

Unit Title: Passports

INSTRUCTIONAL UNIT AUTHORS

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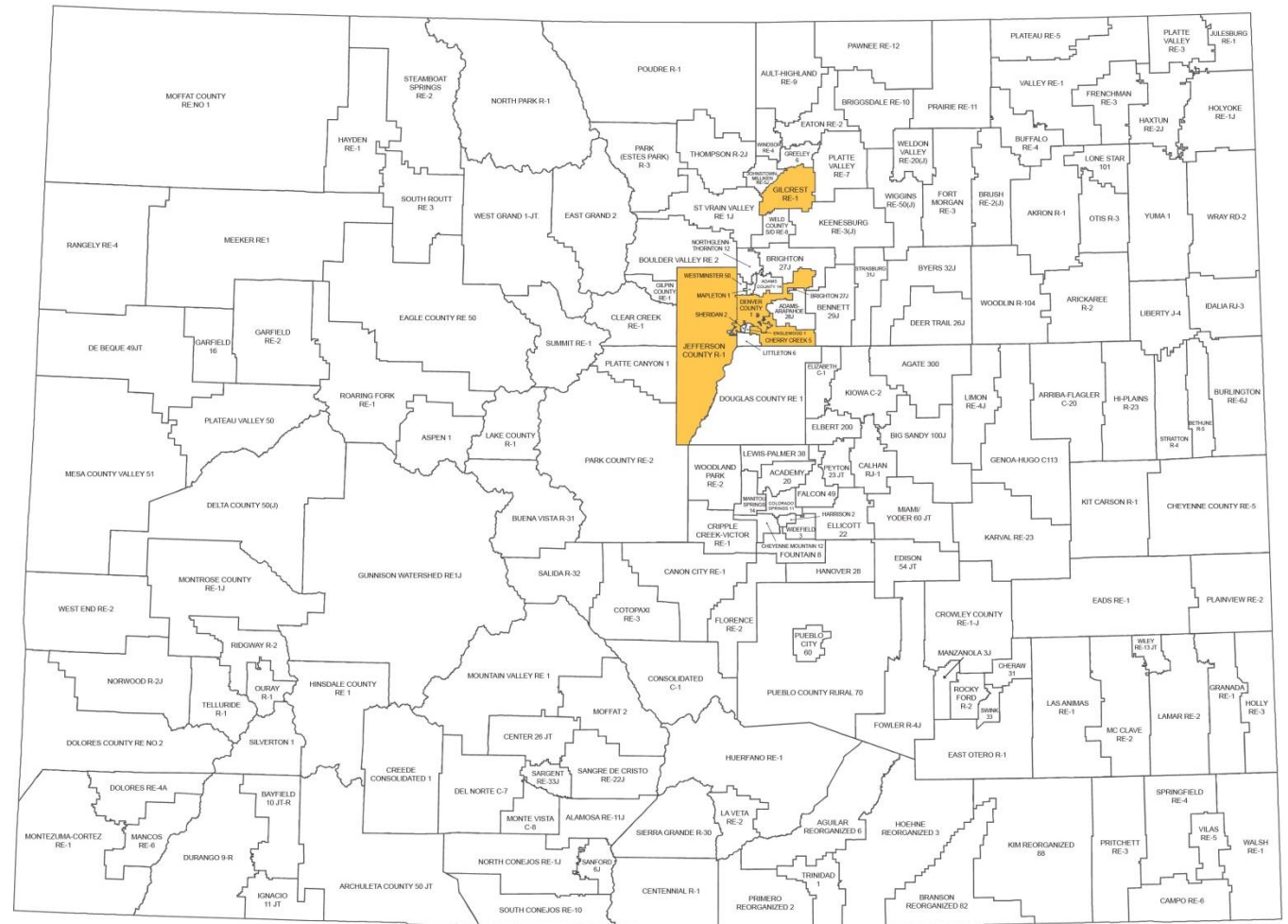
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This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Visual Arts	Grade Level	1 st Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Observe and Learn to Comprehend	1. Works of art express feelings	VA09-GR.1-S.1-GLE.1	
	2. Art represents and renders the stories of people, places, or things	VA09-GR.1-S.1-GLE.2	
2. Envision and Critique to Reflect	1. Visual arts provide opportunities to respond to personal works of art and the art of others	VA09-GR.1-S.2-GLE.1	
3. Invent and Discover to Create	1. Create art to communicate ideas, feelings, or emotions	VA09-GR.1-S.3-GLE.1	
4. Relate and Connect to Transfer	1. Visual arts relate experiences to self, family, and friends	VA09-GR.1-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
Passports	Instructor Choice	Instructor Choice

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Unit Title	Passports		Length of Unit	Instructor Choice
Focusing Lens(es)	Structure and Function	Standards and Grade Level Expectations Addressed in this Unit	VA09-GR.1-S.1-GLE.1, VA09-GR.1-S.1-GLE.2 VA09-GR.1-S.2-GLE.1 VA09-GR.1-S.3-GLE.1 VA09-GR.1-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How would concept mapping help an artist organize art work? (VA09-GR.1-S.1-GLE.2) and (VA09-GR.1-S.2-GLE.1) and (VA09-GR.1-S.3-GLE.1-EO.a,b,c,d) and (VA09-GR.1-S.4-GLE.1-EO.a,d) • What do maps show us when we examine them? • Could a work of art reveal/show a sense of culture or space/ where you come from in this world? How? Why might the process of discovery, through collaboration/working together and sharing our ideas, expand the possibilities within the art work? 			
Unit Strands	Comprehend/Reflect/Create/Transfer			
Concepts	Place, Culture, Space/Time/Energy, Investigate/Discovery, Exploration, Create, Collaboration, Mapping, Structure			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Concept mapping experiences organize the structure of creations for artists. (VA09-GR.1-S.3-GLE.1-EO.a,b,c,d) and (VA09-GR.1-S.4-GLE.1-EO.a,d)	How can a concept map (like a thinking map) help an artist plan a work of art? How can the process of concept mapping help an artist express feelings, ideas and emotions?	Why might an artist plan a work of art?
Mapping is a tool for investigating place and culture. (VA09-GR.1-S.1-GLE.2-EO.a, b, c)	How do contemporary artists use the map to make art? What materials can artists use to make their maps?	Why might an artist use maps to express ideas or feelings?
Space, time and energy are represented by artists, as they explore and investigate their culture through art making (VA09-GR.1-S.1-GLE.1,, GLE.2) and (VA09-GR.1-S.2-GLE.1-EO.c,d) and (VA09-GR.1-S.3-GLE.1) and (VA09-GR.1S.4-GLE.1-EO.a,d)	How does Faith Ringgold show different places and times in her quilts? How do Native American Winter Counts show time?	In what ways might an artist investigate space, time, and energy?
Working together artists expand their capacity to create artworks. (VA09-GR.1-S.1-GLE.1, 2) and (VA09-GR.1-S.3-GLE.1) and (VA09-GR.1-S.4-GLE.1-EO. a, d)	How can thinking change through shared ideas?	Why might artists share?

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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • The unique perspectives of organization and culture in the works of artists, such as Jacob Lawrence and Leonardo Da Vinci, and Native American Winter Counts, (VA09-GR.1-S.1-GLE.2-EO.a,b,c) and (VA09-GR.1-S.2-GLE.1-EO.a,c) • A variety of techniques and media artists use such as drawing, collage, painting, and printmaking to reveal and expand cultural perspectives (VA09-GR.1-S.3-GLE.1-EO.a,b,c,d) • Collaborative ways to work together (VA09-GR.1-S.2-GLE.1-EO.c,d) • Different ways to use mapping to organize the world (VA09-GR.1-S.4-GLE.1-EO.a,d) 	<ul style="list-style-type: none"> • Compare and contrast the unique organizational styles of artists. (VA09-GR.1-S.1-GLE.2, 3) • Use mapping to organize space, time and energy. (VA09-GR.1-S.3-GLE.1-EO.a,b,c,d) • Create an experience of traveling the world and culture through creation of a two or three dimensional artwork. (VA09-GR.1-S.3-GLE.1-EO.a,b,c,d) • Discuss and tell the cultural references found in the 2/3-dimensional art work. (VA09-GR.1-S.1-GLE.2-EO.a,b,c) • Explain the culture and place the student represented in the art work. (VA09-GR.1-S.4-GLE.1-EO.a,d) • Partner share how the work will expand understanding of the world as students explain their interpretation of culture and mapping. (VA09-GR.1-S.4-GLE.1-EO.a)

<p>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: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Mapping and organizing ideas helps an artist create and display artwork.</i></p>
<p>Academic Vocabulary:</p>	<p>Mapping, collaboration, space, time, energy, integrate, discovery, organization, compare, contrast, techniques, culture, sense of place, construct</p>
<p>Technical Vocabulary:</p>	<p>Organizing features of mapping, strategies of sharing for collaboration techniques and media, artistic intent, expressive characteristics</p>

Colorado Teacher-Authored Sample Instructional Unit

Unit Description:	In this unit the students are introduced to the approaches artists use for inspiration and how they organize their ideas to aid in the creation of art work. Specifically, students will investigate concept mapping as they explore subject matter across cultures—both historical and contemporary. Across the unit, students will explore the creative process and the roles of inspiration and structure play in helping artists develop, capture and achieve their artistic goals/vision. The unit culminates with a performance assessment that asks students to consider their families and/or communities as sources of inspiration for the creation of a series of art works about their lives/experiences.
Considerations:	As a 1st grade unit, structural decision making based on inspiration is the focus of the unit. The media used or culturally based topic(s) investigated can vary. Students should be encouraged to collaborate throughout this unit throughout all art making opportunities. This unit also connects authentically with 1 st grade units in Reading, Writing, and Communicating and Social Studies for 1 st grade. Each of these units emphasizes the students’ family and community and each asks students to use their (local/familial) knowledge and information as sources for analysis and as means to express their creativity. Teachers might find these units ideal for the integration of content across disciplines.
Unit Generalizations	
Key Generalization:	Concept mapping experiences organize the structure of creations for artists
Supporting Generalizations:	Mapping is a tool for investigating place and culture
	Space, time and energy are represented by artists, as they explore and investigate their culture through art making
	Working together artists expand their capacity to create artworks

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Concept mapping experiences organize the structure of creations for artists
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You are an expert on your family and local community and you are going to be a “tour guide” for other 1 st graders in another country. To help these other students get to know you, your family, and/or your community a bit, your teacher has asked you to create art works (drawings, paintings, collage, etc.) that show your family doing favorite things together to send to a student in another country. You need to create a concept map to help you organize your ideas. What will you do? You will be able to use a variety of materials and the size of your artwork is up to you. When you have completed your art works, you will work in small groups to create a short video that will showcase the three art works and explain how your organized their creation. Good luck!
Product/Evidence: (Expected product from students)	Students will create artworks depicting celebration and family. Throughout the art making processes, students will recognize and record sources for artistic inspiration as well as recognize and record (list and draw) how artists develop ideas. Students will create visual, concept maps as an organizing structure for their art making.
Differentiation: (Multiple modes for student expression)	Students’ art works may take many forms, including: <ul style="list-style-type: none"> ● Painting ● Drawing ● Collage ● Prints

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	<p>In addition, students may work to create concept maps in a variety of ways, including:</p> <ul style="list-style-type: none"> • Dictated maps • Visual maps • Multimedia maps • Video/film maps
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Texts for independent reading or for class read aloud to support the content

Informational/Non-Fiction	Fiction
<p><i>Art</i>- McDonnell, P. <i>Daring Adventures in Paint</i>- Mati Rose McDonough <i>Brave Intuitive Painting</i>- Mati Rose McDonough <i>Children of the World: How We Live, Learn, and Play in Poems, Drawings and Photographs</i>- Anthony Asael and Stephanie Rabemifara <i>The Milestones Project</i>- Richard and Michele Steckel <i>Common Threads: Discovering Cultural Connections Through Art</i>- American Indian Art by Stephanie Salomon, 2012. Latin American Art by Kimberly Lane, 2007. Asian Art by Kimberly Lane, 2008. Discovering African American Art for Children by James Haywood Rolling Jr., 2005 - See more at: http://www.arteducators.org/learning/media-reviews#sthash.KHeube7o.dpuf</p>	<p><i>Art and Max</i>- David Wesiner (BR Lexile level) <i>The Chalk Box Kid</i>-Clyde Roberts Bulla and Thomas B. Allen (270L Lexile level) <i>Voices in the Park</i>- Anthony Browne (560L Lexile level) <i>The Boy Who Loved Words</i>- Roni Schotter and Giselle Potter(AD780L Lexile level) <i>Pablo Neruda: Poet of the People</i>- Monica Brown and Julie Paschkis (AD970L Lexile level)</p>

Ongoing Discipline-Specific Learning Experiences

1.	Description:	Think like an artist: The characteristics and expressive features in works of art and design and an understanding of media, processes and tools that are needed to express ideas in the visual arts and help to determine artistic intent	Teacher Resources:	<p><i>Making Art: Form and Meaning</i> - Barrett, T. <i>Talking About Student Art</i> - Barrett, T.</p>
	Skills:	Create, analyze, interpret and make meaning of art and design	Student Resources:	N/A
			Assessment:	<p>Throughout the unit students will use journaling and sketchbooks to:</p> <ul style="list-style-type: none"> • Provide written and verbal arguments for works of art • Give reasons for their artistic decisions and the artistic decisions of other artists • Research and document their ideas and primary source information in sketchbooks/journals to inform their decisions in making art •

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2.	Description:	Create like an artist: Develop appropriate studio habits	Teacher Resources:	<i>Studio thinking 2: The real benefits of visual arts education</i> - Hetland, I., Winner, E., Veenema, S., & Sheridan, K.
			Student Resources:	N/A
	Skills:	Develop craft, engage and persist, envision, express, observe, reflect, stretch and explore, persistence, and understand art worlds	Assessment:	Throughout the unit students will use journaling and sketchbooks to reflect upon the creative process utilized in all art making.
3.	Description:	Research like an artist: Historical and cultural (contemporary) ideas, artworks and artists can be sources for, and are evident in, works of art	Teacher Resources:	<i>Making Art: Form and Meaning</i> - Barrett, T. <i>Talking About Student Art</i> - Barrett, T. http://www.core77.com/blog/sketchnotes/sketchnotes_101_the_basics_of_visual_note-taking_19678.asp (Sketchnotes 101) http://sachachua.com/blog/2013/08/resources-for-getting-started-with-sketchnoting/ (Resources for getting started with sketchnoting) https://www.google.com/search?q=sketchnoting&rls=com.microsoft:en-us:IE-Address&rlz=117GFRC_enUS363_tbm=isch&tbo=u&source=univ&sa=X&ei=M_BJUpOgF-r7yAGFxIDYBQ&ved=0CEYQsAQ&biw=1536&bih=845&dpr=1 (Sketchnote images) https://medium.com/lets-make-things/2a87e47c0a25 (What to Put in a Sketchbook: For Beginners)
			Student Resources:	N/A
	Skills:	Use specific criteria to discuss and evaluate works of art	Assessment:	Throughout the unit students will use journaling and sketchbooks to critique and evaluate the creative process utilized in all art making.

Prior Knowledge and Experiences

These ongoing learning experiences build upon a presumed (student) working knowledge of how to function responsibly and safely in an art studio environment including the appropriate use of tools and materials used previously. Students will be asked to draw upon first grade level knowledge of and ability to use the Expressive Features and Characteristics of art.

Learning Experiences # 1 – 6
Instructional Timeframe: Teacher Determined

Learning Experience # 1		
The teacher may brainstorm with students inspirational sources that artists use so that students can begin considering the intentions behind the creation of art works.		
Generalization Connection(s):	Space, time and energy are represented by artists, as they explore and investigate their culture through art making	
Teacher Resources:	http://www.shutterstock.com/cat.mhtml?searchterm=georgia+o%27keefe&search_group=&lang=en&search_source=search_form (Georgia O'Keefe images) http://www.shutterstock.com/cat.mhtml?searchterm=van+gogh&search_group=&lang=en&search_source=search_form (Van Gogh images) http://www.shutterstock.com/cat.mhtml?searchterm=jackson+pollock&search_group=&lang=en&search_source=search_form (Jackson Pollock images) http://www.shutterstock.com/cat.mhtml?searchterm=Magritte&search_group=&lang=en&search_source=search_form (Magritte images) http://www.shutterstock.com/cat.mhtml?searchterm=escher&search_group=&lang=en&search_source=search_form (MC Escher images) http://www.shutterstock.com/cat.mhtml?searchterm=mary+cassatt&search_group=&lang=en&search_source=search_form (Mary Cassatt images) http://www.artsconnected.org/artsnetmn/theme.html (Themes in art) http://www.robinurton.com/history/Purposes.htm (Purposes for art) http://www.yale.edu/ynhti/curriculum/units/1987/3/87.03.05.x.html (How to come up with ideas lesson plan) http://www.schoolexpress.com/wordwalls/wordwalls.php (Site to create word-wall flash cards)	
Student Resources:	http://web.archive.org/web/20050521055750/http://www.peacecorps.gov/wws/water/africa/lessons/HSart01/Hsart01sup1.pdf (Idea web)	
Assessment:	Students will create a classroom word wall using pictures/illustrations/words that capture sources for artistic inspiration: observation, sound/music, imagination, dreams, emotions, events, other art work, science and math, etc.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work in small groups or pairs to develop list	Students may cut out images from magazines that represent artistic sources for ideas Students may be allowed to draw images they associate with inspiration

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may be asked to “walk into an artwork” and determine what they see, hear, feel?
Critical Content:	<ul style="list-style-type: none"> • How artists consider where to get ideas for art work • Techniques and media artists use such as • drawing, collage, painting, and • printmaking to reveal and expand • cultural perspectives 	
Key Skills:	<ul style="list-style-type: none"> • Compare and contrast the unique organizational style of artists 	
Critical Language:	Inspiration, ideas, brainstorm, intention	

Learning Experience # 2

The teacher may use artwork from a cross section of artists so that students can begin to identify and organize inspirational sources used by various artists to create the art work.

Generalization Connection(s):	Space, time and energy are represented by artists, as they explore and investigate their culture through art making
Teacher Resources:	<p>http://www.shutterstock.com/cat.mhtml?searchterm=georgia+o%27keefe&search_group=&lang=en&search_source=search_form (Georgia O’Keefe images)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=van+gogh&search_group=&lang=en&search_source=search_form (Van Gogh images)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=jackson+pollock&search_group=&lang=en&search_source=search_form (Jackson Pollock images)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=Magritte&search_group=&lang=en&search_source=search_form (Magritte images)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=escher&search_group=&lang=en&search_source=search_form (MC Escher images)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=mary+cassatt&search_group=&lang=en&search_source=search_form (Mary Cassatt images)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=pablo+picasso+paintings&search_group=&lang=en&search_source=search_form (Pablo Picasso images)</p> <p>http://www.artsconnected.org/artsnetmn/theme.html (Themes in art)</p> <p>http://www.robinurton.com/history/Purposes.htm (Purposes for art)</p> <p>http://www.artsconnected.org/artsnetmn/theme.html (Themes in art)</p> <p>http://www.robinurton.com/history/Purposes.htm (Purposes for art)</p> <p>http://www.yale.edu/ynhti/curriculum/units/1987/3/87.03.05.x.html (How to come up with ideas lesson plan)</p>

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Student Resources:	http://www.pinterest.com/keri_speidel/wall-mural-ideas/ (Pinterest collection of wall mural ideas) http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries)	
Assessment:	Students will begin the construction of their inspiration journal/sketchbook, using their first entry to visually depict one artist’s inspiration and writing a short description. Teacher note: the written aspect here could be a short phrase or even just a word that connects to the student’s chosen artist.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may use fill-in-the-blank sentences in their journals: I see _____ when I look at this art work This artist makes me think of _____ This artist likes to paint/draw _____	Students may work in pairs to create their journal entries Students may be provided examples of images with and “inspirational” words (and/or use the word wall)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.bhg.com/crafts/scrapbooking/digital/collages/square-photo-collage-templates/ (Downloadable zip file of photo collage templates)	Students may create a collage of their selected artist and capture their inspirational sources
Critical Content:	<ul style="list-style-type: none"> • How artists consider where to get ideas for art work • Techniques and media artists use such as drawing, collage, painting, and printmaking to reveal and expand cultural perspectives • Unique perspectives of organization and culture in the works of artists, such as Jacob Lawrence and Leonardo Da Vinci, and Native American Winter Counts 	
Key Skills:	<ul style="list-style-type: none"> • Compare and contrast the unique organizational styles of Artists • Discuss and tell the cultural references found in the 2/3- dimensional art work 	
Critical Language:	Inspiration, ideas, brainstorm, media, materials, techniques, processes	

Learning Experience # 3	
The teacher may bring in artifacts (sketchbooks with observational drawings, lists, concept maps, formulas, collage, etc.) so that students can consider ways artists organize ideas.	
Generalization Connection(s):	Mapping is a tool for investigating place and culture Space, time and energy are represented by artists, as they explore and investigate their culture through art making Working together artists expand their capacity to create artworks
Teacher Resources:	http://www.shutterstock.com/cat.mhtml?searchterm=georgia+o%27keefe&search_group=&lang=en&search_source=search_form (Georgia O’Keefe images) http://www.shutterstock.com/cat.mhtml?searchterm=van+gogh&search_group=&lang=en&search_source=search_form (Van Gogh images) http://www.shutterstock.com/cat.mhtml?searchterm=jackson+pollock&search_group=&lang=en&search_source=search_form (Jackson Pollock images)

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	http://www.shutterstock.com/cat.mhtml?searchterm=Magritte&search_group=&lang=en&search_source=search_form (Magritte images) http://www.shutterstock.com/cat.mhtml?searchterm=escher&search_group=&lang=en&search_source=search_form (MC Escher images) http://www.shutterstock.com/cat.mhtml?searchterm=mary+cassatt&search_group=&lang=en&search_source=search_form (Mary Cassatt images) http://www.shutterstock.com/cat.mhtml?searchterm=pablo+picasso+paintings&search_group=&lang=en&search_source=search_form (Pablo Picasso images) http://www.incredibleart.org/files/ideas.htm (Where and how artists come up with ideas) http://www.n8w.com/wp/3242 (Ideas for generating ideas)	
Student Resources:	http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries)	
Assessment:	Students will use their inspiration journal/sketchbook to draw or paint a picture of an artist using one way he or she might organize ideas for creating an artwork	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain599/FlowMap.pdf (Flow map thinking graphic organizer)	Students may use a thinking map to organize their ideas about an artist's process
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.pinterest.com/artjuliefrench/sketchbook-ideas/ (Pinterest sketchbook examples) http://www.printablepaper.net/category/storyboard (Story board templates)	Students may create a series of drawings or paintings that illustrate the steps an artists might take in organizing an idea for creating an art work
Critical Content:	<ul style="list-style-type: none"> • Different ways to use mapping to organize the world 	
Key Skills:	<ul style="list-style-type: none"> • Compare and contrast the unique organizational styles of artists • Compare and contrast organizing artwork and writing 	
Critical Language:	Artifacts, sketchbooks, concept maps, brainstorm, formula, collage, organize	

Learning Experience # 4	
The teacher may introduce approaches to using simple concept maps so that students can analyze how ideas develop and relate to inspirational sources artists consider when creating.	
Generalization Connection(s):	Concept mapping experiences organize the structure of creations for artists Mapping is a tool for investigating place and culture Space, time and energy are represented by artists, as they explore and investigate their culture through art making

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Teacher Resources:	<p>http://ecrp.uiuc.edu/v8n2/birbili.html (Mapping Knowledge-Concept Maps in Early Childhood Education)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=georgia+o%27keefe&search_group=&lang=en&search_source=search_form (Georgia O’Keefe images)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=van+gogh&search_group=&lang=en&search_source=search_form (Van Gogh images)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=jackson+pollock&search_group=&lang=en&search_source=search_form (Jackson Pollock images)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=Magritte&search_group=&lang=en&search_source=search_form (Magritte images)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=escher&search_group=&lang=en&search_source=search_form (MC Escher images)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=mary+cassatt&search_group=&lang=en&search_source=search_form (Mary Cassatt images)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=pablo+picasso+paintings&search_group=&lang=en&search_source=search_form (Pablo Picasso images)</p> <p>http://www.incredibleart.org/files/ideas.htm (Where and how artists come up with ideas)</p> <p>http://www.n8w.com/wp/3242 (Ideas for generating ideas)</p>	
Student Resources:	<p>http://www.printablepaper.net/category/storyboard (Story board templates)</p>	
Assessment:	<p>Students will use a storyboard template to create a class concept map about how artists get ideas and find inspiration. Teacher note: Using the students work in the previous Learning experience could be a great starting point for this class creation.</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work with partners or in small groups to brainstorm the storyboard	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.printablepaper.net/category/storyboard (Story board templates)	Students may choose an additional theme and individually develop a concept map
Critical Content:	<ul style="list-style-type: none"> • Different ways to use mapping to organize the world • Collaborative ways to work together 	
Key Skills:	<ul style="list-style-type: none"> • Use mapping to organize space, time and energy • Partner share how the work will be accomplished 	
Critical Language:	Concept map, organize	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 5		
The teacher may use historical and contemporary art work across cultures about celebrations (or another theme) or events so that students can compare how artists interpret the same subject matter.		
Generalization Connection(s):	Mapping is a tool for investigating place and culture Space, time and energy are represented by artists, as they explore and investigate their culture through art making Working together artists expand their capacity to create artworks	
Teacher Resources:	<p>http://www.wikipaintings.org/en/mary-cassatt/maternal-kiss-1896#supersized-artistPaintings-190230 (Mary Cassatt-celebrating motherhood)</p> <p>http://upload.wikimedia.org/wikipedia/commons/3/33/Van_Eyck_-_Arnolfini_Portrait.jpg (Jan van Eyke-celebrating marriage)</p> <p>http://2.bp.blogspot.com/-oKGjbyejdvk/Tg2ro57pvNI/AAAAAAAAADLo/LQVMIKQXiQY/s1600/454px-Henri_Rousseau_-_Exotic_Landscape.jpg (Henri Rousseau-celebrating nature)</p> <p>http://www.artsatl.com/wp-content/uploads/2012/03/artwork_images_14_660259_faith-ringgold-e1332712866638.jpg (Faith Ringgold-celebrating dance)</p> <p>http://antwerpen51.files.wordpress.com/2010/05/kandinsky-improvisation.jpg (Wassily Kandinsky-celebrating music)</p> <p>http://wintercounts.si.edu/html_version/html/ (Winter Counts)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=georgia+o%27keefe&search_group=&lang=en&search_source=search_form (Georgia O'Keefe images)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=van+gogh&search_group=&lang=en&search_source=search_form (Van Gogh images)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=jackson+pollock&search_group=&lang=en&search_source=search_form (Jackson Pollock images)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=Magritte&search_group=&lang=en&search_source=search_form (Magritte images)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=escher&search_group=&lang=en&search_source=search_form (MC Escher images)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=mary+cassatt&search_group=&lang=en&search_source=search_form (Mary Cassatt images)</p> <p>http://www.shutterstock.com/cat.mhtml?searchterm=pablo+picasso+paintings&search_group=&lang=en&search_source=search_form (Pablo Picasso images)</p>	
Student Resources:	N/A	
Assessment:	Students will use their journal/sketchbook to begin drafting ideas for the creation of works inspired by their family, family celebrations, family interactions, family changes, etc. Students should document the source of their inspiration(s) and the ideas for their art (size, media, etc.)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.fastcodesign.com/1672917/the-8-steps-to-creating-a-great-storyboard (Creating a storyboard) http://www.printablepaper.net/category/storyboard (Storyboard templates)	Students may create a series of art works that show multiple aspects of a celebration/event or a celebration/event over a period of time in a storyboard format
Critical Content:	<ul style="list-style-type: none"> The unique perspectives of organization and culture in the works of artists, such as Jacob Lawrence and Leonardo Da Vinci, and Native American Winter Counts Different ways to use mapping to organize the world 	
Key Skills:	<ul style="list-style-type: none"> Compare and contrast the unique organizational styles of Artists Use mapping to organize space, time and energy Discuss and tell the cultural references found in the two and three-dimensional art work 	
Critical Language:	Themes, subject matter, culture	

Learning Experience # 6		
The teacher may use student artwork about celebrations so that students can consider similar and different themes developed about one idea.		
Generalization Connection(s):	Mapping is a tool for investigating place and culture Space, time and energy are represented by artists, as they explore and investigate their culture through art making Working together artists expand their capacity to create artworks	
Teacher Resources:	http://widaatwcer.blogspot.com/2012/05/can-do-descriptors-in-grades-3-5.html (WiDA “can do” descriptors level 4 expanding) http://www.vrml.k12.la.us/graphorgan/18strat/strat/raft/raft.htm (RAFT- graphic organizer template) http://www.cde.state.co.us/coarts/statestandards#Visual (Colorado State Academic Standards for Visual Art)	
Student Resources:	N/A	
Assessment:	Students will work in pairs to compare and contrast the inspirational art works they have sketched/outlined in their journals/sketchbooks (e.g., students could be asked to compare/contrast sources of inspiration, the inspirations themselves, choices of artistic expression, etc) http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf (Compare/contrast graphic organizer)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may respond verbally Students may use partner scribes for help developing concept map	Students may organize pre-written themes to create a concept map
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may organize the actual celebration/events drawing into a three-dimensional concept map on a bulletin board/wall

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Critical Content:	<ul style="list-style-type: none">• Concept mapping experiences organize the structure of creations for artists• The unique perspectives of organization and culture in the works of artists• Different ways to use mapping to organize the world
Key Skills:	<ul style="list-style-type: none">• Use mapping to organize space, time and energy• Partner share how the work will
Critical Language:	Themes, subject matter, concept map, organize