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| **Content Area** | Visual Arts | | | **Grade Level** | 3rd Grade | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. Observe and Learn to **Comprehend** | 1. The identification of characteristics and expressive features in works of art and design help to determine artistic intent | | | | | | VA09-GR.3-S.1-GLE.1 |
| 1. Art has intent and purpose | | | | | | VA09-GR.3-S.1-GLE.2 |
| 1. Envision and Critique to **Reflect** | 1. Artists, viewers, and patrons use the language of art to respond to their own art and the art of others | | | | | | VA09-GR.3-S.2-GLE.1 |
| 1. Artists, viewers, and patrons make connections among the characteristics, expressive features, and purposes of art and design | | | | | | VA09-GR.3-S.2-GLE.1 |
| 1. Invent and Discover to **Create** | 1. Use basic media to express ideas through the art-making process | | | | | | VA09-GR.3-S.3-GLE.1 |
| 1. Demonstrate basic studio skills | | | | | | VA09-GR.3-S.3-GLE.2 |
| 1. Relate and Connect to **Transfer** | 1. Works of art connect individual ideas to make meaning | | | | | | VA09-GR.3-S.4-GLE.1 |
| 1. Historical and cultural ideas are evident in works of art | | | | | | VA09-GR.3-S.4-GLE.2 |
| **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** | |
| Architecture | | | Instructor Choice | | | Instructor Choice | |
| Containers | | | Instructor Choice | | | Instructor Choice | |

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| **Unit Title** | Architecture | | | **Length of Unit** | Instructor Choice |
| **Focusing Lens(es)** | Influence | **Standards and Grade Level Expectations Addressed in this Unit** | VA09-GR.3-S.1-GLE.1, VA09-GR.3-S.1-GLE.2  VA09-GR.3-S.2-GLE.1, VA09-GR.3-S.2-GLE.2  VA09-GR.3-S.3-GLE.1, VA09-GR.3-S.3-GLE.2  VA09-GR.3-S.4-GLE.1, VA09-GR.3-S.4-GLE.2 | | |
| **Inquiry Questions (Engaging- Debatable):** | * How does architecture influence the human experience? (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.2-GLE.2-EO.b) and (VA09-GR.3-S.4-GLE.1,2) * How does the human experience influence architecture? * How does the environment influence architecture? | | | | |
| **Unit Strands** | Comprehend/Reflect/Create/Transfer | | | | |
| **Concepts** | Proportion, Composition, Materials, Order/Form, Expressive Features and Characteristics, Environment, Architecture, Repetition, Function, Design, Space, Balance, Aesthetics | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Expressive features, such as space, line, and shape produce form. (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.3-GLE.1,2) and (VA09-GR.3-S.4-GLE.1,2) | How can different forms be produced using space, line and shape? | How is the repetition of form used in architecture? |
| Function needs of space (such as a building) often dictates the design and form of a space .(VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.2-GLE.2-EO.b) and (VA09-GR.3-S.3-GLE.1,2) and (VA09-GR.3-S.4-GLE.1,2) | What are the functions of architecture? | How is the form influenced by the function of the building? |
| Architecture derives from a balance of safety, practicality, aesthetics and the environment in order to create a positive human experience. (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.2-GLE.2-EO.b) and (S.3-GLE.1,2) and (VA09-GR.3-S.4-GLE.1,2) | What safety features are necessary in different types of buildings?  How does the environment influence architecture? | What makes a building aesthetically pleasing?  Does it matter if a building is aesthetically pleasing? |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * The basic functions of architecture and how they relate to the human experience (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.2-GLE.2-EO.b) and (VA09-GR.3-S.4-GLE.1,2) * Examples of ways the environment influences the materials, function and aesthetics of architecture (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.2-GLE.2-EO.b) and (VA09-GR.3-S.4-GLE.1,2) * The expressive features of architecture such as line, balance, form, and use of space VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.3-GLE.1,2) and (VA09-GR.3-S.4-GLE.1,2) | * Demonstrate 3d and 2d media skills using a variety of materials, media and processes. (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.3-GLE.1,2) * Build or design a sculpture that is structurally sound. (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.3-GLE.1,2) * Compare and contrast different types of buildings. (VA09-GR.3-S.2-GLE.2-EO.b) and (VA09-GR.3-S.4-GLE.1,2) * Build three-dimensional geometric forms. (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.3-GLE.1,2) |

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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):** | | *Architecture is influenced by shape and form as well as functional needs and aesthetic preferences.* |
| **Academic Vocabulary:** | Proportion, composition, materials, environment, architecture, repetition, line, balance | |
| **Technical Vocabulary:** | Order/Form, expressive features and characteristics | |

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| **Unit Title** | Containers | | | **Length of Unit** | Instructor Choice |
| **Focusing Lens(es)** | Origins | **Standards and Grade Level Expectations Addressed in this Unit** | VA09-GR.3-S.1-GLE.1, VA09-GR.3-S.1-GLE.2  VA09-GR.3-S.2-GLE.1  VA09-GR.3-S.3-GLE.1, VA09-GR.3-S.3-GLE.2  VA09-GR.3-S.4-GLE.1, VA09-GR.3-S.4-GLE.2 | | |
| **Inquiry Questions (Engaging- Debatable):** | * In ancient times, how would you carry water? (Expand on the concept and the use of “container” throughout history, the present, and in the possible future.) (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.3-GLE.1,2) and (VA09-GR.3-S.4-GLE.1,2) * What can art teach us about the past? * What does it mean that history repeats itself? * How can cultures and communities be identified through their art? * How can a functional container be a work of art? | | | | |
| **Unit Strands** | Comprehend/Reflect/Create/Transfer | | | | |
| **Concepts** | Structure and Function, Aesthetics, Design, Expressive features, Culture, Human experience, Invention, Time, Environment, Container, Change | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| The design, structure, function, and aesthetics of objects change over time in response to the evolving human experience (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.2-GLE.2-EO.b) and (VA09-GR.3-S.3-GLE.1,2) and (VA09-GR.3-S.4-GLE.1,2) | How have containers changed over time? ( i.e. use, materials and designs) | Why do containers change over time? |
| Materials and environment influence design, structure, function and aesthetics (VA09-GR.3-S.1-GLE.1,.2) and (VA09-GR.3-S.2-GLE.2-EO.b) and (VA09-GR.3-S.3-GLE.1,2) and (VA09-GR.3-S.4-GLE.1,2) | What materials have people used to make containers throughout time? | How do the accessible materials affect the design of a container? |
| Evolving human experience and culture inspire invention and change in design (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.2-GLE.2-EO.b) and (VA09-GR.3-S.3-GLE.1,2) and (VA09-GR.3-S.4-GLE.1,2) | What aspects of the human experience have changed over time? | How has the human experience changed the concept of “container”?  How have containers changed the human experience?  How do people reuse containers? |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * Ways in which the function and purpose of a container change over time (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.2-GLE.2-EO.b) and (VA09-GR.3-S.3-GLE.1,2) and (VA09-GR.3-S.4-GLE.1.2) * Examples of materials used to create containers and ways function influences the design (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.2-GLE.2-EO.b) and (VA09-GR.3-S.3-GLE.1,2) and (VA09-GR.3-S.4-GLE.1,2) * Examples of expressive features and characteristics of design that can be used to describe and discuss historical ideas (VA09-GR.3-S.4-GLE.1,2) | * Use basic media to express ideas through the art-making process (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.3-GLE.1,2) * Create an innovative design for the familiar idea of “container” (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.3-GLE.1,2) * Demonstrate the ability to experiment with traditional and contemporary media (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.3-GLE.1,2) * Create two- and three-dimensional works of art (VA09-GR.3-S.1-GLE.1,2) and (VA09-GR.3-S.3-GLE.1,2) |

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| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *The design and use of containers will give artists information about cultures from the past, present, and future.* |
| **Academic Vocabulary:** | Design, Structure, Function Structure and Function, Culture, Human experience, Invention, Time, Environment, Change, Two-and three dimensional, Innovation, Contemporary | |
| **Technical Vocabulary:** | Expressive features and characteristics, aesthetics, media | |