

Understanding By Design

Title of Unit	Artists in Nature	Grade Level	9-12
Curriculum Area	Visual Art	Time Frame	
Developed By	Marisa Flint		
Identify Desired Results (Stage 1)			
Content Standards			
<p>VA.912.O.3.1 Create works of art that include symbolism, personal experiences, or philosophical view to communicate with an audience.</p> <p>VA.912.S.2.2 Focus on visual information and processes to complete the artistic concept.</p> <p>VA.912.S.2.5 Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.</p> <p>VA.912.S.3.7 Use and maintain tools and equipment to facilitate the creative process.</p> <p>LAFS.910.RST.2.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 910 texts and topics.</p> <p>LAFS.910.WHST.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>			
Understandings		Essential Questions	
Overarching Understanding		Overarching	Topical
<p>Students will understand how Henry Thoreau used the natural world as inspiration.</p> <p>Students will understand seasonal changes in nature using both art-making and data collection.</p> <p>Students will understand how artists use writing as part of the artistic process.</p>		<ol style="list-style-type: none"> 1. How do artists use nature as inspiration for artmaking? 2. How do artists incorporate writing in their artwork? 	<ol style="list-style-type: none"> 1. What changes in nature do we observe over time? 2. How can we write about art and make art about our writing?
Related Misconceptions			
<p>Students will learn about art process vs. product.</p>			

Knowledge Students will know...		Skills Students will be able to...
<ol style="list-style-type: none"> 1. How to use nature as inspiration to make art. 2. How to choose and utilize appropriate media to use in observational drawing and painting. 3. How to collect data including temperature, humidity level, and daylight. 		<ol style="list-style-type: none"> 1. Record data in their field journals. 2. Make observational sketches of natural objects. 3. Use sketches and photographs to make art. 4. Write about their observations of nature.
Assessment Evidence (Stage 2)		
Performance Tasks		
	1. Students will make weekly recordings of temperature, humidity level, and daylight hours in their sketchbook journals.	
	2. Students will make drawings of a chosen location or object in nature over time, recording the changes they observe.	
	3. Students will write reflections on observed changes.	
	4. Students will write American sentences using nature as a subject, choosing one to incorporate into a finished artwork.	
Other Evidence		
Sketchbook journals, writing samples, finished artwork, artist's statement		
Learning Plan (Stage 3)		
Where are your students headed? Where have they been? How will you make sure the students know where they are going?	Teacher will assess students' drawing skills and prior knowledge of Thoreau at the start of the unit. Teacher will share artists' field journals to show how artists record nature and how it inspires artists' work.	
How will you hook students at the beginning of the unit?	Teacher will show nature-themed artwork by both master and contemporary artists.	
What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?	Going outside to do observational drawings will give the students the opportunity to explore the natural world and choose what interests them to explore in their artmaking.	
How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?	Students will reflect on the process and their artwork in their writing. Students will participate in group critiques of artwork and can use that feedback to refine their artwork.	

How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?	Students will write reflections about their field sketches. Students will use rubrics to evaluate their drawing skills. Students will write artist's statements about finished artwork.
How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?	Assess students' specific interest about nature; invite teachers of other curricula (i.e., science) to share information about what students observe.
How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?	Teacher will teach foundational drawing and observational techniques to enable students to record what they see. Students will build upon these skills throughout the year, enabling them to create artwork that incorporates nature and writing. Students will have opportunity to share artwork in school exhibit as well as in their online portfolio.

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development
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