Unit 10: Exploring Deeper - The Artistic Journey

Content Area: **Art**
Course(s):
Time Period: **June**
Length: **4 blocks**
Status: **Published**

Transfer

Students will explore their chosen media deeper to further their artistic journey

Enduring Understandings

The artistic journey is enhanced with deeper explorations in chosen artforms

Artists develop confidence with continued mastery of skills

Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

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

Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Essential Questions

How does delving deeper enhance an artist's growth?

What effect does multiple studies have on a portfolio ?

What methods and processes are considered when preparing artwork for presentation or preservation?

How does refining artwork affect its meaning to the viewer?

What criteria are considered when selecting work for presentation, a portfolio, or a collection?

What is the value of engaging in the process of art criticism?

How does knowing and using visual art vocabularies help us understand and interpret works of art?"

How does engaging in creating art enrich people's lives?

How does making art attune people to their surroundings?

How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Content

Student art work, student written reflections, peer critiques and discussions.

Modeling of portfolios, collections, and presentations

Skills

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Develop confidence in self-expression.

Take risks during the creative process.

Acquire a level of technical mastery and control of tools and materials.

Create meaning and display originality through art making.

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

Create an Artists statement

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)

Assessment

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

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.

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
VA:Cr1.1.IIa	Individually or collaboratively formulate new creative problems based on student's existing artwork.
LA.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
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.
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

VA:Cr2.1.EU	Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
VA:Cr2.1.IIa	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
LA.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
LA.RST.11-12.4	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 11-12 texts and topics.
LA.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
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.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.
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.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
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.1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
VPA.1.3.8.D.CS1	The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.
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.1.3.12.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.CS1	How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.
VPA.1.3.12.D.CS2	Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.
VPA.1.3.12.D.CS3	The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.
VPA.1.3.12.D.CS5	Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials, and methodologies that are germane to a particular cultural style.

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.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.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.
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.
TECH.8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
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.