Unit Plan Title:\_\_\_\_\_\_\_Video Game design and animation \_\_\_\_\_\_\_\_\_\_ Length:\_\_9 classes\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Name** | Polaris Visual Arts | **Grade Level** | 4th and 5th |

|  |  |
| --- | --- |
| **Standards** | **Grade Level Expectations** |
| 1. Observe and Learn to **Comprehend** | 1. Artists and viewers compare and contrast the characteristics and expressive features of art and design, which involves analyzing the formal and sensory qualities of art 2. Works of art articulate and express the human experience from different points of view 3. Artists, viewers and patrons respond to and analyze the formal and sensory qualities of art using inference and empathy    1. I can recognize the elements of a work of art and combine them to make meaning.    2. I can describe how a work of art shows aspects of another person’s life.    3. I can consider the features of a work of art and explain how they impact me. |
| 2. Envision and Critique to **Reflect** | 1. The critique process informs judgments about artistic and aesthetic merits in works of art 2. The processes and philosophies of art and design inform interpretations in works of art 3. Specific methods of planning support the development of intended meaning    1. I can identify what an artist is communicating to the viewer    2. I can use art vocabulary to describe how I interpret a work of art    3. I can create plans that show how my ideas are used in my art work |
| 3. Invent and Discover to **Create** | 1. Use artistic media and expression to communicate personal and objective points of view 2. New and traditional materials and processes can be used in traditional, unique, and inventive ways 3. Apply an understanding of art processes and creative thinking to plan and create art    1. I can use art materials and processes to express my ideas    2. I can use new and old materials, technology and processes to create art    3. I can make plans for myself to follow based on what I know about materials and techniques in art |
| 4. Relate and Connect to **Transfer** | 1. Viewers and patrons make personal meaning and infer artistic intent 2. Historical time periods and cultural settings are interpreted in works of art 3. Artists, viewers, and patrons respond to art from familiar and unfamiliar cultures    1. I can come up with my own meaning for a work of art by looking at it    2. I can explain how art works tell us about the time and place they were created    3. I can talk about art from different cultures |

|  |  |  |
| --- | --- | --- |
| **Colorado 21st Century Skills**  **Critical Thinking and Reasoning**: *Think Deep, Think Different*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Owning Your Learning*  **Invention:** *Creating Solutions* | **Creative Process in Visual Art** | **Studio Thinking**  **Develop Craft:** *Learning to use materials, tools and techniques*  **Engage and Persist:** *Learning to embrace problems and not give up*  **Envision***: Imagine the possible next steps; see what is not there*  **Express:** *Convey an idea, feeling, personal meaning*  **Observe:** *Seeing things that otherwise might not be seen*  **Reflect:** *think, talk and evaluate your work and the work of others*  **Stretch and Explore:** *Reach beyond one’s perceived capacities*  **Understand Art World:** *Learn about contemporary and past art(ist)* |

|  |  |  |
| --- | --- | --- |
| **Lesson Titles and Description** | **Lesson Length** | **Sequence** |
| Painted Cardboard Sculptures  Description: Students will paint cardboard and use it to create medium scale sculptures: environments for characters to interact within. They will also sculpt realizations of imagined characters out of clay. Subject matter will build from student’s sketchbook explorations.  Motivation:Character creation (modelled through costume), video game references, using cardboard and clay.  History and Culture: architecture models, miniatures, classical heroic sculpture, modern claymation sculpture (Tim Burton and Henry Selik creations), aspects of video game design  Materials and Techniques: utility knives, cardboard, glue, found objects, paint supplies, clay, sketchbooks, clay utensils | 6 classes | 1st |
| Claymation animation  Description: Students will use their characters and environments to create a short scene for their video game design.  Motivation: Video game pitch trailer  History and Culture: Beth Slaugh,  Materials and Techniques: cameras, We Video | 3 classes | 2nd |

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit: Focusing Lens/Lenses: Timeless, Transferrable and Universal (I.E. Beliefs/Values, Identity, Relationships. Tension/Conflict, Freedom, Design, Aesthetic, Patterns, Origins, Transformation, Change, Influence, Collaboration, Intention, Play/Exploration, Synergy/Flow, Choices, Balance, Inspiration, System, Structure/Function, Reform)** | Intention  Design | **Unit: Prepared Graduate**  **Competencies** | Recognize, articulate, and debate that the visual arts are a means for expression  Analyze, interpret, and make meaning of art and design critically using oral and written discourse  Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives  Transfer the value of visual arts to lifelong learning and the human experience  Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research  Develop and build appropriate mastery in art-making skills, using traditional and new technologies and an understanding of the characteristics and expressive features of art and design  Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies  Recognize, compare, and affirm that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives  Use specific criteria to discuss and evaluate works of art  Critique personal work and the work of others with informed criteria  Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information |

|  |  |
| --- | --- |
| **Unit: Standards and Grade Level Expectations**  **(Unit must have all standards; NOT all GLEs.)** | (Visual Arts Standard # - Name; GLE #, # and #)   VA-GR.4,5-S.1-GLE.1, GLE.2, GLE.3   VA-GR.4,5-S.2-GLE.1, GLE.2, GLE.3   VA-GR.4,5-S.3-GLE.1, GLE.2, GLE.3   VA-GR.4,5-S.4-GLE.1, GLE.2, GLE.3 |

|  |  |
| --- | --- |
| **Unit: Inquiry Questions**  **(Engaging-Debatable: In art, what does it mean when something is beautiful? How can something be so ugly it is beautiful?)** | (3-5 questions; at least 2 from each lesson)  What makes art “good?”  Should art be realistic?  Does art reflect and/or change the way we view the world?  How do artists make decisions about content? |

|  |  |
| --- | --- |
| **Unit Strands** | Comprehend/Reflect/Create/Transfer |

|  |  |
| --- | --- |
| **Unit: Concepts: Timeless, Transferrable and Universal (I.E. Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, Observation)** | Envision  Planning  2-D to 3-D Design  Personal Expression  Culture  History  Communication  Collaboration  Pertinent Media  Materials  Perspective  Problem-solving |

|  |
| --- |
| **For each statement you create below align with Standard(s), Prepared Graduate Competencies, and Grade Level Expectations. Refer to Standards: Inquiry Questions, Relevance and Application and Nature of Statement when writing understandings.** |

|  |  |  |
| --- | --- | --- |
| **Enduring Understandings: My students will UNDERSTAND...**  **(Timeless, Transferrable and Universal. Shows a relationship between two or more concepts.)** | **Conceptual Guiding Questions** | **Factual Guiding Questions** |
| Artistic expression and intent influence materials, techniques, and form in art.  Artists choose materials to make into art  Artists use techniques to create art.  I can chose the shape of my art, the techniques I use and the materials to express myself. | How does an artist decide what they want to create?  How could some materials, techniques and forms help an artist to express themselves?  How could other materials, techniques and forms change what the artist is expressing? | What different art media do artists use?  What are common forms in artwork?  How do two-dimensional forms and materials differ from three-dimensional forms and materials? |
| Engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.  Art teaches us about the world.  I can describe what art teaches me about myself, other people, nature and buildings. | What are the different ways in which we interact with art?  What are the advantages of engaging with art?  Why are visual/tactile objects so powerful in forming deep understandings? | What are some examples of art features?  How is metaphor and symbolism used in art?  What are some categories of artwork? |
| Planning, reflection, and refinement are essential components in the creation of all forms of art.  Artists plan and reflect when they make work.  I can plan my art and decide how to improve it. | How can creating a sketch or machete influence the final work of art?  When is careful planning and reflection helpful?  How could careful planning hurt an artist's process?  How is criticism helpful in the process of creation? | What is a sketch and how does one go about creating one?  What is a machette and how is one made?  What is the proper etiquette for a critique? |

|  |  |  |
| --- | --- | --- |
| **Critical Content: My students will KNOW...**  **(NOT Timeless, Transferrable and Universal. Factual information in the unit [topics] that students must know.)** | | **Key Skills: What my students will be able to DO...**  **(Timeless, Transferrable and Universal. What students will do AND be able to transfer to new learning experiences as a result of learning the unit.)** |
| Students will know how to envision and plan out their work using sketchbooks.  Students will know compositional art features such as line, color, shape, balance, contrast.  Students will know the techniques associated with realistic/life drawing. (I.e. perspective, foreshortening, shading, blending, etc.)  Students will know the techniques associated with acrylic painting.  Students will know how to mix and manipulate color to create desired effects with materials  Students will know the categories of painting (I.e. landscape, portrait, self-portrait, still life, etc.)  Students will know how to construct three dimensional objects using two dimensional designs  Students will know safe techniques for using utility knives.  Students will know how to construct cardboard sculptures (ex: taping, gluing, cutting slots)  Students will know the techniques associated with hand-built pottery  Students will know techniques associated with glazing pottery  Students will know the difference between functional and sculptural pottery | | Students will be able to   1. Plan and improvise while creating 2. Articulate intention behind created work 3. Create physical objects (works of art) that realize artistic intentions 4. Articulate the inspiration behind a created work 5. Analyze work and make changes to improve it 6. Describe reasoning behind adaptations made to concepts and designs 7. Critically evaluate and provide verbal and written feedback during formal and informal critique |
| **Vocabulary** | Line, form, contrast, perspective, balance, content, realism, abstraction, intention, critique, texture, bone dry, bisque ware, glazed ware | |
| **Literacy Integration** | Students will write and draw when planning in their sketchbooks, write reflections/artist statements, and discuss each other’s work during critiques. | |
| **Numeracy Integration** | Students will learn to calculate proportions and scale when drawing from observation. | |