

Unit Length Weeks					
Unit Name	Ideation Exploration	Visual Story Telling	Observations	Form and Function	Self Portrait
Standard	<b>Observe and Learn to Comprehend</b> St. 1.1, 1.3	<b>Envision and Critique to Reflect</b> St. 2.1	<b>Invent and Discover to Create</b> St. 3.3	<b>Envision and Critique to Reflect</b> St. 2.1	<b>Observe and Learn to Comprehend</b> St. 1.2
Key Concepts	<b>Communication</b> is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common “language” (which may be written, spoken or non-verbal).  Communication is often regarded in the arts as a message between the artist and an audience, or between performers. Without intended communication the arts become solely self-expressive.	<b>Identity</b> is the state or fact of being the same. It refers to the particular features that define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted, and shaped by external and internal influences.  In the arts we often explore the self and self-discovery through the concept of identity; however, identity may also refer to the identity of a genre, style, movement, particular artist or place.	<b>Aesthetics</b> deals with the characteristics, creation, meaning and perception of beauty and taste. The study of aesthetics develops skills for the critical appreciation and analysis of art, culture and nature.  In the arts, the concept of aesthetics is perceived differently around the world and across cultures.  Aesthetics does not only address the rules and principles of beauty but should also include cultural perspectives and perception through the senses.	<b>Aesthetics</b> deals with the characteristics, creation, meaning and perception of beauty and taste. The study of aesthetics develops skills for the critical appreciation and analysis of art, culture and nature.  In the arts, the concept of aesthetics is perceived differently around the world and across cultures.  Aesthetics does not only address the rules and principles of beauty but should also include cultural perspectives and perception through the senses.	<b>Identity</b> is the state or fact of being the same. It refers to the particular features that define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted, and shaped by external and internal influences.  In the arts we often explore the self and self-discovery through the concept of identity; however, identity may also refer to the identity of a genre, style, movement, particular artist or place.
Related Concepts	<b>Expression:</b> The representation of feelings and emotions, ideas, thoughts, beliefs, values and opinions in the process of visual or physical articulation. It can include signs, symbols, semiotics or any other imagery to capture the artist intention. It is something you do, create or play that shows what you think or feel. Expression facilitates the communication of an idea.  <b>Representation:</b> The description, depiction, or portrayal of a person, group, place or item in a particular way or as being of a certain nature. An image or likeness.	<b>Composition:</b> The intentional organization or contrast, balance, arrangement or awareness of the elements and principles of art for a particular purpose in the creation of art. These may include tension and release, repetition and variety, unison and harmony, sound and silence, theme and variation, and dynamics and energy.  <b>Narrative:</b> A spoken, written or visual account of connected events; a story, which may be fictional or non-fictional. The narrative may manipulate the viewpoint of the audience: Bias is persuasive narrative designed to deliver a particular mandate, brief or point of view.	<b>Audience:</b> An individual or group who receive and/or respond to arts. Addressing this concept includes examining strategies for engaging audience, different types of audiences and how the audience–artist relationship affects and influences the arts.  <b>Representation:</b> The description, depiction, or portrayal of a person, group, place or item in a particular way or as being of a certain nature. An image or likeness.	<b>Style:</b> A type of art characteristic of a group of people, person or period of time and belonging to a shared tradition or set of conventions. Art conforming to an established form.  <b>Presentation:</b> The choice of medium, tool, and exhibition or performance space that contributes to audience understanding of the meaning or purpose of the art piece.	<b>Genre:</b> Different artistic expressions that create a style when grouped by the same use of techniques, in a distinctive manner regarding theme, content or practice.  <b>Representation:</b> The description, depiction, or portrayal of a person, group, place or item in a particular way or as being of a certain nature. An image or likeness.
Global Context	<b>Personal and Cultural Expression</b>  What is the nature and purpose of creative expression?  Students will explore: • the ways in which we discover and express ideas, feelings, nature,	<b>Orientation in Time and Space</b>  What is the meaning of “when” and “where”?  Students will explore: • personal histories;	<b>Scientific and Technical Innovation</b>  How do we understand the world in which we live?  Students will explore: • the natural world and its laws	<b>Personal and Cultural Expression</b>  What is the nature and purpose of creative expression?  Students will explore: • the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values	<b>Identities and Relationships</b>  Who am I? Who are we?  Students will explore: • identity • beliefs and values

	<p>culture, beliefs and values</p> <ul style="list-style-type: none"> <li>the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</li> </ul>	<ul style="list-style-type: none"> <li>homes and journeys;</li> <li>turning points in humankind;</li> <li>discoveries;</li> <li>explorations and migrations of human-kind;</li> <li>relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives</li> </ul>	<ul style="list-style-type: none"> <li>the interaction between people and the natural world</li> <li>how humans use their understanding of scientific principles</li> <li>the impact of scientific and technological advances on communities and environments</li> <li>the impact of environments on human activity</li> </ul> <p>how humans adapt environments to their needs</p>	<ul style="list-style-type: none"> <li>the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</li> </ul>	<ul style="list-style-type: none"> <li>personal, physical, mental, social and spiritual health</li> <li>human relationships including families, friends, communities and cultures</li> <li>what it means to be human</li> </ul>
<p>Criterion objectives/strand assessment task</p>	<p><b>Criteria C</b></p> <p><b>Thinking Creatively</b></p> <ol style="list-style-type: none"> <li>outline a clear and feasible artistic intention</li> <li>outline alternatives, perspectives, and imaginative solutions</li> <li>demonstrate the exploration of ideas through the developmental process to a point of realization.</li> </ol> <p><b>Process Journal Cover</b></p>	<p><b>Criteria C</b></p> <p><b>Thinking Creatively</b></p> <ol style="list-style-type: none"> <li>outline a clear and feasible artistic intention</li> <li>outline alternatives, perspectives, and imaginative solutions</li> <li>demonstrate the exploration of ideas through the developmental process to a point of realization.</li> </ol> <p><b>Personal narrative, mixed media artwork</b></p>	<p><b>Criteria B</b></p> <p><b>Developing Skills</b></p> <ol style="list-style-type: none"> <li>demonstrate the acquisition and development of the skills and techniques of the art form studied</li> <li>demonstrate the application of skills and techniques to create, perform and/or present art.</li> </ol> <p><b>2D drawing from observation</b></p>	<p><b>Criteria D</b></p> <p><b>Responding</b></p> <ol style="list-style-type: none"> <li>outline connections and transfer learning to new settings</li> <li>create an artistic response inspired by the world around them</li> <li>evaluate the artwork of self and others.</li> </ol> <p><b>Clay piece reflecting personal choices</b></p>	<p><b>Criteria A</b></p> <p><b>Knowing and Understanding</b></p> <ol style="list-style-type: none"> <li>demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language</li> <li>demonstrate knowledge of the role of the art form in original or displaced contexts</li> <li>demonstrate the use of acquired knowledge to inform their artwork</li> </ol> <p><b>Self-portrait created in the style and media of choice</b></p>
<p>ATL Skill</p>	<p><b>Self-management Skills</b></p> <ul style="list-style-type: none"> <li>Use appropriate strategies for organizing complex information</li> <li>Understand and use sensory learning preferences (learning styles)</li> </ul>	<p><b>Thinking Skills</b></p> <ul style="list-style-type: none"> <li>Interpret data</li> <li>Use brainstorming and visual diagrams to generate new ideas and inquiries</li> <li>Create original works and ideas; use existing works and ideas in new ways</li> </ul>	<p><b>Thinking Skills</b></p> <ul style="list-style-type: none"> <li>Interpret data</li> <li>Use brainstorming and visual diagrams to generate new ideas and inquiries</li> <li>Create original works and ideas; use existing works and ideas in new ways</li> </ul>	<p><b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>Use a range of speaking techniques to communicate with a variety of audiences</li> <li>Use appropriate forms of writing for different purposes and audiences</li> <li>Read a variety of sources for information and for pleasure</li> </ul>	<p><b>Research</b></p> <p>Information Literacy:</p> <ul style="list-style-type: none"> <li>access information to be informed and inform others</li> <li>make connections between various sources of information</li> <li>present information in a variety of formats and platforms</li> </ul>
<p>LDC Unit? Yes or No</p> <p>Type of Writing (paragraph, essay, etc.)</p>	<p>No</p>	<p>Yes~ Artist Statement or Presentation</p>	<p>No</p>	<p>No</p>	<p>Yes - Paragraph</p>