

Teacher(s)	Mr. Muniz, Ms. Paige	Subject group and discipline	Art I - Drawing		
Unit title <i>Make it catchy</i>	Space Artist, the final frontier	MYP year <i>9th = 4/ 10th = 5</i>	4	Unit duration (hrs) <i>Not days</i>	16 hrs. (4wks)

Inquiry: Establishing the purpose of the unit

Key concept (1)	Related concept(s) (1-2)	Global context & exploration (1)
Communication	Composition Representation	Global Context: Personal & Cultural Expression Exploration: craft and creation
Statement of inquiry Process (Key concept + Related concept + Exploration)		
Conceptual Understanding (Key concept + Related concepts): <i>Combine the key & related concepts together to make a meaningful conceptual statement that identifies their relationship.</i> Communicating and composing a representation of form.		
Statement of Inquiry (Key concept + Related concepts + Exploration): <i>Create your statement (not question) of inquiry by combining the global contexts' exploration chosen for this unit with the conceptual understanding.</i> Communicating and composing a representation of form is a creative process requiring craft.		
Inquiry questions (These questions need to be focused around the Key Concept, Related Concepts, and Global Context).		
Factual— Line of Inquiry... Lower level of Blooms Unpack the statement of inquiry by mentioning them specifically in the questions. Stay away from content specific terminology here.		

1. What are some ways to communicate?
2. What is a composition?
3. What is a representation?
4. What is expression in our culture?

Conceptual— Line of Inquiry...

Middle level of Blooms

Unpack the statement of inquiry by mentioning them specifically in the questions.

Stay away from content specific terminology here.

1. What language do Artists use to communicate?
2. How can representation be used in composition?
3. How can expression be applied to visual compositions?

Debatable— Line of Inquiry...

Higher level of Blooms

Unpack the statement of inquiry by mentioning them specifically in the questions.

Stay away from content specific terminology here.

1. To what extent is **Communicating and composing a representation of form, a creative process requiring craft?**
- 2.
- 3.

Objectives and their strands	Summative assessment	
<p>IB Objectives found in your subject guides!</p> <p>A. iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.</p> <p>B. i. demonstrate the acquisition and</p>	<p>Outline of summative assessment task(s) using the GRASPS model including assessment criteria (not the strands) in the final “S” of GRASPS:</p> <p>G(oal): Communicate and compose a representation of form through a creative process requiring craft.</p>	<p>Explain the relationship between summative assessment task(s) and statement of inquiry:</p> <p>The student will be able to use art elements and principles to create the illusion of form and space on a flat surface.</p>

<p>development of the skills and techniques of the art form studied</p> <p>C. iii. demonstrate the exploration of ideas.</p> <p>D. i. construct meaning and transfer learning to new settings.</p>	<p>R(ole): The Artist</p> <p>A(udience): The Art Gallery Curator</p> <p>S(ituation): You are commissioned by an Art gallery curator to make a graphite drawing that communicates the optical illusion of space and form.</p> <p>P(roduct): a graphite drawing that communicates a dramatic illusion of space and depth using ribbons & spheres as your subject matter.</p> <p>S(tandards) – only the ones being assessed: A.III, B.I, C.III, D.I</p>	
<p>Approaches to learning (ATL – 1 per obj., 2-3 per unit) In order for students to (objective strand), students must (ATL skill). (ATL category: _____, ATL Skill: _____).</p>		

The strategy that will be explicitly taught and practiced teaching strategy. Use the sentence stem in the box above for each ATL skill strategy you indicate.

A. III.

In order for students to demonstrate awareness of the links between the knowledge acquired and artwork created, **students must** create original works and ideas; use existing works and ideas in new ways. (ATL Category: Thinking, ATL: create)

B. I.

In order for students to demonstrate the acquisition and development of the skills and techniques of the art form studied **students must** create sketches, which translate an idea into practice. (ATL category: Thinking, ATL Skill: create).

C. III

In order for students to demonstrate the exploration of ideas, **students must** map the thought process in the arts process journal to generate new ideas and questions.. (ATL category: Thinking, ATL Skill: create)

D. I

In order for students to construct meaning and transfer learning to new settings, **students must** Work collaboratively in a production team with assigned roles and responsibilities. (ATL category: Social, ATL Skill: practice empathy) .

Service Learning Outcomes: (community outreach – field trips)

During this unit students are expected to choose one of the three options to apply the skills learned for creating the illusion of space & form on a flat surface. In order for their team performance to meet and exceed expectations each student will choose one of the three service learning outcomes.

- Use sidewalk chalk to write/draw 3-D greetings to incoming freshmen outside the campus building on sidewalks and in the courtyard.
- Pair-up with ACE students to teach/mentor a drawing that uses some of the techniques to create the illusion of space and form.
- Pair-up with our feeder Harris M.S. students to mentor/teach what they've learned and create drawings.

Action: Teaching and learning through inquiry

<p align="center">Content (TEKS) WRITE THEM OUT</p>	<p>Learning Process <i>(List in the order in which you will teach the lessons, ask inquiry questions, when ATL statements will be taught and practiced, as well as when both assessment types will occur)</i></p>
<p>117.302 (C)(1)(A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork</p> <p>117.302 (C)(1)(B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork</p> <p>117.302 (C)(1)(C) identify and understand the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artwork</p> <p>117.302 (C)(2)(A) use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination</p> <p>117.302 (C)(2)(D) create original artwork to communicate thoughts, feelings, ideas, or impressions</p> <p>117.302 (C)(3)(C) collaborate on community-based art projects</p>	<p align="center">Learning Experiences and Teaching Strategies</p> <p><u>Also explain how you will incorporate the Approaches to Learning and Learner Profiles.</u></p> <p>Week 1/Day 1: <i>The student will create a variety of circles & ribbons using the art element of line & shape.</i></p> <p>Week 1/Day 2: <i>The student will create form shadows and cast shadows using the art element of value</i></p> <p>Week 1/Day 3: <i>Journal – The student will define “what is art?”</i></p> <p>Week 2/Day 4: <i>The student will use the composition techniques of 1) position 2) size change 3) overlapping 4) cropping to create the art element of space.</i></p> <p>Week 2/Day 5: <i>The student will create an original composition that includes all the techniques I've learned to show the illusion of space on a flat surface.</i></p> <p>Week 2/Day 6: <i>Journal – the student will identify the aesthetic theories</i></p> <p>Week 3/Day 7: <i>The student will create an original composition that includes all the techniques I've learned to show the illusion of space on a flat surface.</i></p> <p>Week 3/Day 8: <i>The student will create an original composition that includes all the techniques I've learned to show the illusion of space on a flat surface.</i></p> <p>Week 3/Day 9: <i>Journal – the student will identify the Art elements</i></p> <p>Week 4/Day 10: <i>The student will create an original composition that includes all the techniques I've learned to show the illusion of space on a flat surface.</i></p> <p>Week 4/Day 11: <i>Journal – the student will identify the Art elements - continued</i></p> <p align="center">Formative Assessment (formal and informal)</p>

	<p>The drawing must have: Accuracy = 50%</p> <ul style="list-style-type: none"> - Did the student use values, size change, overlapping, position and cropping to create the illusion of space on a flat surface? - Does it have at least 7 spheres & at least 3 ribbons <p>Creativity = 30%</p> <ul style="list-style-type: none"> - Is there an extreme range of blended values for dramatic effect? - Using art elements & principles, the layout was planned to effectively use all the space. <p>Craftsmanship = 20%</p> <ul style="list-style-type: none"> - Effective control of graphite is evident in the value blending. <p>*Separate participation grade for service learning outcome</p>	
<p align="center">Differentiation (Consider your student population, their special accommodations and modifications and language supports)</p>		
<p>Content:</p> <p>advanced - add texture to the spheres and instead of ribbons, create chains.</p> <p>Impaired – the student will use pencil graphite to create shapes and overlapping.</p> <p>Process:</p>		

		Product: advanced - use mixed media Impaired – use stencils/templates to create shapes	
Resources:			
State Resources	Text Books, Consumables, Etc.	Online Resources	Technological Resources
1. TEKS 2. Scope & Sequence 3.	4. GRASPS 5. Principles into Practice 6. IB Subject Guide – Visual Art 7. Drawing Paper, graphite, erasers, blending tools 8. <u><i>Bond of Union</i></u> by M.C. Escher (artwork)	9. lbo.org 10. 11. 12.	13. 14. 15.

Reflection: Considering the planning, process and impact of the inquiry *You can answer the questions directly

Prior to teaching the unit	During teaching	After teaching the unit
<p>Why do we think that the unit or the selection of topics will be interesting? <i>Students will surprise themselves when they see what they can complete – creating the illusion of form and space on a flat surface.</i> What do students already know, and what can they do?</p>	<p>What are the areas of concern that occurred during the unit and how were they resolved? What are some things you wish to include or remove to enhance the learning experiences?</p> <p>What difficulties did we encounter while completing the unit or the summative assessment task(s)? What resources are proving useful, and what other resources do we need? What student inquiries are emerging? What can we adjust or change?</p>	<p>For this portion, it will serve as a reflection for how the unit went. Explain what can be done to make the lesson more thorough next school year.</p> <p>What were the learning outcomes of this unit? How well did the summative assessment task serve to distinguish levels of achievement? Was the task sufficiently complex to allow students to reach the highest levels?</p>

<p>This is the 1st project so I have no way of students having consistent knowledge/prior experience. We will start from square 1.</p> <p>What have students encountered in this discipline before?</p> <p>Some may have had art in middle school and some maybe in elementary school, and some have never had art at all.</p> <p>What does my experience tell me about what to expect in this unit?</p> <p>I will be able to assess students threshold for patience and focus, as those abilities are required to some degree to succeed with this project.</p> <p>What attributes of the learning profile does this unit offer students opportunities to develop?</p> <p>Inquirer</p> <p>What potential interdisciplinary connections can we identify?</p> <p>Math – Geometry, History</p> <p>What do we know about my students' preferences and patterns of interaction?</p> <p>Are there any possible opportunities for meaningful service learning?</p> <p>What in the unit might be inspiring for community or personal projects?</p> <p>Could we develop authentic opportunities for service learning?</p> <p>How can we use my students' multilingualism as a resource for learning?</p>	<p>What skills need more practice?</p> <p>What is the level of student engagement?</p> <p>How can we scaffold learning for students who need more guidance?</p> <p>What is happening in the world right now with which we could connect teaching and learning in this unit?</p> <p>How well are the learning experiences aligned with the unit's objectives?</p> <p>What opportunities am I hearing to help students explore the interpretative nature of knowledge, including personal biases that might be retained, revised or rejected? (DP Theory of knowledge skills development)</p>	<p>What evidence of learning can we identify? What artefacts of learning should we document?</p> <p>Which teaching strategies were effective? Why?</p> <p>What was surprising?</p> <p>What student-initiated action did we notice?</p> <p>What will we do differently next time?</p> <p>How will we build on our experience to plan the next unit?</p> <p>How effectively did we differentiate learning in this unit?</p> <p>What can students carry forward from this unit to the unit? to the next year/ level of study?</p> <p>Which subject groups could we work with next time?</p> <p>What did we learn from standardizing the assessment?</p>
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