

Unit Plan Title: \_\_\_\_\_

Length: \_\_\_\_\_

<b>Course Name</b>		<b>Grade Level</b>	
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Standards	Grade Level Expectations (List all GLEs for grade level)
1. Observe and Learn to <b>Comprehend</b>	
2. Envision and Critique to <b>Reflect</b>	
3. Invent and Discover to <b>Create</b>	
4. Relate and Connect to <b>Transfer</b>	

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

<p><b>Unit: Focusing Lens/Lenses: Timeless, Transferrable and Universal</b> (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)</p>	<p><b>Unit: Prepared Graduate Competencies</b></p>	
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**Unit: Standards and Grade Level Expectations**  
(Unit must have all standards; NOT all GLEs.)

(Visual Arts Standard Name and appropriate GLEs for each standard)

**Unit: Inquiry Questions**  
(Engaging-Debatable:  
In art, what does it mean when something is beautiful? How can something be so ugly it is beautiful?)

(3-5 “big” questions; pertinent to all lessons)

**Unit Strands**

Comprehend/Reflect/Create/Transfer

**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)**

<b><u>Enduring Understandings: My students will UNDERSTAND...</u></b> (Timeless, Transferrable and Universal. Shows a relationship between two or more concepts.)	<b>Conceptual Guiding Questions</b>	<b>Factual Guiding Questions</b>

<b><u>Critical Content: My students will KNOW...</u></b> (NOT Timeless, Transferrable and Universal. Factual information in the unit [topics] that students must know.)	<b><u>Key Skills: What my students will be able to DO...</u></b> (Timeless, Transferrable and Universal. What students will do AND be able to transfer to new learning experiences as a result of learning the unit.)
<b>Vocabulary</b>	
<b>Literacy Integration</b>	
<b>Numeracy Integration</b>	