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| **Content Area** | Visual Arts | | | **Grade Level** | 2nd Grade | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. Observe and Learn to **Comprehend** | 1. Artists make choices that communicate ideas in works of art | | | | | | VA09-GR.2-S.1-GLE.1 |
| 1. Characteristics and expressive features of art and design are used to identify and discuss works of art | | | | | | VA09-GR.2-S.1-GLE.2 |
| 1. Envision and Critique to **Reflect** | 1. Visual arts use various literacies to convey intended meaning | | | | | | VA09-GR.2-S.2-GLE.1 |
| 1. Invent and Discover to **Create** | 1. Use familiar symbols to identify and demonstrate characteristics and expressive features of art and design | | | | | | VA09-GR.2-S.3-GLE.1 |
| 1. Relate and Connect to **Transfer** | 1. Visual arts respond to human experience by relating art to the community | | | | | | VA09-GR.2-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** | |
| Reflecting on Community Experiences | | | Instructor Choice | | | Instructor Choice | |
| Where do Ideas Come From? | | | Instructor Choice | | | Instructor Choice | |

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| **Unit Title** | Reflecting on Community Experiences | | | **Length of Unit** | Instructor Choice |
| **Focusing Lens(es)** | Relationships | **Standards and Grade Level Expectations Addressed in this Unit** | VA09-GR.2-S.1-GLE.1, VA09-GR.2-S.1-GLE.2  VA09-GR.2-S.2-GLE.1  VA09-GR.2-S.3-GLE.1  VA09-GR.2-S.4-GLE.1 | | |
| **Inquiry Questions (Engaging- Debatable):** | * Why do artists reflect on their experiences? (VA09-GR.2-S.1-GLE.1,2) and ( VA09-GR.2-S.2-GLE.1) and ( VA09-GR.2-S.3-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c) * Why are communities different? * What is the artist’s role in the community? | | | | |
| **Unit Strands** | Comprehend/Reflect/Create /Transfer | | | | |
| **Concepts** | Patterns, Symbols, Communication, Reflection, Life Connections/Human Experience, Collaboration, Community, Understanding | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Reflections on personal experiences inform an individual’s understanding of community. (VA09-GR.2-S.1-GLE.1) and (VA09-GR.2-S.2-GLE.1) and (VA09-GR.2-S.3-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c) | What are some methods for reflecting on experiences? (i.e. discussion, art-making, etc.) | How do reflections of personal experiences inform the understanding of community? |
| Patterns and symbols can communicate the relationships within a community. (VA09-GR.2-S.1-GLE.1,2) and (VA09-GR.2-S.2-GLE.1-EO.a,b,c) and (VA09-GR.2-S.3-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c) | What patterns or symbols would represent community? (i.e. a grouping of silhouetted figures) | What kinds of relationships can people have in a community?  How can symbols and patterns be used to communicate community? |
| Creating community artwork (both individual and collaborative) depicts the values and ideas that make a community unique. (VA09-GR.2-S.1-GLE.1,.2) and (VA09-GR.2-S.2-GLE.1) and (VA09-GR.2-S.3-GLE.1) and(VA09-GR.2-S.4-GLE.1-EO.a,b,c) | What types of art communicates community? (i.e. public art, collaborative, personal, cultural etc.)  What artists have created community-based art?  What are some examples of collaborative art? (i.e. books, murals, etc.) | How can artwork communicate community experiences?  Why does collaboration create community?  What other ways do communities collaborate besides art-making?  What makes some collaboration successful and other not? |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * Different ways symbols and patterns can be used in a variety of ways to represent community (VA09-GR.2-S.1-GLE.1,2) and (VA09-GR.2-S.2-GLE.1-EO.a,b,c) and (VA09-GR.2-S.3-GLE.1-EO.a,b,c,d) * Different relationships that are found in communities (VA09-GR.2-S.1-GLE.1-EO.a,b,c) and (VA09-GR.2-S.2-GLE.1-E.a,b,c) and (VA09-GR.2-S.3-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c) * Ways different materials and media can be used to create art that reflects personal and collaborative ideas of community. . (VA09-GR.2-S.1-GLE.1) and (VA09-GR.2-S.2-GLE.1-EO.a,b,c) and (VA09-GR.2-S.3-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c) | * Create patterns and symbols to reflect on community (VA09-GR.2-S.1,2) and (VA09-GR.2- S.2-GLE.1) and (VA09-GR.2-S.3-GLE.1-EO.a,b,c,d) * Use appropriate materials and media to communicate their ideas of community. (VA09-GR.2-S.1-GLE.1,2) and (VA09-GR.2- S.2-GLE.1) and (VA09-GR.2-S.3-GLE.1-EO.a,b,c,d) * Create presentation-ready works of art. community (VA09-GR.2-S.1-GLE.1,2) and (VA09-GR.2- S.2-GLE.1) and (VA09-GR.2-S.3-GLE.1-EO.a,b,c,d) |

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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):** | | *Personal experiences and collaboration allows artists to reflect on their community.* |
| **Academic Vocabulary:** | Communication, reflection, life connections, human experience, collaboration | |
| **Technical Vocabulary:** | Media, presentation-ready, murals, patterns, symbols | |

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| **Unit Title** | Where do Ideas Come From? | | | **Length of Unit** | Instructor Choice |
| **Focusing Lens(es)** | Exploration | **Standards and Grade Level Expectations Addressed in this Unit** | VA09-GR.2-S.1-GLE.1, VA09-GR.2-S.1-GLE.2  VA09-GR.2-S.2-GLE.1  VA09-GR.2-S.3-GLE.1  VA09-GR.2-S.4-GLE.1 | | |
| **Inquiry Questions (Engaging- Debatable):** | * Where do ideas come from? (VA09-GR.2-S.1-GLE.1) and (VA09-GR.2-S.2-GLE.1) and (VA09-GR.2-S.3-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c) * Why would an artist keep a sketchbook * What is an idea? | | | | |
| **Unit Strands** | Comprehend/Reflect/ Create / Transfer | | | | |
| **Concepts** | Observation, Memory, Imagination, Investigation, Discovery, Ideas, Documentation, Reflection, Choices | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Observation, memory, imagination, and investigation lead to discovering unique ideas which are necessary in developing creative works (VA09-GR.2-S.1-GLE.1-EO.c.) | What techniques can artists use to discover ideas? | Why does an artist want to discover unique ideas?  Do all artists choose the same techniques for discovering ideas? |
| Documentation and planning allows artists to capture ideas for future use (VA09-GR.2-S.1-GLE.1,.2) an d (VA09-GR.2-S.2-GLE.1) and (VA09-GR.2- S.3-GLE.1) and (VA09-GR.2- S.4-GLE.1-EO.a,b,c) | What are some techniques that can be used to document ideas?  Why do artists’ keep a sketchbook?  What might an artist put in a sketchbook? | How does an artist decide which ideas are worth using?  Does an artist use all the ideas in their sketchbook?  Do artists keep their mistakes? |
| Making choices through exploration and reflection expands the discovery of ideas. (VA09-GR.2-S.1,2) and (S.2-GLE.1-EO.a,b,c) and (VA09-GR.2-S.3-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c) | What types of choices can an artist make? | How does an artist get a good idea?  How do artists make choices about their art work? |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * A variety of expressive features/methods artists use to support the exploration and discovery of ideas (i.e. observation, imagination, etc.) (VA09-GR.2-S.1-GLE.1,.2) and (VA09-GR.2-S.2-GLE.1) and (VA09-GR.2-S.3-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c) * Ways to use sketchbooks effectively (VA09-GR.2-S.1-GLE.1,.2) and ( VA09-GR.2-S.2-GLE.1) and( VA09-GR.2-S.3-GLE.1) * Techniques for idea development such as brainstorming, thumbnail sketches, concept maps, collaboration, etc. (VA09-GR.2-S.1-GLE.1, 2) and (VA09-GR.2-S.2-GLE.1) and (VA09-GR.2-S.3-GLE.1) * Ways to talk about art (artist statement, critiques, etc.) and reflect on artistic choices. (VA09-GR.2-S.2-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c) | * Document ideas using a variety of expressive features/ techniques (i.e. drawing, collage, photography, etc.) (VA09-GR.2-S.1-GLE.1,2) and (VA09-GR.2-S.2) and (VA09-GR.2-S.3-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c) * Generate ideas using techniques like brainstorming, thumbnail sketches, concept maps, collaboration, etc. (VA09-GR.2-S.1-GLE.1,2) and ( VA09-GR.2-S.2-GLE.1) and (VA09-GR.2-S.3-GLE.1-EO.a,b,c,d) * Reflect upon choices (i.e. artist statements, critiques, etc.) (VA09-GR.2-S.2-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c) |

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| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *Investigating and documenting observations in a sketchbook helps an artist imagine ideas for future artworks.* |
| **Academic Vocabulary:** | Observation, memory, imagination, investigation, discovery, ideas, documentation, reflection, brainstorming, concept maps | |
| **Technical Vocabulary:** | Critique, thumbnail sketch, artist statement, expressive features | |