3.a, b, c	<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 line and shape are elements used to represent different qualities in art.</li> <li>Students will understand the planning and creative problem-solving inherent in the artistic process.</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 line and shape in their artwork?</li> <li>How can lines and shapes be used in patterns to represent different aspects of a landscape?</li> <li>How do artists go through the process of creating their artworks?</li> </ul> </td> </tr> </table>	<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>Students will understand that line and shape are elements used to represent different qualities in art.</li> <li>Students will understand the planning and creative problem-solving inherent in the artistic process.</li> </ul>	<b>Essential Questions</b> <ul style="list-style-type: none"> <li>How do artists use line and shape in their artwork?</li> <li>How can lines and shapes be used in patterns to represent different aspects of a landscape?</li> <li>How do artists go through the process of creating their artworks?</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>Variety of line/shape</li> <li>Combination of letter and object</li> </ul>	<b>Performance Task focused on Transfer:</b> <ul style="list-style-type: none"> <li>Creation of Zentangle landscape using patterns to represent textures</li> <li>Development of personal logo (using only line and shape) to combine a letter and an object that represent themselves</li> </ul>
	<b>Other Assessment Evidence:</b> <ul style="list-style-type: none"> <li>Craftsmanship</li> <li>Perseverance (tenacity)</li> <li>Focus/work ethic (purposeful thinking)</li> </ul>

STAGE THREE: Plan Learning Experiences			
T, M, A <i>(Code for Transfer, Meaning Making and Acquisition)</i>			
A, M	<table border="1" style="width: 100%;"> <tr> <td style="width: 60%; vertical-align: top;"> <b>Learning Events:</b>                      Lesson 1:  <i>I can... demonstrate my knowledge of the different kinds of lines and shapes.</i> <ul style="list-style-type: none"> <li>Introduction to line/shape: "What I know:" (students demonstrating knowledge of different kinds of line and shape)</li> <li>Partner work: what do you see? Given different line-focused art pieces (Zentangles, ??)</li> <li>Zentangle practice (copy 3, create 3 of their own)</li> </ul> </td> <td style="width: 40%; vertical-align: top;"> <b>Evidence of learning: (formative assessment)</b> <ul style="list-style-type: none"> <li>"What I know"/"What I see" worksheet</li> <li>Zentangle practice</li> <li>Landscape breakdown</li> <li>Watercolor pencil practice</li> <li>Zentangle landscape</li> <li>Landscape critique</li> </ul> </td> </tr> </table>	<b>Learning Events:</b> Lesson 1: <i>I can... demonstrate my knowledge of the different kinds of lines and shapes.</i> <ul style="list-style-type: none"> <li>Introduction to line/shape: "What I know:" (students demonstrating knowledge of different kinds of line and shape)</li> <li>Partner work: what do you see? Given different line-focused art pieces (Zentangles, ??)</li> <li>Zentangle practice (copy 3, create 3 of their own)</li> </ul>	<b>Evidence of learning: (formative assessment)</b> <ul style="list-style-type: none"> <li>"What I know"/"What I see" worksheet</li> <li>Zentangle practice</li> <li>Landscape breakdown</li> <li>Watercolor pencil practice</li> <li>Zentangle landscape</li> <li>Landscape critique</li> </ul>
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<p>M, T</p>	<p>Lesson 2:  <i>I can... analyze a landscape photo and decide which shapes are most important.</i></p> <ul style="list-style-type: none"> <li>• Reflection on patterns (what could this represent?)</li> <li>• Breaking down landscapes (as a group in plastic sleeves, independently in plastic sleeves)</li> <li>• Drawing landscape on final paper (in pencil, tracing with Sharpie)</li> <li>• Applying Zentangle patterns to landscape shapes (in pencil, then with Sharpie)</li> </ul>	<ul style="list-style-type: none"> <li>• Landscape self-assessment/reflection</li> <li>• Kahoot participation</li> <li>• Logo element brainstorming</li> <li>• Logo design</li> <li>• Logo critique, self-assessment/reflection</li> </ul>
<p>T</p>	<p>Lesson 3:  <i>I can... connect different Zentangle patterns to the different textures in my landscape photo.</i></p> <ul style="list-style-type: none"> <li>• Partner check-in</li> <li>• Completion of Zentangle patterns in landscape</li> </ul>	
<p>A, M, T</p>	<p>Lesson 4:  <i>I can... use my knowledge of watercolor pencils to make decisions about how to add color to my landscape.</i></p> <ul style="list-style-type: none"> <li>• Watercolor pencil demonstration/practice</li> <li>• Application of watercolor pencils</li> </ul>	
<p>T</p>	<p>Lesson 5:  <i>I can... assess my use of lines and shapes to represent textures and reflect on my work.</i></p> <ul style="list-style-type: none"> <li>• Self-assessment, written critique, reflection</li> </ul>	
<p>A, M</p>	<p>Lesson 6:  <i>I can... identify the elements of a successful logo design.</i></p> <ul style="list-style-type: none"> <li>• Logo game (Kahoot?)</li> <li>• What should a logo have? Small group discussions</li> <li>• Logo element brainstorming (individual)</li> </ul>	
<p>T</p>	<p>Lesson 7:  <i>I can... demonstrate purposeful thinking by evaluating my progress using a checklist.</i></p> <ul style="list-style-type: none"> <li>• Logo element reflection, sketching</li> <li>• Small group check-in, feedback (checklist)</li> <li>• Final logo design (pencil, sharpie)</li> </ul>	
<p>T</p>	<p>Lesson 8:  <i>I can... assess the success of my logo design and reflect on my artistic process.</i></p> <ul style="list-style-type: none"> <li>• Logo in different colors</li> <li>• Self-assessment, critique, reflection</li> </ul>	