

Grade: 12th
Teacher: Ms. Jennifer Johnston

Subject: Humanities
Date: August 2, 2010

Unit #/Title: Art and You

Time Frame (calendar and # of weeks): 10 class meetings

Standard(s): 1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and response to dance, music, theater and the visual arts.
1.2 (Creation and Performance) All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance and presentation of dance, music, theater and the visual arts.
1.3 (Elements and Principles of Design) All students will demonstrate an understanding of the elements and principles of dance, music, theater and the visual arts.
1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.
1.5 (World Cultures, History and Society) All students will understand and analyze the role, development and continuing influence of the arts in relation to the world cultures, history and society.

Big Idea(s): 1) SWBAT identify the motivating factors for creating art as well as its overall purpose in order to explain the benefits of studying art and where one can access it in their community.
 2) SWBAT explain and apply some of the processes of an art critic and art historian in order to discuss and identify the use of art media and processes when looking at art and discussing studio production.

Essential Questions	Enduring Understandings
<p>Why are the visual arts a crucial component of human communication?</p> <p>Why are aesthetics important to the artist and the audience?</p> <p>How do one's surroundings influence one's artwork?</p>	<ul style="list-style-type: none"> ➤ Students will understand how art can be defined as fine or applied or in rare cases both. ➤ Students will understand that art can be classified into five purposes: aesthetics, spirituality, morals/ethics, propaganda or history. ➤ Students will understand that there are several motivating factors that all artists have in common. ➤ Students will understand how artists create and apply solutions for the many problem solving situations they are confronted with when creating art. ➤ Students will understand how they can go about finding art in their community. ➤ Students will understand how art media differs from art process. ➤ Students will understand how the roles of an art critic and art historian are similar and different.
Areas of Focus	Suggested Instructional Strategies

Prioritized CPIs

1.1 A (Knowledge)

1. Formulate responses to fundamental elements within an art form, based on observation, using the domain-specific terminology of that art form.

2. Discern the value of works of art, based on historical significance, craftsmanship, cultural context, and originality using appropriate domain specific terminology.

3. Determine how historical responses affect the evolution of various artistic styles, trends and movements in art forms from classicism to post-modernism.

1.1 B (Skills)

1. Compose specific and metaphoric cultural messages in works of art, using contemporary methodologies.

2. Formulate a personal philosophy or individual statement on the meaning(s) of art.

1.2 D (Visual Arts)

1. Interpret themes using symbolism, allegory, or irony through the production of two or three-dimensional art.

2. Perform various methods and techniques used in the production of works of art.

3. Produce an original body of work in one or more mediums that demonstrates mastery of methods and techniques.

4. Outline a variety of pathways and the requisite training for careers in the visual arts.

TOPIC/TEXT: Exploring Art

Tier 1 → Activities/Strategies (Knowledge/Comprehension)

1) Drawing on experience questions: Have you ever painted a picture? How did you decide what to paint or draw? What inspires you to create art? When was the last time you went to a museum?

2) Vocabulary definitions: visual arts, fine arts, applied arts

3) Key point notes and artwork discussion questions: Fine and applied art, aesthetic viewpoints, purposes of art, decision making and problem solving in art, art in your community

4) Main topics of lesson graphic organizer

5) Lesson guided reading questions

6) Collage your day art project: create a collage reflecting your mood for the first day school/semester.

7) Artwork identification worksheet (fine art, applied art, purpose, aesthetic viewpoint)

8) Artwork credit line decoding activity: identifying and understanding how to read credit lines of artworks

9) Fine art vs. applied art classification worksheet

10) End of lesson quiz: fill in the blank format and artwork identifications in picture format.

Tier 2 → Activities/Strategies (Application/Analysis)

1) Fine art vs. applied art object analysis: Students will work in four groups. They will each be given two random objects. The group will have to decide if each object is an example of fine or applied art, justify their response and brainstorm on how they would alter the object to make it the opposite type of art (fine or applied). The groups will then share their findings with the class.

2) Decision making and problem solving drawing activity: After discussing some of the problems artist encounter when creating art and how to address those issues, students will be given a description of an animal (a possum) and will have to draw the animal based upon the verbal description. They will write down the problems they encountered during the drawing process and how they solved them. Students will share their problem solving process so commonalities can be identified. Animal guesses will be told before the final reveal.

Tier 3 → Activities/Strategies (Synthesis/Evaluation)

1) Artist trading card: baseball card size artwork created reflecting what the student takes away from the lesson. Will be kept along with other cards created throughout the semester in protective sleeves to be viewed and traded at the end of the semester.

2) Art in your community guide: After discussing where art can be found in most communities, students will create a list of places in their community they can go for art. Students will then take the list and compile it into a guide that includes addresses, phone numbers, websites, hours and photos if possible.

1.3 D (Visual Arts)

1. Compare and contrast innovative applications of the elements of art and principles of design.

2. Analyze how a literary, musical, theatrical, and/or dance composition can provide inspiration for a work of art.

1.4 A (Knowledge)

1. Examine the artwork from a variety of historical periods in both western and non-western culture(s).

2. Categorize the artistic subject, the formal structure, and the principal elements of art used in exemplary works of art.

3. Determine the influence of tradition on arts experience, as an arts creator, performer, and consumer.

1.4 B (Skills)

1. Develop criteria for evaluating art in a specific domain and use the criteria to evaluate one's personal work and that of their peers, using positive commentary for critique.

2. Provide examples of how critique may affect the creation and/or modification of an existing or new work of art.

1.5 A (Knowledge)

1. Parallel historical events and artistic development found in dance, music, theater, and visual art.

2. Summarize and reflect upon how various art forms and cultural resources preserve cultural heritage and influence contemporary art.

Students will then rate and rank the places on the back of the guide in terms of what their art focus is and helpfulness as an art resource.

➤ **TOPIC/TEXT: Understanding Art**

Tier 1 → Activities/Strategies (Knowledge/Comprehension)

- 1) Drawing on experience questions: Have you ever given anyone your opinion on art? Have you ever wanted to know more about a work of art? Why do you think it might be important to study art?
- 2) Vocabulary definitions: aesthetics, criteria, art historian, art critic
- 3) Key point notes and artwork discussion questions: art media, art process, aesthetics, art criticism, art history
- 4) Main topics of lesson graphic organizer
- 5) Lesson guided reading questions
- 6) Art media and art process classification chart
- 7) End of lesson quiz: true/false and artwork identifications in picture format.

Tier 2 → Activities/Strategies (Application/Analysis)

- 1) Art in your community and abroad research activity: investigate artistic opportunities in your community, select foreign country and research how art is taught and practices there, select three artists from that country and describe their artworks in a chart format
- 2) Faith Ringgold *Groovin High* artwork analysis: group and individual critique questions (describe, analyze, interpret, judge); biography reading, annotation and questions

Tier 3 → Activities/Strategies (Synthesis/Evaluation)

- 1) Group problem solving invention activity: point of view as an insect object description writing, gridded collage of common objects to make/invent a new object, writing about new object created, brainstorming and problem solving writing about a school issue of choice.
- 2) Artist trading card: baseball card size artwork created reflecting what the student takes away from the lesson. Will be kept along with other cards created throughout the semester in protective sleeves to be viewed and traded at the end of the semester.

1.5 B (Skills)

1. Evaluate the impact of innovations in the arts from various historical periods in works of dance, music, theater, and visual art stylistically representative of the times.

2. Compare and contrast the stylistic characteristics of a given historical period through dance, music, theater, and visual art.

Performance Tasks/Assessments

Applied Art vs. Fine Art Spoon Project: Based upon their knowledge of fine and applied art students will use problem solving skills and an aesthetic viewpoint to transform a basic plastic spoon into a work of art. They will have to create a work that is classified as fine or applied art as well as identify its aesthetic purpose: aesthetics, politics and propaganda, spirituality, history or morals and ethics. Students will have access to a variety of art materials. Finished works will be accompanied by an art credit line tag that the students will create using their knowledge of what information is to be included and in what format. Finished artworks will be displayed and shared with the class. Common themes will be discussed.

Andy Goldsworthy inspired nature sculpture project: Students will be given background information on the artist and look at pictures of his non permanent natural sculptures. They will discuss how people with set opinions on art might view his work. Students will work in small groups to come up with an outdoor location to create a natural artwork within their community. They will list the art media, art process and how the location of the work inspired them. They will describe the purpose of the piece and its aesthetic viewpoint. Students will then create a drawing of the sculpture idea and its surroundings. All the information will be presented to the class on a presentation board. (Students can earn honors credit for actually creating the work within the chosen environment and taking a picture of it. They will then have to write an artist reflection statement about the piece and present the writing and picture in a presentable format.)

Written Comprehensive Test: Students will be tested on the information from the unit in the following format: matching, multiple choice, critical thinking short answer and artwork picture identifications.

Resources:

Text: *Art in Focus*

Technology: Laptop and projector for teacher, Lap tops for students

Lesson wide worksheets: Drawing on experience starter question sheets for each lesson, Vocabulary sheets for each lesson, Key point and art work discussion questions packets for each lesson, Guided reading questions for each lesson

Individual activity worksheets: Invention activity worksheet, Art in your community worksheet, Main topics of lessons graphic organizers, Fine art vs. applied art classification worksheet, Art media and art process classification chart, Credit line template paper, quizzes(2), End of unit test

Artwork print: *Groovin High* by Faith Ringgold

-Faith Ringgold critique questions and short biography with questions

Video: Jacob Lawrence biography video

Art supplies: 9x12" white drawing paper, pencils, colored pencils, fine and regular tip markers, crayons, rulers, colored construction paper, acrylic paint, water cups, paint palettes, round and flat brushes, plastic spoons, glue, scissors, magazines, variety of collage materials, Student artwork samples, Blank trading cards

Written assessments: Project grading rubrics, End of lesson quizzes, End of unit test