

Unit #4: Form

Content Area: **Fine and Performing Arts**
Course(s): **Art 1**
Time Period: **January**
Length: **5 weeks**
Status: **Published**

Unit Overview

Within the Form unit, students learn to create both 3 dimensional forms and 2 dimensional forms. Students are taught the basics of ceramics and handbuilding including slabs. Students are also taught to create 2 dimensional forms by using value. The main focuses of study include slab lanterns, and O'Keeffe inspired watercolor paintings. Mediums of focus include watercolor pencil and ceramics. Students are also introduced to a variety of art history movements as well as famous artists.

Students will be able to complete the following Form Projects and learn the following skills and concepts using the "Creation" standard 1.1 through the "Critique" Standard 1.6:

- Slab Ceramic Lanterns
- O'Keeffe Flower Paintings
- Basics of Ceramic Handbuilding techniques
- Creating three-dimensional forms
- Creating two-dimensional forms
- Watercolor techniques
- The art of Georgia O'Keeffe
- Creating form by using value

Enduring Understanding

VPA.1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
VPA.1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
VPA.1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
VPA.1.3.12.D.CS4	Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies.

Essential Questions

- What is a form and how can the element of form be used to create an interesting work of art?

- What are the basic handbuilding techniques in ceramics? How can they be applied to make a successful work of art?
- What is the difference between 2 dimensional and 3 dimensional forms?

Lesson Titles/Objectives

- 1. Slab Lanterns-ceramics: Students will be able to understand and apply ceramic handbuilding techniques and methods to create a lantern using the slab method.
- 2. O'Keeffe Flowers- Students will be able to create large watercolor paintings in the style of Georgia O'Keeffe using watercolor pencil techniques.

Standards/Indicators/Student Learning Objectives

VA.9-12.1.5.12acc.Cr	Creating
VA.9-12.1.5.12acc.Cr1	Generating and conceptualizing ideas.
VA.9-12.1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
VA.9-12.1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
VA.9-12.1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

Career Readiness, Life Literacies, & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

Inter-disciplinary Connections

	Craft and Structure
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
SOC.6.1.12.D.2	History, Culture, and Perspectives

Warm-Up

- Group discussion of project in progress
- Recap of day prior
- Students will be asked the daily "Question of the day" which will be a warm-up question pertaining to the daily activity. Students will write the both the question and the answer in their Question of the Day packets.

Anticipatory Set

- artist of the day
- current event of the arts
- scholastic magazine article
- video clip

Instructional Strategies/Learning Activities/Level of Blooms/DOK

- • ceramic handbuilding techniques demo and practice
- • watercolor pencil value scale practice and demo
- ceramic vocab jeopardy game
- O'Keeffe video and powerpoint presentation
- Powerpoint and step by step tutorial on handbuilding
- Students will be able to apply techniques learned to create an original work of art. They will then analyze what they have done and evaluate their progress.
- watercolor video clip

Closure

- • Students will complete the 3-2-1 activity
- • Students will complete the review activity
- • students will participate in a group critique
- Students will again be posed the Question of the Day to wrap up the daily activities. They will then answer as a class and make sure to have the correct answer written in their Question of the Day packets. This will reiterate the daily objective as well as clarify anything that needs clarification.
- Students will complete a self assessment exercise

Modifications

- •Adapt the extent to which a learner is actively involved in the task.

- •Adapt the goals or outcome expectations while using the same materials.
- •Adapt the skill level, problem type, or the rules on how the learner may approach the work.
- •Adapt the time allotted and allowed for learning, task completion or testing.
- •Adapt the way instruction is delivered to the learner.
- •Increase the amount of personal assistance with specific learner.

At Risk Modifications

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

ELL Modifications

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student

- Read test passages aloud (for comprehension assessment)
- Vary test formats

504 and IEP Accommodations and Modifications

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

Gifted and Talented Modifications

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Formative Assessment

- Daily walk arounds assessing student progress
- peer critique of work in progress
- Preliminary Sketches/Sketchbook Assignments
- Question of the Day
- self critique of work in progress

Summative Assessment

- Marking Period 2 Assessment
- Project: O'Keeffe Watercolor flowers
- Project: Slab Lanterns

Resources & Materials

- Art Elements Student Booklet
- Powerpoint Presentation
- Scholastic Magazine Periodical
- Smartboard Interaction
- Various Books and videos on specific artists
- Video Clip

Technology

- Chromebook
- IPEVO demonstration camera
- Prometheum Board
- Smart devices

TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.2.12	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.