

UNIT OVERVIEW

STAGE ONE: Identify Desired Results			
Established Goals/Standards	NYS VALS 1.a, b, c	Long-Term Transfer Goal	
	NYS VALS 2.a, d	<ul style="list-style-type: none"> At the end of this unit, students will use what they have learned to independently use prior learned information to form their own solutions to open-ended problems. (thinks purposefully) 	
	NYS VALS 3.a, b, c	Meaning	
	NYS VALS 4.b	Enduring Understandings <ul style="list-style-type: none"> Students will understand that line and shape are elements used to represent different qualities in art. Students will understand the planning and creative problem-solving inherent in the artistic process. 	Essential Questions <ul style="list-style-type: none"> How do artists use line and shape in their artwork? How can lines and shapes be used in patterns to represent different aspects of a landscape? How do artists go through the process of creating their artworks?
		Acquisition	
		Knowledge Kinds of line Shapes Zentangles	Skills Creating patterns Use of watercolor pencils Combining letters and objects

STAGE TWO: Determine Acceptable Evidence	
	Assessment Evidence
Criteria to assess understanding: <i>(This is used to build the scoring tool.)</i> <ul style="list-style-type: none"> Variety of line/shape Combination of letter and object 	Performance Task focused on Transfer: <ul style="list-style-type: none"> Creation of Zentangle landscape using patterns to represent textures Development of personal logo (using only line and shape) to combine a letter and an object that represent themselves
	Other Assessment Evidence: <ul style="list-style-type: none"> Craftsmanship Perseverance (tenacity) Focus/work ethic (purposeful thinking)

T, M, A (Code for Transfer, Meaning Making and Acquisition)	STAGE THREE: Plan Learning Experiences	
A, M	Learning Events: Lesson 1: <i>I can... demonstrate my knowledge of the different kinds of lines and shapes.</i> <ul style="list-style-type: none"> Introduction to line/shape: "What I know:" (students demonstrating knowledge of different kinds of line and shape) Partner work: what do you see? Given different line-focused art pieces (Zentangles, ??) Zentangle practice (copy 3, create 3 of their own) 	Evidence of learning: (formative assessment) <ul style="list-style-type: none"> "What I know"/"What I see" worksheet Zentangle practice Landscape breakdown Watercolor pencil practice Zentangle landscape Landscape critique

M, T	<p>Lesson 2:</p> <p><i>I can... analyze a landscape photo and decide which shapes are most important.</i></p> <ul style="list-style-type: none"> • Reflection on patterns (what could this represent?) • Breaking down landscapes (as a group in plastic sleeves, independently in plastic sleeves) • Drawing landscape on final paper (in pencil, tracing with Sharpie) • Applying Zentangle patterns to landscape shapes (in pencil, then with Sharpie) 	<ul style="list-style-type: none"> • Landscape self-assessment/reflection • Kahoot participation • Logo element brainstorming • Logo design • Logo critique, self-assessment/reflection
T	<p>Lesson 3:</p> <p><i>I can... connect different Zentangle patterns to the different textures in my landscape photo.</i></p> <ul style="list-style-type: none"> • Partner check-in • Completion of Zentangle patterns in landscape 	
A, M, T	<p>Lesson 4:</p> <p><i>I can... use my knowledge of watercolor pencils to make decisions about how to add color to my landscape.</i></p> <ul style="list-style-type: none"> • Watercolor pencil demonstration/practice • Application of watercolor pencils 	
T	<p>Lesson 5:</p> <p><i>I can... assess my use of lines and shapes to represent textures and reflect on my work.</i></p> <ul style="list-style-type: none"> • Self-assessment, written critique, reflection 	
A, M	<p>Lesson 6:</p> <p><i>I can... identify the elements of a successful logo design.</i></p> <ul style="list-style-type: none"> • Logo game (Kahoot?) • What should a logo have? Small group discussions • Logo element brainstorming (individual) 	
T	<p>Lesson 7:</p> <p><i>I can... demonstrate purposeful thinking by evaluating my progress using a checklist.</i></p> <ul style="list-style-type: none"> • Logo element reflection, sketching • Small group check-in, feedback (checklist) • Final logo design (pencil, sharpie) 	
T	<p>Lesson 8:</p> <p><i>I can... assess the success of my logo design and reflect on my artistic process.</i></p> <ul style="list-style-type: none"> • Logo in different colors • Self-assessment, critique, reflection 	