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| **Content Area** | Visual Arts | | | **Grade Level** | 6th Grade | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. Observe and Learn to **Comprehend** | 1. The characteristics and expressive features of art and design are used in unique ways to respond to two- and three-dimensional art | | | | | | VA09-GR.6-S.1-GLE.1 |
| 1. Art created across time and cultures can exhibit stylistic differences and commonalities | | | | | | VA09-GR.6-S.1-GLE.2 |
| 1. Specific art vocabulary is used to describe, analyze, and interpret works of art | | | | | | VA09-GR.6-S.1-GLE.3 |
| 1. Envision and Critique to **Reflect** | 1. Visual symbols and metaphors can be used to create visual expression | | | | | | VA09-GR.6-S.2-GLE.1 |
| 1. Key concepts, issues, and themes connect the visual arts to other disciplines such as the humanities, sciences, mathematics, social studies, and technology | | | | | | VA09-GR.6-S.2-GLE.1 |
| 1. Invent and Discover to **Create** | 1. Plan the creation of a work of art | | | | | | VA09-GR.6-S.3-GLE.1 |
| 1. Explore various media, materials, and techniques used to create works of art | | | | | | VA09-GR.6-S.3-GLE.2 |
| 1. Utilize current, available technology to refine ideas in works of art | | | | | | VA09-GR.6-S.3-GLE.3 |
| 1. Relate and Connect to **Transfer** | 1. Critical thinking in the arts transfers to multiple lifelong endeavors | | | | | | VA09-GR.6-S.4-GLE.1 |
| 1. Visual arts impact community, cultural traditions, and events | | | | | | VA09-GR.6-S.4-GLE.2 |
| 1. Eco-art is a contemporary response to environmental issues | | | | | | VA09-GR.6-S.4-GLE.3 |
| **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** | |
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| **Unit Title** |  | | | **Length of Unit** |  |
| **Focusing Lens(es)** |  | **Standards and Grade Level Expectations Addressed in this Unit** |  | | |
| **Inquiry Questions (Engaging- Debatable):** |  | | | | |
| **Unit Strands** |  | | | | |
| **Concepts** |  | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
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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):** | |  |
| **Academic Vocabulary:** |  | |
| **Technical Vocabulary:** |  | |