Unit 06: Environmental Art

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **5-6 weeks**
Status: **Published**

Standards

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

1.5.12adv.Cr	Creating
1.5.12adv.Cr1	Generating and conceptualizing ideas.
1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
1.5.12adv.Cr2	Organizing and developing ideas.
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
1.5.12adv.Cr2b	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
1.5.12adv.Cr3	Refining and completing products.
1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
1.5.12adv.Pr	Presenting
1.5.12adv.Pr4	Selecting, analyzing, and interpreting work.
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
1.5.12adv.Pr5	Developing and refining techniques and models or steps needed to create products.
1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art.
1.5.12adv.Pr6	Conveying meaning through art.
1.5.12adv.Pr6a	Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
1.5.12adv.Re	Responding
1.5.12adv.Re7	Perceiving and analyzing products.
1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
1.5.12adv.Re8	Interpreting intent and meaning.
1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and

	defend a plausible critical analysis.
1.5.12adv.Re9	Applying criteria to evaluate products.
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
1.5.12adv.Cn	Connecting
1.5.12adv.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
1.5.12adv.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.
1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.

Brief Summary of Unit

The environment and preserving it has become an important issue. Students will develop an in-depth understanding of environmental art. Through art historical study and critical analysis of the works of various artists, students will develop an understanding of environmental art. Through continued study and hands on activities, students will increase their awareness and ability to effectively use a variety of media, tools and techniques to successfully create their own environmental art pieces. Students will continue to develop creative abilities, problem solving skills and their personal sense of aesthetics. Studio experiences will incorporate more in-depth discussions and critiques of works of art.

Essential Questions/ Enduring Understandings

● How does the variety of media, tools and techniques of environmental art influence the artist’s work?

● How does the understanding of environmental art develop one's individual sense of aesthetics?

● How is environmental art used as an expressive art form?

● The importance of preserving our environment.

● There are unique media, tools and techniques associated with environmental art.

● The decision-making processes and problem solving required to create environmental art will develop one's individual sense of aesthetics.

● Knowledge of tools, techniques and media is important for the creation of unique and innovative environmental art.

● Studying the work of other artists helps develop a deeper understanding of environmental art as an art form, a creative process and provides inspirations for their own exploration of the processes.

Students Will Know/ Students Will Be Skilled At

● Key vocabulary as it relates to environmental art.

● How to use the elements and principles of design as the foundation for creating a work of environmental art.

● How the extensive variety of techniques, tools, skills and media associated with environmental art are used.

● Art history, renowned artists and different cultures as they relate to environmental art.

● How mixed media is used.

● The importance of critique in the successful completion of artwork.

● Expressing their creative vision through the use of environmental art techniques, tools and media.

● Explaining their creative works using the Three Basic Features of an Artwork.

● Creating one or more pieces of environmental art.

Learning Plans

● Preview the essential questions and connect to learning throughout the unit.

● Teacher presentation and introduction to the lessons (may include one or more of the following: books, periodicals, video, internet, reproductions).

● Teacher presentation of vocabulary and handouts.

● Teacher presentation of past student work.

● Introduction of an artist and/or artist style that can enhance student understanding of the lesson.

● Teacher introduction and demonstration of the medium/media.

● Students will use technology, information and other tools to explore ideas for production of artwork.

● Students will brainstorm and thumbnail sketch, preliminary work.

● Students will experiment with medium/media

● Students will make decisions to solve the problems using the appropriate medium/media and following instructions.

● Students and teacher will periodically critique works in progress.

● Students will creatively present works.

● Students will self-evaluate their work based on a rubric which includes a written explanation of the Three Basic Features of an Artwork.

● Field trips to art museums, art parks and art galleries

Evidence/Performance Tasks

Fine and Performing Arts students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Evidence of progression may be demonstrated in divergent ways through the Artistic Processes of Creating, Performing/ Presenting/ Producing, Connecting, and Responding.

Tasks will include:

● Successfully producing one or more pieces of environmental art.

● Successfully using environmental art techniques, tools and media.

● Correctly and consistently utilizing the specific vocabulary associated with environmental art processes.

● Participating in critiques throughout the process.

● Completing associated rubrics.

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available

- Environmental, recyclable materials/media. Including, but not limited to: sticks, rocks, shells, wood, leaves, plastic, trash, old toys, ect.
- Computer

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

Fine Arts Accommodations & Modifications