Unit 3 Exploring Paper/Fibers/Metals

Content Area: **Art**
Course(s):
Time Period: **December**
Length: **10 blocks**
Status: **Published**

Transfer

Students will have opportunity to explore new materials including- Paper, Fibers and Metal

Enduring Understandings

Artists have a wide range of opportunities to explore new materials including- Paper, Fibers and Metal

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Essential Questions

How can new materials create exciting explorations for artists?

How do artists and designers care for and maintain materials, tools, and equipment?

Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?

What responsibilities come with the freedom to create?

Content

Paper/ Fibers- deckle, frame, pulp, sizing, couching, fibers, additives, cotton linters, overlay, bookmaking, traditional binding, non western binding, japanese stab, bone folder, papyrus, yarn, thread, grain, crocheting, knitting, weaving, warp, weft, loom, macrame, book alteration, plant fibers, reactive and non reactive dyes,

Skills

Explore and develop ideas and images using thumbnail and composition sketches

Demonstrate appropriate craftsmanship skills based on the chosen materials

Create original work based on personal choice to further their artistic journey

Participate in critiques and mofifications of artwork

Choose to explore and create projects using paper, fiber, or metals.

Research an artist as an inspiration for technique or theme.

Create an artist statement for individual works of art

Infuse color theory with the skill and mastery of making art.

Experiment with a variety of artistic techniques to convey original ideas and themes

Resources

All types of 2D and 3D artists materials, found objects, nontraditional materials, circuitry

Guest Speakers- Savannah College of Art and Design, Art Colleges, Airbrush Artist Demonstration and other professional artists

Printer for photos, templates and artwork

Student selected Artists' Websites and museum references

Light tables for transfer of final drawings
Teacher pinterest acct. with technique examples

Pinterest groups -- idea for examples and business branding, sales

Reference Books-- Teacher's personal classroom library

Chromebooks and smartphones for student research and esl google translation programs

Photoshop for editing

You Tube tutorials, Instagram, photo and example inspiration

Google Docs- share for writing prompts and artist statements

Color wheel, sketchbooks

Previous student examples

Safety Goggles (when needed)

Assessments

Class Participation
Formative: Other Evidence: Other: Teacher Observation

Teacher/Student Feedback
Formative: Other Evidence: Oral: Discussion

Sketchbook

Formative: Other Evidence: Project: Visual Arts

Practice Techniques

Summative: Transfer Tasks: Performance: Authentic Task

Student Choice Project

Summative: Transfer Tasks: Project: Visual Arts

Artist Statements

Summative: Transfer Tasks: Performance: Authentic Task

Written Self-Assessments/ Reflections
Summative: Transfer Tasks: Performance: Authentic Task

Art Critique
Summative: Transfer Tasks: Other: Peer Assessment

Homework
Summative: Transfer Tasks: Other: Teacher Observation

VA:Cr1.1.EU	Creativity and innovative thinking are essential life skills that can be developed.
VA:Cr1.1.EQ	What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?
VA:Cr1.2.EU	Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
VA:Cr1.2.IIa	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
VA:Cr2.1	Investigate
VA:Cr2.2.EU	Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

VA:Cr2.3.EU	People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
VPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
VPA.1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
VPA.1.1.12.D.CS2	Stimuli for the creation of artworks can come from many places, including other arts disciplines.
VPA.1.2.12	All students will understand the role, development, and influence of the arts throughout history and across cultures.
VPA.1.2.12.A.CS1	Cultural and historical events impact art-making as well as how audiences respond to works of art.
VPA.1.2.12.A.CS2	Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.
VPA.1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
VPA.1.4.12.A.CS1	Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.
VPA.1.4.12.A.CS2	Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.
VPA.1.4.12.A.CS3	Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.
VPA.1.4.12.A.CS4	Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
VPA.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
VPA.1.4.12.B.CS2	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.
VPA.1.4.12.B.CS3	Art and art-making reflect and affect the role of technology in a global society.
TECH.8.2.12.D.4	Assess the impacts of emerging technologies on developing countries.
TECH.8.2.12.D.6	Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.

Standards

VPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

VPA.1.2.12.A.CS1	Cultural and historical events impact art-making as well as how audiences respond to works of art.
VPA.1.2.12.A.CS2	Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.
VPA.1.4.12	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
VPA.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
VPA.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
VPA.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
VPA.1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
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.1.4.12	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
VPA.1.4.12.B.2	

Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

NJ: Grade 12

9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking,

collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

A. Critical Thinking and Problem Solving

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.4 Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country.

F. Accountability, Productivity, and Ethics

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.