Unit 3: Performance

Content Area: **Visual Arts**
Course(s): **Visual Arts**
Time Period: **Generic Time Period**
Length: **45 days**
Status: **Published**

Unit Overview

All students will synthesize those skills, media, methods, and technologies appropriate to creating and/or presenting works of art.

Standards

VPA.3-5.1.3.5.1	The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.
VPA.3-5.1.3.5.2	Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.
VPA.3-5.1.3.5.3	Each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.
VPA.3-5.1.3.5.4	The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.
VPA.3-5.1.3.5.5	There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem-solving skills.

Essential Questions

- How does creating and performing in the arts differ from viewing the arts?
- To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?
- How can manipulating the use of elements and principles evoke an emotional response to a work of art?
- Why is active participation in the creation of art essential to understanding the creative process?

Application of Knowledge: Students will know that...

- Awareness and understanding of arts related careers is gained as one is involved in the making of art.
- Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages
- Creating or assembling gallery exhibitions requires effective time management and creative problem-

solving skills

- Each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making
- One creates to enhance perceptual, physical, and technical skills.
- One creates to gain a deep understanding of the imaginative and creative process as it pertains to self and others.
- The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application
- The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems
- The perception and acknowledgement of various viewpoints is expressed through the creation of art.
- There are many types of aesthetic arrangements for the exhibition of art

Application of Skills: Students will be able to...

- Apply pertinent techniques and technologies for the successful completion of a task.
- Develop products to enhance perceptual, physical and technical skills.
- Distinguish drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by physical properties.
- Employ appropriate vocabulary when describing their studio process and completed artwork.
- Perceive and acknowledge various viewpoints through the development of perceptual skills.
- Recognize and use various media and materials to create different works of art
- Utilize the skills, media, methods, and technologies appropriate to each form in the creation of visual art.
- Work individually or collaboratively to create two- and three- dimensional works of art employing the elements and principles of art.

Assessments

Teacher made rubric(s) to define and assess the creative application, process, and product regarding:

- The understanding of incorporating various elements of art and principles of design to enhance the expression of creative ideas.
- The understanding of art genres associated with discipline-specific arts terminology and stylistic approaches to art-making
- The understanding of art making techniques
- The ability to be fluent in different art mediums and terminology
- The ability to recognize different genres of art and themes in art

Engage in frequent student-teacher in-class conversations to gage understanding and re-direct and guide learning as necessary.

- Written or Oral student self-assessment
- Written or Oral teacher assessment

Suggested Activities

Research works of art from various historical periods and use this research to create an original work of art that illustrates a particular theme or image in the styles researched.

Collaborate with classmates in the creation of works and presentation of a multiple art media art exhibition by contributing work along a common theme and assume various roles in the coordination of the exhibit

- E.g., curator, publicist, art critic, installer, documentary person etc.

Describe various physical properties that differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging and create two and three-dimensional artworks that demonstrate knowledge of those differences and stylistic influences

- E.g., realism, surrealism, nonobjective art, conceptual art etc.

Using age-appropriate terminology, identify common and distinctive characteristics of masterworks from various genres of visual artworks and experiment with various compositional approaches influenced by these genres art to create original two-dimensional artworks.

- E.g., realism, surrealism, abstract/nonobjective art, conceptual art etc.

Work individually and collaboratively in small groups to design and execute a piece of artwork that responds to a posed problem or theme.

- E.g, a mural, mosaic, sculpture

Activities to Differentiate Instruction

Each student will work at his/her level of skill readiness and interest to interpret the assignment/s. Assistance and modification will be offered to those in need and challenges to take the project to a higher, more detailed level will be offered to advanced learners.

Students with needs and challenges:

- In the visual arts, students will be given opportunities to increase their communication, fine and gross motor, choice-making and social interaction skills.
- Students will be able to discover and explore the fundamental elements of visual arts through the creation of artistic products. These elements include color, line, form, rhythm, space, timing, movement, mood.
- Students will be given opportunities to express and communicate ideas verbally or non-verbally (typing, writing, pictorially) when referring to the aesthetics and making artwork. They will create works of art individually and with others. Assistance and modification will be offered.

    - Examples are: create artwork that is abstract. Create a realistic animal or human facial feature. Objects will be simple shapes, limited reflective qualities(because it may be too difficult to show objects that are transparent and objects that are very reflective). Depending on the students challenges different tools will be given to aid in student success. Such tools are: thick graphite, erasers and art gummy Kneaded erasers, pencils that offer different degrees of hardness and softness to aid in the amount of pressure is needed to create a line, wood-less pencils and color pencils, color pencil thick sticks, oil pastel.
- Teacher will work one-to-one with students in demonstrating and assisting when needed and as often as needed.
- Teacher will assist and demonstrate uses of materials. Materials to use will be limited if it applies to the specific student.
- The use of any 3D art materials will apply to the students specific gross moder limitations. Examples are: small amounts of clay-pinch pot method and basic coil method. Pare share, working with a partner or group on discussing and creating artwork. Using computer, visual communicators or orally to express and communicate thoughts and ideas in reference to art.

Advanced learners:

- Students can explore ways of presenting their composition such as using different views: aerial and worms eye view. Students can explore the making of surrealistic or conceptual artwork. Reflective, highly detailed and transparent subject matter will be presented for the student to observe and create. Higher levels of techniques such as: cross-hatching and stippling can be explored. Color mixing and theory using different art media can be explored such as the techniques, methods and processes encompassing watercolor paint.
- Students can choose any choice of genre or cultural artwork and explain (written or orally) how the genre or cultural artwork reflects the methods, techniques and processes of 2d and 3d art. They can express how ones artwork compares to historical/cultural artwork by analyzing the elements and principles of art used in the lesson.

Integrated/Cross-Disciplinary Instruction

Math: concepts will be in place with the relation to measurement and tool usage:

- Use of equipment to measure while designing your artwork
- The influence of Math in masterpieces around the world

Language: vocabulary content by learning the art from many cultures:

- Terminology used in each area and style of art

Social Studies: by learning about the history and culture of people around the world:

- Diversity of world peoples and their individual art styles

Resources

“Model Curriculum: Visual Performing Arts (K-12) - Visual Art Overview." *Model Curriculum: Visual Performing Arts (K-12) - Visual Art Overview*. New Jersey Department of Education, n.d. Web. 07 July 2015. <http://www.state.nj.us/education/modelcurriculum/vpa/v/>.

“About the NEA." *National Council on the Arts*. National Endowment For the Arts, n.d. Web. 07 July 2015. <http://arts.gov/about/national-council-arts>.

"NAEA - National Art Education Association." *Home • National Art Education Association*. NAEA, n.d. Web. 07 July 2015. <http://www.arteducators.org/>.