



Kindergarten - Unit 4 - Making My Mark

Unit Focus

For the final unit, kindergarteners will experience the last two elements of art: space and value. They will apply their understanding of media, processes, and techniques to design a portfolio cover that demonstrates their understanding of the elements of art. They will learn printmaking processes to create artwork inspired by masters. Using a variety of media they will explore filling the space of a composition. As the art show draws near they will develop a personal portfolio, determining their most valuable pieces to be displayed.

Stage 1: Desired Results

Established Goals	Transfer	
Standards National Core Arts Standards <i>Visual Arts: K</i> Relate: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (VA:Cn11.1.K) Identify a purpose of an artwork. (VA:Cn11.1.K.a) Select: Select, analyze and interpret artistic work for presentation. (VA:Pr.4.1.K) Select art objects for personal portfolio and display, explaining why they were chosen. (VA:Pr.4.1.K.a) Analyze: Develop and refine artistic techniques and work for presentation. (VA:Pr5.1.K) Explain the purpose of a portfolio or collection. (VA:Pr5.1.K.a) Share: Convey meaning through the presentation of artistic work. (VA:Pr6.1.K) Explain what an art museum is and distinguish how an art museum is different from other buildings. (VA:Pr6.1.K.a) Interpret: Apply criteria to evaluate artistic work. (VA:Re9.1.K) Explain reasons for selecting a preferred artwork. (VA:Re9.1.K.a) Other Goals Madison Public Schools Profile of a Graduate Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)	<i>Students will be able to independently use their learning to...</i> T1 Make appropriate choices as a responsible, respectful participant within a communal artistic experience T2 Engage in critique to inform next steps or deepen examination of an artistic work T3 Develop and refine techniques and skills through purposeful practice and application to become more fluent T4 Create works of art to personally engage in the artistic process and/or communicate meaning	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Artists select a repertoire/body of work to demonstrate current range and depth of expertise for a given purpose and audience. U2 The context an artist provides as their work is being seen/viewed can have an impact on the audience. U3 Evaluation of an artistic work is based on analysis and interpretation of established criteria that is helpful to the artist or deepens understanding of the work. U4 Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience.	<i>Students will keep considering...</i> Q1 Based on the purpose, how do I decide what to share? Q2 What is important for me to communicate? When should the work stand on its own? Q3 What am I learning by engaging in critique? Q4 How were the elements or art used in this piece?
	Acquisition	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Value and Space are the final elements, or ingredients, of art. K2 There are many ways in which an artwork has value. K3 As an element of art, value refers to the lightness or darkness it conveys K4 Space refers to the area within, around, above or below, the way in which an artwork is composed. K5 Artists develop portfolios to protect, preserve, inspire, and give value to their body of work. K6 Quality demonstrates an understanding and use of element(s) of art.	<i>Students will be skilled at...</i> S1 Composing artwork that fills the space of the display material (paper, sculpture base, etc). S2 Reflecting on and giving a meaningful title to preferred artwork. S3 Describing and demonstrating use of the elements of art.