

UNIT BLUEPRINT -- Communicating a Theme

Unit Theme: Art Communicates Ideas

BIG Ideas (also called “enduring understandings”)	Essential Questions (Big Questions) students will explore
Artists create artworks that communicate a theme.	<p>How can you figure out the theme of an artwork?</p> <p>What techniques do artists use to communicate a theme?</p>

CCSS Anchor Reading Standards: (grade-level specific standards will be inserted)

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Knowledge to be developed/expanded:

Elements of art
 Mood
 Tone
 Perspective
 Techniques

Abilities to be developed/expanded:

How to...

- analyze the artist's choices—parallel to interpreting the writer’s choices
- interpret an artwork
- infer ideas and themes
- summarize key ideas and supporting details
- synthesize from different texts and media

Active Learning and Informative Assessments

FOCUS	Main Activities Students...
Week 4 ART--elements	Complete chart about artist's use of elements--explain how artist's use of elements supports your interpretation of theme
Week 4 ART--communication	Complete Venn diagram comparing artist and poet or story writer
Week 4 ART--Theme	Identify or draw art that communicates the theme of a poem or story
Week 5 Synthesis	Synthesis and Performance-Based Assessment: Write artist's guide--how to communicate a theme.
Week 5 Synthesis	Synthesis and Performance-Based Assessment: Create a painting that communicates a theme of a story or poem

CULTURE/LITERACY UNIT BLUEPRINT with INTEGRATED ART

Unit Focus: _____

Content Standard: 18.A.2 Explain ways in which language, stories, folk tales, music, media and artistic creations serve as expressions of culture.
 (Choose other standard/s as appropriate to your focus and grade.)

Concepts: change culture diversity heritage identity tradition values

BIG Ideas (also called “enduring understandings”)	Essential Questions

Read to Learn

Anchor Reading Standards: These are recommended for any content unit.

Specify nonfiction reading standards for your grade level.

CCSSR1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSSR2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSSR7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Standards-Aligned Reading Skills Development: Students will increase ability to...

- summarize synthesize infer report learning construct response
- compare and contrast identify and cite evidence to support an idea or position
- interpret and create visuals identify and use text structure analyze/infer causes/effects

Focus Artwork: _____

Write to Learn More

Anchor Writing Standard 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the through the selection, organization, and analysis of relevant content

Specify writing standards for your grade level. The explanatory writing standard is recommended because students need to use the concepts and vocabulary they learn to communicate their new knowledge.

Performance Assessment for the Unit:

- Make a presentation Make a display Debate the Issue constructed response
- Write a _____ **create an exhibit** _____

HISTORY/LITERACY BLUEPRINT with INTEGRATED ART

Unit Focus: _____

Content Standard: 16.A.2c Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources. (Choose other standard/s as appropriate to your focus and grade.)

Concepts: choices challenges cause-effect relations change

BIG Ideas (also called “enduring understandings”)	Essential Questions

Read to Learn

Anchor Reading Standards: *Specify reading standards for your grade level,*
 CCSSR1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 CCSSR2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 JUSTIN INSERT STANDARD 7

Standards-Aligned Reading Skills Development: Students will increase ability to...
 summarize synthesize infer report learning construct response
 compare and contrast identify and cite evidence to support an idea or position
 interpret and create visuals identify and use text structure analyze/infer causes/effects

Focus Artwork: _____

Write to Learn More

Anchor Writing Standard 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the through the selection, organization, and analysis of relevant content *Specify writing standards for your grade level. The explanatory writing standard is recommended because students need to use the concepts and vocabulary they learn to communicate their new knowledge.*

Performance Assessment for the Unit:

 Make a presentation Make a display Dramatize historic event make collage
 illustrate the history write history for younger students Debate the Issue
 constructed response create a gallery Write a _____

Directions for Performance Assessment Task:

Criteria: *Specify the criteria based on standards for your grade level. Then create a rubric.*

Example Unit Plan Focus: Women’s History

BIG IDEAS: One person can influence society.

Changing a community requires vision, determination, and collaboration.

To achieve a change in society, individuals need to overcome obstacles.

BIG QUESTION: How have determined women made a difference?

Common Core Anchor Reading Standards:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

JUSTIN INSERT STANDARD 7

Common Core Anchor Writing Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

ANCHOR ARTWORK: _____

Assessment: Students will use information about the topic to explain ideas in...

- charts diagrams illustrations maps presentation
 essay report poem glossary booklet display

PART	Topic	Concepts	Resources to Interpret and Respond to	Writing, Drawing, Presenting
1	A woman who helped our community	cause change community determined effect leader	Students’ information based on their own experience Interviews with local persons Photos	How someone has helped our community: write/illustrate that history.
2	A woman who enabled people to make progress in Chicago.	enable progress leadership obstacles persistence urban	Photos Paintings of Chicago Chicago newspaper articles. Biography of Chicago leader	Dramatize an event in that person’s life
3	A woman who enabled people to make progress in the United States.	country improve nation progress	Portrait Music relevant to that person’s history US history book Biography	Write a poem or song about the way that person helped the country. Draw a portrait showing the woman’s traits
4	Synthesis	future heritage important value	Resources collected and developed. Focus artwork that relates to the unit concepts	An illustrated booklet, galley, or exhibit about determined women.

UNIT WEEK to WEEK PLAN WITH INTEGRATED ART

TOPIC/THEME: _____

Week Overview—add a row for each week.

		Learning Plan	assessments
w e e k 1	<p>Focus/big question of the week</p> <p>Vocabulary:</p> <p>Texts and Artwork:</p>	<p>Reading Skill/Strategy –I do, you do, we do:</p> <p>Activities:</p>	<p>__ make glossary</p> <p>__ daily learning report</p> <p>__ weekly summary</p> <p>__ graphic organizer with analysis</p> <p>__ illustrate text</p> <p>__ respond to big question with text-based evidence</p> <p>__ write _____</p> <p>_____</p>
w e e k 2	<p>Focus/big question of the week</p> <p>Vocabulary:</p> <p>Texts and Artwork:</p>	<p>Reading Skill/Strategy –I do, you do, we do:</p> <p>Activities:</p>	<p>__ make glossary</p> <p>__ daily learning report</p> <p>__ weekly summary</p> <p>__ graphic organizer with analysis</p> <p>__ illustrate text</p> <p>__ respond to big question with text-based evidence</p> <p>__ write _____</p> <p>_____</p>
w e e k 3	<p>Focus/big question of the week</p> <p>Vocabulary:</p> <p>Texts and Artwork:</p>	<p>Reading Skill/Strategy –I do, you do, we do:</p> <p>Activities:</p>	<p>__ make glossary</p> <p>__ daily learning report</p> <p>__ weekly summary</p> <p>__ graphic organizer with analysis</p> <p>__ illustrate text</p> <p>__ respond to big question with text-based evidence</p> <p>__ write _____</p> <p>_____</p>

The next page provides examples of kinds of products aligned with Bloom’s Taxonomy, including visual representations ranging from literal through synthesis.

Levels of Thinking: Questions/Directions, Actions, Products – ART highlighted Based on Bloom’s Taxonomy

How challenging is the question? How rigorous is the task? Drawing and designing are highlighted in bold.

	Knowledge*	Comprehension	Application	Analysis	Evaluation	Synthesis
F O C U S	<ul style="list-style-type: none"> ✓ When? ✓ Where? ✓ Who? ✓ What? ✓ How? 	<ul style="list-style-type: none"> ✓ Locate and classify__. ✓ What is the stated ___? (reason, cause, effect, trait...other stated information) ✓ What is the sequence? ✓ Summarize the important parts. 	<ul style="list-style-type: none"> ✓ Explain how _____ works. ✓ How do you ____? ✓ What would happen if ___ changed? ✓ How do you solve this kind of problem? ✓ How do you answer this kind of question? 	<ul style="list-style-type: none"> ✓ Give examples. ✓ List opposites. ✓ Predict. ✓ What are important differences? ✓ What do you infer caused ___? ✓ How will ___ affect _? ✓ Diagram to show how the parts relate. ✓ What is the main idea? 	<ul style="list-style-type: none"> ✓ Which is the best choice? Why? ✓ Support your position. ✓ Select the strongest evidence. ✓ How could you improve this? 	<ul style="list-style-type: none"> ✓ What is the answer to the BIG question? ✓ Create a _____ that shows _____. ✓ Based on what you knew and what you learned, what do you think?
T H I N K	<ul style="list-style-type: none"> locate <i>define</i> memorize <i>repeat</i> restate 	<ul style="list-style-type: none"> identify <i>describe</i> collect <i>classify</i> sequence <i>summarize</i> 	<ul style="list-style-type: none"> adapt <i>change</i> demonstrate <i>illustrate</i> solve <i>use</i> 	<ul style="list-style-type: none"> compare <i>contrast</i> examine <i>infer</i> organize 	<ul style="list-style-type: none"> assess <i>defend</i> judge <i>rank</i> support justify 	<ul style="list-style-type: none"> combine <i>connect</i> create <i>design</i> integrate
C O N S T R U C T	<ul style="list-style-type: none"> ❖ list ❖ label ❖ glossary ❖ drawing 	<ul style="list-style-type: none"> ❖ caption ❖ drawing ❖ chart ❖ sequence chart ❖ timeline 	<ul style="list-style-type: none"> ❖ explanation ❖ directions with example ❖ illustration ❖ model ❖ plan ❖ report ❖ solution with explanation 	<ul style="list-style-type: none"> ❖ Visual Venn diagram ❖ graphic organizers ❖ logic statements-- <i>I infer _ based on _.</i> ❖ matrix ❖ presentation ❖ report ❖ outline 	<ul style="list-style-type: none"> ❖ editorial ❖ rating ❖ report ❖ recommendation ❖ critique ❖ debate ❖ decision “tree” 	<ul style="list-style-type: none"> ❖ artwork ❖ booklet ❖ exhibit ❖ poem ❖ report ❖ story

*Knowledge may be of facts, procedures, or concepts.