Unit Plan Title: Self Expression through Digital Art Length:Variable

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| **Course Name** | Intro to Digital Art | **Grade Level** | High School |

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| **Standards** | **Grade Level Expectations** |
| 1. Observe and Learn to **Comprehend** | 1. Visual art had inherent characteristics and expressive features 2. Historical and cultural context are found in visual art 3. Art and design have purpose and function |
| 2. Envision and Critique to **Reflect** | 1. Reflective strategies are used to understand the creative 2. A personal philosophy of art is accomplished through use of sophisticated language and studio art processes 3. Interpretation is a means for understanding and evaluating works of art. |
| 3. Invent and Discover to **Create** | 1. Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas 2. Assess and produce art with various materials and methods 3. Make judgements from visual messages |
| 4. Relate and Connect to **Transfer** | 1. The work of art scholars impacts how art impacts how art is viewed. 2. Communication through Advanced visual methods is a necessary skill in everyday life. 3. Art is a lifelong endeavor |

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| **Colorado 21st Century Skills**  **Critical Thinking and Reasoning**: *Think Deep, Think Different*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Owning Your Learning*  **Invention:** *Creating Solutions* | **Creative Process in Visual Art** | **Studio Thinking**  **Develop Craft:** *Learning to use materials, tools and techniques*  **Engage and Persist:** *Learning to embrace problems and not give up*  **Envision***: Imagine the possible next steps; see what is not there*  **Express:** *Convey an idea, feeling, personal meaning*  **Observe:** *Seeing things that otherwise might not be seen*  **Reflect:** *think, talk and evaluate your work and the work of others*  **Stretch and Explore:** *Reach beyond one’s perceived capacities*  **Understand Art World:** *Learn about contemporary and past art(ist)* |

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| **Lesson Titles and Description** | **Lesson Length** | **Sequence** |
| Spirit Animals: After picking an animal that represents the student or what they feel connected to. Then as an into to drawing with Photoshop, students will be using the program to draw their spirit animal digitally. | Two Days | First |
| Make your Dream World: Creating a world that you would want to reside within a place that comes from dreams. Using Photoshop students will be able to create a world and be able to place their Spirit Animal within the image. | Two Days | Second |
| Story Telling: Using a collage to tell a story through Photoshop, students will have to consider elements that make up a story. through imagery students will learn how to tell stories. | Two Days | Third |
| Hero Creator: Students will create a hero within Photoshop through collage and then drawing them digitally. To help students think about how to create humanoid figures within Photoshop and using the mouse as a tool for drawing digitally. | Two Days | Fourth |

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| **Unit: Focusing Lens/Lenses: Timeless, Transferrable and Universal (I.E. Beliefs/Values, Identity, Relationships. Tension/Conflict, Freedom, Design, Aesthetic, Patterns, Origins, Transformation, Change, Influence, Collaboration, Intention, Play/Exploration, Synergy/Flow, Choices, Balance, Inspiration, System, Structure/Function, Reform)** | Identity, intention, choices | **Unit: Prepared Graduate**  **Competencies** | 1. Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives 2. Develop and build appropriate mastery in art-making skills, using traditional and new technologies and an understanding of the characteristics and expressive features of art and design 3. Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information |

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| **Unit: Standards and Grade Level Expectations**  **(Unit must have all standards; NOT all GLEs.)** | (Visual Arts Standard # - Name; GLE #, # and #)  Standard One: Observe and Learn to Comprehend  GLE # 1: Visual art has inherent characteristics and expressive features  GLE # 2: Art and design have a purpose and a function  Standard Two: Envision and Critique to Reflect  GLE # 1: Reflective strategies are used to understand the creative process  GLE # 3: Interpretation is a means for understanding and evaluating works of art  Standard Three: Invent and Discover to Create  GLE # 1: Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas  GLE # 2: Assess and produce art with various materials and methods  Standard Four: Relate and Connect to Transfer  GLE # 1: The work of art scholars impacts how art is viewed today  GLE # 2: Communication through advanced visual method is a necessary skill in everyday life |

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| **Unit: Inquiry Questions**  **(Engaging-Debatable: In art, what does it mean when something is beautiful? How can something be so ugly it is beautiful?)** | 1. How does your Spirit Animal relate to you and your art making process? 2. What part of yourself is reflected in your image that reflects you and your Spirit Animal? 3. What dream do remember most? What part of it stood out the most? 4. When do we see dream worlds and what parts of those worlds make them dream-like? 5. What are the key archetypes in stories, and how are they expressed? 6. What kind of an image be used to describe a protagonist? Why? 7. Are there aspects that define a Hero? What are they? 8. How can someone be represented as heroic? What pose would they be in? Would it be a shrine or a memorial? |

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| **Unit Strands** | Comprehend/Reflect/Create/Transfer |

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| **Unit: Concepts: Timeless, Transferrable and Universal (I.E. Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, Observation)** | Symbol, Expression, Color, Emotions, Technique, Line, Space/Time/Energy, Influence, Composition, Perception |

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| **For each statement you create below align with Standard(s), Prepared Graduate Competencies, and Grade Level Expectations. Refer to Standards: Inquiry Questions, Relevance and Application and Nature of Statement when writing understandings.** |

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| **Enduring Understandings: My students will UNDERSTAND...**  **(Timeless, Transferrable and Universal. Shows a relationship between two or more concepts.)** | **Conceptual Guiding Questions** | **Factual Guiding Questions** |
| Composition can affect the way a piece of art is perceived | How can you create an interesting composition?  Why is composition important in art? | What is a foreground, middle ground, background?  What is a composition? |
| Technique can affect the end product | How can your technique or chosen medium affect your end result? | Why do different art making techniques have different results? |
| Using images of personal make and make of others one is able to express themselves digitally. | How does this image describe yourself? | What parts of this image helps describe yourself even if you did not draw? |
| Through digital art programs one can express themselves through any medium. | Can digital art programs be used to extend one’s art making?  How can color be used to describe something? | How can you use Photoshop to describe yourself digitally? Is this another way to make art?  How does this color describe yourself? |

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| **Critical Content: My students will KNOW...**  **(NOT Timeless, Transferrable and Universal. Factual information in the unit [topics] that students must know.)** | | **Key Skills: What my students will be able to DO...**  **(Timeless, Transferrable and Universal. What students will do AND be able to transfer to new learning experiences as a result of learning the unit.)** |
| Students will Know:  How to use the paint bucket, paint brush, eraser tool, magic wand tool and layer tool on Photoshop  How to alter an image using Photoshop  The definition of foreground, middle ground, and background  The pieces needed to create and tell an interesting story  How to use the computer mouse as a digital drawing tool | | Students will be able to:  create a spirit animal image that is personal to them using Photoshop  create an environment for their spirit animal to exist in  create a story to tell about their spirit animal  create a digital drawing using a computer mouse |
| **Vocabulary** | Archetypes, Attributes, Aspects, Metaphysical, Fantastical, Protagonist, Antagonist, Plot, Resolution, Climax, Symbol, Expression, Space and Time, Influence, Composition, Perception, Monument, Shrine, | |
| **Literacy Integration** | Reading a story and then having it dissected for meaning.  Group discussions about students work after each lesson. | |
| **Numeracy Integration** | Multiple images | |