

Kindergarten-12
Creating
Essential/Guiding Question:

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
 - What factors prevent or encourage people to take creative risks?
 - How does collaboration expand the creative process?
- How do artists work?
- How do artists and designers determine whether a particular direction in their work is effective?
 - How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment?
- Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?
 - What responsibilities come with the freedom to create?
- How do objects, places, and design shape lives and communities?
- How do artists and designers determine goals for designing or redesigning objects, places, or systems?
 - How do artists and designers create works of art or design that effectively communicate?
 - What role does persistence play in revising, refining, and developing work?
 - How do artists grow and become accomplished in art forms?
 - How does collaboratively reflecting on a work help us experience it more fully and develop it more completely?

- Creativity
- Artists and designers
- Artists and designers experience
- Artists and designers learn

Anchor Standards

- Generate and conceptualize artistic ideas and work.
- Organize and develop artistic ideas and work.
- Refine and complete artistic work.

Performance standards

1. Document early stages of creative process visually and /or verbally in traditional or new media

Formative Assessments

- Skill Building Portfolio or other presentation of artifacts of the creative process. (Artifacts: Sketches, research notes, photographs, reference images)
- Narrative account of early creative process orally or in writing.
- Bellringers
- Large and small group Discussions
- Student conferences
- Group Critiques

<p>2. Collaboratively shape an artistic investigation of an aspect of contemporary life using a contemporary practice of art or design.</p>	<p>Demonstrate through group discussion and writing ability to understand and communicate many different kinds of contemporary art making.</p> <p>Demonstrated ability to collaborate, choose and plan a new method of making to begin making a work of art.</p>
<p>3. Demonstrates willingness to experiment, innovate and take risks to pursue ideas, forms, and meanings that emerge in the process of art making or designing.</p>	<p>Observed behaviors such as trying new ways of using materials or tools, taking unexpected directions, making unexpected discoveries in the process of making.</p> <p>Student's descriptions of the unfolding process of making.</p> <p>In-progress artwork demonstrates experimentation.</p>

Artistic Process | Creating: Conceiving and developing new artistic ideas and work.

Anchor Standard | Generate and conceptualize artistic ideas and work

Enduring Understanding	Essential Questions		Pre	K	1	2	3	4	5
Creativity and innovative thinking are essential life skills that can be developed.	What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?	Performance standard	Engage in self-directed play with materials.	Engage in Exploration and imaginative play with materials.	Collaboratively engage in exploration and imaginative play with materials.	Collaboratively brainstorm multiple approaches to an art or design problem.	Elaborate on an imaginative idea.	Brainstorm multiple approaches to a creative art or design problem.	Combine ideas to generate an innovative idea for art-making.
Artists and designers shape artistic investigations, following or breaking with traditions, in pursuit of creative art-making goals.	How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?	Performance standard	Engage in self-directed creative making.	Collaboratively engage in creative art-making in response to an artistic problem.	Use observation and investigation to make a work of art.	Make art or design with various materials and tools to explore personal interests, questions, and curiosity.	Apply knowledge of available resources, tools, and technologies to investigate own ideas through the art-making process.	Collaboratively set goals and create artworks that are meaningful and have purpose to the makers.	Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

Anchor Standard | Organize and develop artistic ideas and work.

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.	How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?	Performance standard	Use a variety of art-making tools.	Through experimentation, build skills in various media and approaches to art-making	Explore uses of materials and tools to create works of art or design.	Experiment with various materials and tools to explore personal interests in a work of art or design.	Create personally satisfying artwork using a variety of artistic processes and materials.	Explore and invent artmaking techniques and approaches.	Experiment and develop skills in multiple art-making techniques and approaches through practice.
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Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.	How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?	Performance standard	Share materials with others.	Identify safe and non-toxic art materials, tools, and equipment.	Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.	Demonstrate safe procedures for using and cleaning art tools and equipment and studio spaces.	Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.	When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.	Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.
People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?	Performance standard	Create and tell about art that communicates a story about a familiar place or object.	Create art that represents natural and constructed environments.	Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.	Repurpose objects to make something new.	Individually or collaboratively construct representations, diagrams, or maps of places that are part of the students' everyday lives.	Document, describe, and represent regional constructed environments.	Identify, describe, and visually document objects of personal significance.

Anchor Standard | Refine and complete artistic work.

Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	What role does persistence play in revising, refining, and developing work? How to artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more fully and develop it more completely?	Performance standard	Share and talk about personal artwork.	Explain the process of making art while creating.	Use art vocabulary to describe choices while creating art.	Discuss and reflect with peers about choices made in creating artwork.	Elaborate visual information by adding details in an artwork to enhance emerging meaning.	Revise artwork in progress on the basis of insights gained through peer discussion.	Create artist statements using art vocabulary to describe personal choices made in art-making.
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CRS Reading Standard	Common Core Reading Standard	Formative Assessments
1. Locate and interpret minor or subtly stated details in somewhat challenging passages.	Determine a central idea of a text or Artwork and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.	Art History Artwork Activities
2.		
CRS Writing Standard	Common Core Writing Standard	Formative Assessments
1.		
2.		

	Regular	Honors
Anchor Text(s)	<i>The Visual Experience</i>	
Supplemental Options	Art21, Scholastic Art	
Content Vocabulary	Per Instructional Unit	
Type of Writing	Artist Statement, personal Narrative, poetry, journal entries, research and response	
Research		
Technology	Adobe Photoshop, Illustrator, Microsoft Word, Imovie, Iphoto, Timelapse Assembler, art text, Digital Cameras, gar	
Authentic Community Connection		

Unit 1: Elements and Principles

Performance standards	Formative Assessments
<p>1 <i>Define the Elements of Art: Line, Shape, Value, Texture, Space</i></p>	<p>Skill Building Activities :</p> <ul style="list-style-type: none"> • Elements of Art <p>Narrative account of early creative process orally or in writing.:</p> <ul style="list-style-type: none"> • Labels in the Elements book • Bellringer • Group Critiques
<p>2. Collaboratively shape an artistic investigation of an aspect of contemporary life using a contemporary practice of art or design.</p>	<p>Demonstrate through group discussion and writing ability to understand and analyze many different kinds of contemporary art making.</p> <p>Demonstrated ability to collaborate and choose and plan a new method of art making to begin making a work of art.</p>
<p>3. Demonstrates willingness to experiment innovate and take risks to pursue ideas, forms, and meanings that emerge in the process of art making or designing.</p>	<p>Observed behaviors such as trying new ways of using materials or tools, taking unexpected directions, making use of surprises in the process of making art.</p> <p>Student's descriptions of the unfolding process of making art</p> <p>In-progress artwork demonstrates experimentation.</p>

Unit 2: Drawing

	<p>notes, photographs, reference ima</p> <p>Narrative account of early creativ orally or in writing.</p> <p>Bellringers Large and small group Discussior Student conferences Group Critiques Observations Artist Statements</p>
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Unit 3: Painting

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Unit 4: Mixed Media and Collage

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