Unit 5: Surface Design

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **6-8 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 students will explore the concept and techniques related to surface design as an art form. They will develop an understanding of the cultural significance and technical aspects of surface design techniques. The skills and understandings will be applied to the creation of their own works of art. Surface design techniques will be used to create a window using stained glass mosaics. Students will develop necessary skills and vocabulary required to create a stained glass mosaic window. Emphasis will be placed on using skills to produce work that is more complex and mature.

Essential Questions/ Enduring Understandings

● How do artists use surface design to express meaning in their art?

● How does the understanding of surface design processes and techniques develop one's individual sense of aesthetics?

● What are the processes, tools and techniques used to create surface designs?

● How do history and culture affect art? How does art affect history and culture?

● How does the choice of medium influence the end result?

● Surface design is used to create many different types of art including mosaic stained glass windows.

● Elements and principles of design.

● Technical skill is required in the manipulation of the material to achieve desired results.

● Individualized results will occur due to the use of different materials, patterns and designs utilized.

● The choice of medium relates to the overall concept the artist is trying to express. It also relates to form, function, and visual impact.

● Independent application of learning is necessary to master the craft process, which will contribute to the artistic and creative growth of the individual.

● Critical analysis of creative works should occur in the real world.

● Art and different cultures should be viewed with great perspective and empathy.

Students Will Know/Students Will Be Skilled At

● Elements and principles of design.

● The processes and techniques for creating surface design art including stained glass mosaic windows.

● How to utilize various tools and techniques needed to create their stained glass mosaic windows.

● How to identify, explain, and articulate the key terms associated with the selected processes, techniques, and media.

● The sequence required to making and finishing their windows.

● The knowledge of surface design can be useful in many design careers e.g. jewelry, fashion, architecture and home furnishings.

● Expressing their creative vision.

● Explaining their creative works.

● Correctly and consistently utilize the specific vocabulary associated with surface design.

● Expressing their visual message.

Learning Plan

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

● Presentation of historical content and show artwork which use stained glass.

● Viewing of DVD and YouTube video clips which reinforce content.

● Lecture and discussion of contemporary artists.

● Demonstration of the appropriate techniques associated with mosaic stained glass windows.

● Brainstorm ideas and create thumbnail sketches for their designs.

● Student centered research of artworks which predominantly uses stained glass mosaics.

● Student examine a variety of stained glass mosaic artwork through samples, books and internet sources for inspiration.

● Students will create a finished surface design using stained glass mosaics.

● Individualized critiques throughout the entire process.

● Group critique of finished artworks.

● Students complete process test and rubric.

Evidence/Performance Tasks

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

Tasks will include:

● Completing brainstorming and thumbnail sketches for their designs.

● Transferring the design onto stained glass window.

● Cutting stained glass to fit their design.

● Creating a stained glass window, which uses the elements and principles of design.

● Creating individualized artworks that utilize specific surface design processes and techniques (as defined by the instructor).

● Correctly and consistently utilizing the specific vocabulary associated with surface design.

● Meaningfully participating in group critiques based on elements and principles of design.

● Completing the rubrics for their individual project.

● Taking the process test.

● Engagement in active and meaningful participation in classroom discussions and activities.

● Answering the essential questions.

Materials

The materials used in this course allow for the intergration 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.

Pencils, Paper, Stained Glass, Glue, Tiles, Grout, Wood, Glass Cutters, Wheeled Glass Nipping Pliers, Running Pliers, Grozer Pliers, Paint, Brushes, Windows, Glass Beads, Jewel Glass Pieces, etc.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:
Fine Arts Accommodations & Modifications

• one-to-one instruction and assistance

• cooperative learning groups

• study partners

• additional time on task

• alternative outcome options

• assessment based on individual development in the area of study

• images and visual aids

• handouts of notes, procedures, processes, diagrams, etc.

• preferential seating

• audio tape of instruction

• reading material modified to student level

• testing materials appropriate to student level

• revised techniques, use of tools and media in hands-on activity

. Follow IEP and 504 plans