# Unit 2 - Exploration of 2D Media

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Course(s):
Time Period: **Sept-Jan/Feb-June**
Length: **30 days, Grades 10, 11, 12**
Status: **Published**

## MIXED MEDIA 1

## Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

# MIXED MEDIA 1, Grades 10, 11, 12

# UNIT 2 - EXPLORATION OF 2D MEDIA

**Belleville Board of Education**

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Board Approved:


## Unit Overview

**Unit 2 - Exploration of 2D Media**

O/1  Allow students to discover the diversity in and connections among forms of art throughout history.

O/2  Students will learn how people have responded to and communicated their experiences through art by exploring form and
function.

O/3  Introduce students to the art world as active participants, engaging with its forms and content as they research, discuss design,
artists, the design process and interpretations of design.

O/4   Allow students to use their knowledge of the Elements of Art (line, shape, form, color, space, texture) and the Principles of
Design (balance, emphasis, movement, repetition, rhythm, variety, unity)

## Enduring Understanding

EU1  Creativity and innovative thinking are essential life skills that can be developed.

EU2  Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

EU3  Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

EU4  Objects, artifacts, and artworks collected, preserved, or presented either by artists, museum, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

EU5  Visual imagery influences understand of and responses to the world.

EU6  Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

EU7  Different styles of typography can set a specific mood and tone in a design piece.

EU8  Colors and shapes can elicit specific emotions and feelings in a consumer.

## Essential Questions

EQ1  What conditions, attitudes, and behaviors support creativity and innovative thinking?

EQ2  How do artist work?

EQ3  What role does persistence play?

EQ4  What is an art museum?

EQ5  What is an image?

EQ6  How does engaging in creating art enrich people's lives?

EQ7  What role does typography play in design?

EQ8  How can the design of a packaged product influence the consumer when purchasing?

## Exit Skills

By the end of Unit 2:

Creating:

- Use multiple approaches to begin creative endeavors such as group discussions, thumbnail sketches and reading of informational/technical text.
- Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
- Engage in making a work of art or design without having a preconceived plan.
- Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.
- Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

 Presenting:

- Analyze, select, and curate artifacts and/or artworks for presentation and preservation such as displays and exhibits.
- Analyze and evaluate the reasons and ways an exhibition is presented.
- Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

Responding

- Hypothesize ways in which art influences perception and understanding of human experiences through the use of typography and color mood and meanings.
- Analyze how one's understanding of the world is affected by experiencing visual imagery.
- Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts such as informational posters, political cartoons and graphic novels.
- Establish relevant criteria in order to evaluate a work of art or collection of works.

Connecting

- Document the process of developing ideas from early stages to fully elaborated ideas through sketchbooks and written analysis.
- Describe how knowledge of culture, traditions, and history may influence personal responses to art through oral and written analysis.

# New Jersey Student Learning Standards (NJSLS-S)

| | |
|---|---|
| VA.9-12.1.5.12acc.Cr1a | Individually and collaboratively formulate new creative problems based on student's existing artwork. |
| 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.Cr2a | Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. |
| 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. |
| VA.9-12.1.5.12acc.Pr4a | Analyze, select and critique personal artwork for a collection or portfolio presentation. |
| VA.9-12.1.5.12acc.Pr5a | Evaluate, select and apply methods or processes appropriate to display artwork in a specific place. |
| VA.9-12.1.5.12acc.Re7a | Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. |
| VA.9-12.1.5.12acc.Re9a | Determine the relevance of criteria used by others to evaluate a work of art or collection of works. |
| VA.9-12.1.5.12acc.Cn11a | Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts. |

# Interdisciplinary Connections

| LA.RST.11-12 | Reading Science and Technical Subjects |
| --- | --- |
| LA.RST.11-12.2 | Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. |
| 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. |
| LA.WHST.11-12 | Writing History, Science and Technical Subjects |
| LA.WHST.11-12.1 | Write arguments focused on discipline-specific content. |
| SOC.6.1.12.B.2 | Geography, People, and the Environment |
| SOC.6.1.12.D.2 | History, Culture, and Perspectives |

## Learning Objectives

- Identify basic problem solving.
- Incorporate correct vocabulary for use in formal analysis of art.
- Exhibit proper tool safety.
- Distinguish between categories of paint.
- Understand the difference between linoleum prints and gelli prints.
- Use math and correct measuring in grid creation.
- Design and construct original artwork using a variety of media.

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
| --- | --- | --- | --- | --- | --- |
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |
| | Convert | Manipulate | | | |
| | Discuss | Modify | | | |
| | Estimate | Operate | | | |

| | Extrapolate<br>Generalize<br>Predict | Subtract | | | | |
|---|---|---|---|---|---|---|
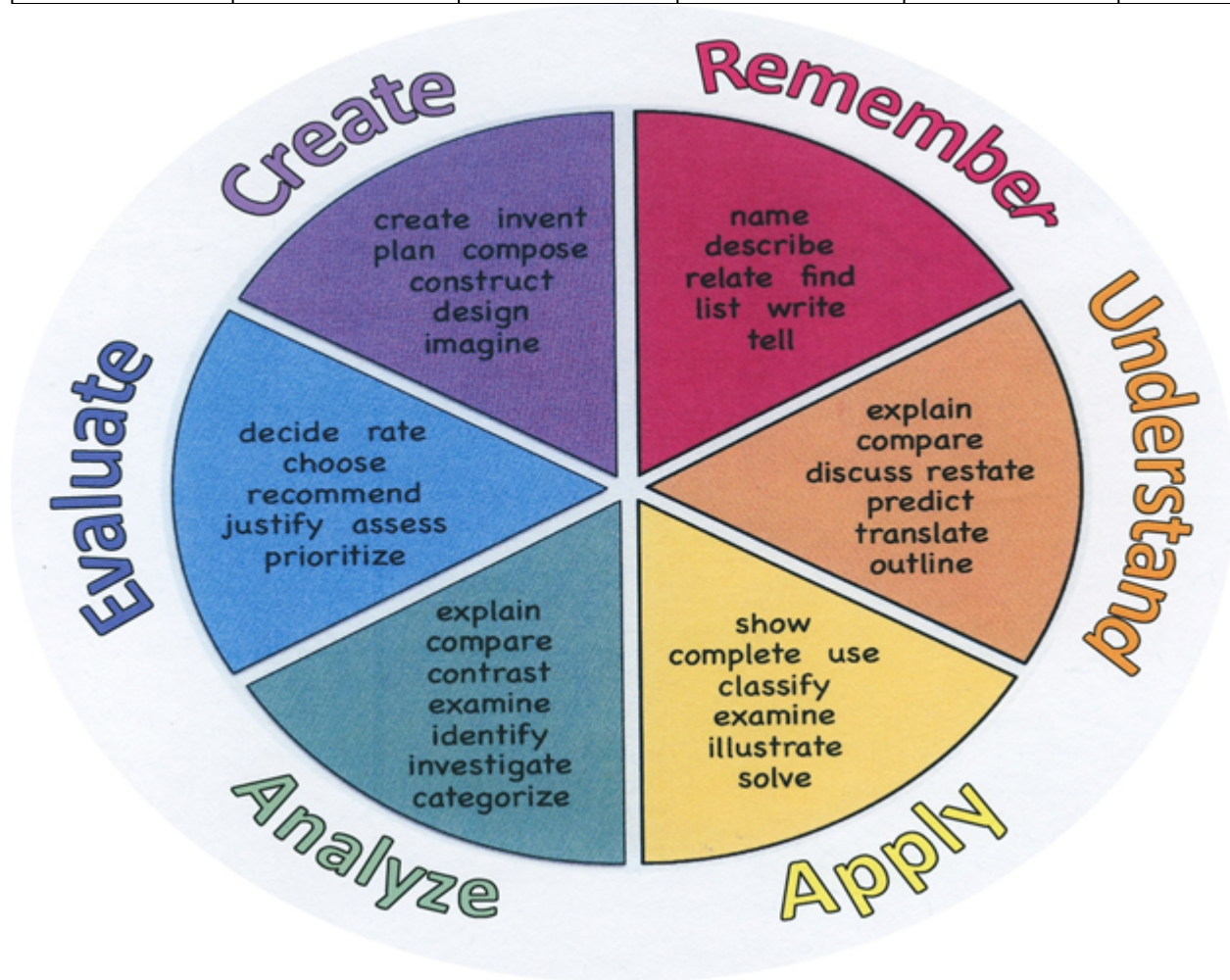


## Suggested Activities & Best Practices

Examples of Suggested Activities:

- Read Scholastic ART magazine - Japanese Prints: Working with Shape
- Create a list of colors with their moods and meanings to be used in a mixed media poster design
- Give a group presentation on a Social Justice/Protest/Activist Artist
- Use Quizlet to review appropriate vocabulary words for the unit.

## Assessment Evidence - Checking for Understanding (CFU)

**Assessment Evidence:**

**1.** Sketchbooks/Journals (formative assessment)

**2.** Individual critiques (formative assessment)

**3.** Group critiques (alternative assessment)

**4.** Admit tickets (formative assessment)

**5.** Exit Tickets (formative assessment)

**6.** Study Guides (formative assessment)

**7.** Teacher Daily Observations (formative assessment)

**8.** Summary Questions (summative assessment)

**9.** Cooperative structured learning activities (formative assessment)

**10.** Do-Now Activities (formative assessment)

**11.** Portfolio Review (summative assessment)

**12.** Create a product/solve a design problem (summative assessment)

**13.** Quarterly/Mid-Term/Final Exam (Benchmark assessment)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define

- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

- Books: *Principles of Two-Dimensional Design* by Wucius Wong

  *Art Synetics* by Nicholas Roukes

  *Printmaking Unleashed, 50 Techniques* by Traci Bautista

  *Humor in Art:  A Celebration of Visual Art* by Nicholas Roukes

*Expressive Painting in Mixed Media* by  Soraya French

*Color – Messages and Meanings by Leatrice Eiseman*

- Magazines:

    *Cloth, Paper, Scissor*
    *Art Journaling*
    *Printmaking Today*

## Ancillary Resources

- Hand-outs such as: technical processes guides, selected printmaking history readings, relative vocabulary
- Historical and contemporary references such as Pablo Picasso, Henri Matisse, Wucius Wong, Shepard Fairy, Bansky
- Internet use for research, image boards such as Pinterest, blog sites, TED Talks, Art 21 artist series, PBS Learning Media artist articles

## Technology Infusion

**Examples could include:**

Online museum/gallery sites: ex.-Museum of Modern Art, www.moma.org

Pinterest such as www.pinterest.com/msdriskill/

Classroom and artist blogs

Google cultural institute

Art critiques on social media

Ipad apps such as Adobe Sketch

QR codes and altered reality sites

Quizlet for studying appropriate vocabulary lists

Kahoot

Flipgrid

Jamboard

Art/Design talks using TEDTalks

PBS Learning Media

Art 21

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel      Office 365
Flipboard    Nova Mindmapping

Ted Talks
Record Voice Pen

## Activities

Podcasts   Texts
Digital Stories   Apps
Notebooks   Movies
Surveys   Music
Presentations
Websites
Animations
Paintings

Blog Journal
Diagraming
Bing Search  Documenting
Mind mapping
Commenting
Word processing
Social Networking
Recounting

## Action Verbs

Transform   Recognise
Imagine  Teach   Describe  Identify
Design  Construct   Infer   Retrieve
Rearrange   Match   Locate
Invent   List

Create   Understand
Evaluate   Apply
Analyse

Rate
Opinion
Critique
Collaborate
Assess  Debate
Justify
Prioritise

Blogging
Commenting
Voting
Surveys
Quizzes
Peer assessment
Self Assessment
Debating
Collaging

Use   Demo
Teach   Record
Share   Draw
Simulate
Create
Construct

Survey
Infer   Deduce
Sequence   Differentiate
Contrast   Examine
Outline   Compare

Manipulate
Drawing
Diagraming
Animating
Journals
Photography
Movie Making
Music Making
Story Telling
Scrapbooks

Graphing   Voting
Mindmapping   Reading comprehension
Peer Assessment   Judging   Spreadsheets
Surveying   Summarising   Listening
Mapping   Comparing

TED TALKS

## Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

| | |
|---|---|
| WRK.9.2.12.CAP.3 | Investigate how continuing education contributes to one's career and personal growth. |
| WRK.9.2.12.CAP.5 | Assess and modify a personal plan to support current interests and post-secondary plans. |
| 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.2 | Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). |
| TECH.9.4.12.DC.7 | Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a). |
| TECH.9.4.12.TL.1 | Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.). |
| TECH.9.4.12.TL.4 | Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6). |
| TECH.9.4.12.IML.9 | Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). |

## 21st Century Skills/Interdisciplinary Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration

- Creativity and Innovation

- Critical thinking and Problem Solving

- ICT (Information, Communications and Technology) Literacy

- Information Literacy

- Life and Career Skills

- Media Literacy

## 21st Century Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy

- Environmental Literacy

- Financial, Economic, Business and Entrepreneurial Literacy

- Global Awareness

- Health Literacy

## Differentiation

**1.** Students will have the same subject matter but will have different outcomes.
**2.** Progress will be the same but the product will be different.
**3.** Guided instruction, direct instruction, group instruction.
**4.** Assist students with IEP & 504 guidelines.
**5.** Study guides, group and peer instruction, extended time/ test time, oral testing
**6.** Small group instruction
**7.** Small group assignments
**8.** Extra time to complete assignments
**9.** Pairing oral instruction with visuals
**10.** Repeat directions
**11.** Scheduled breaks
**12.** Rephrase written directions
**13.** Alternative formative and summative assessment
**14.** Leveled rubrics
**15.** Project-based learning
**16.** Exploration by interest
**17.** Open-ended activities

**Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Choice of books or activities

- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

**Special Education Learning** adaptations that will be employed in the unit

- Provide modifications as dictated in the student's IEP/504 plan
- Additional time for skill mastery
- Have student repeat directions
- Check work frequently for understanding
- Secure attention before giving instructions
- Extended time on quizzes
- Preferential seating
- Printed Copy of text
- Assistive technology

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length

- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

- using videos, illustrations, pictures, and drawings to explain or clarify
- teaching key aspects of a topic. Eliminate nonessential information
- having peers take notes or providing a copy of the teacher's notes
- providing study guides
- allowing students to correct errors (looking for understanding)
- reducing or omitting lengthy outside reading assignments
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- provide an interpreter
- translate study guides

- teaching key aspects of a topic.  Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers

- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## At Risk

- decreasing the amount of work presented or required
- using videos, illustrations, pictures, and drawings to explain or clarify
- tutoring by peers
- having peers take notes or providing a copy of the teacher's notes
- providing study guides
- allowing students to correct errors (looking for understanding)
- marking student's correct and acceptable work, not the mistakes
- reducing or omitting lengthy outside reading assignments
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- modifying tests to reflect selected objectives
- allowing the use of note cards or open-book during testing
- communication with counselor, parent/guardians in reference to the lesson.
- after school project/specific tutoring
- extra one-on-one class time.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

- Create a blog or social media page about their unit
- Debate issues with research to support arguments
- Complete activities aligned with above grade level text using Benchmark results
- Advanced problem-solving
- Above grade level placement option for qualified students
- Higher order, critical & creative thinking skills, and discovery
- Flexible skill grouping within a class or across grade level for rigor
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Multi-disciplinary unit and/or project
- Allow students to work at a faster pace
- Communicating with parent/guardian regarding after school classes
- Communicating with parent/guardian regarding college opportunities
- Offering after school art experiences


- Above grade level placement option for qualified students

- Advanced problem-solving

- Allow students to work at a faster pace

- Cluster grouping

- Complete activities aligned with above grade level text using Benchmark results

- Create a blog or social media page about their unit

- Create a plan to solve an issue presented in the class or in a text

- Debate issues with research to support arguments

- Flexible skill grouping within a class or across grade level for rigor

- Higher order, critical & creative thinking skills, and discovery

- Multi-disciplinary unit and/or project

- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities

- Utilize exploratory connections to higher-grade concepts

- Utilize project-based learning for greater depth of knowledge


## Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: