Unit 3: Surface Design

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **18-20 Weeks**
Status: **Published**

Standards

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

1.5.12acc.Cr	Creating
1.5.12acc.Cr1	Generating and conceptualizing ideas.
1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student's existing artwork.
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.
1.5.12acc.Cr2	Organizing and developing ideas.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
1.5.12acc.Cr3	Refining and completing products.
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.
1.5.12acc.Pr	Presenting
1.5.12acc.Pr4	Selecting, analyzing, and interpreting work.
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
1.5.12acc.Pr5	Developing and refining techniques and models or steps needed to create products.
1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
1.5.12acc.Pr6	Conveying meaning through art.
1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
1.5.12acc.Re	Responding
1.5.12acc.Re7	Perceiving and analyzing products.
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
1.5.12acc.Re8	Interpreting intent and meaning.
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
1.5.12acc.Re9	Applying criteria to evaluate products.

1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
1.5.12acc.Cn	Connecting
1.5.12acc.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.
1.5.12acc.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
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.
1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to 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 can be used to create Mosaics, Marbleized paper, Shibori resist dying, etc.

Transfer

Essential Questions

- • How do artists use surface design to express meaning in their art?
- • How does the understanding of surface design processes and techniques develop ones individual sense of aesthetics?
- • What significance does surface decoration play in the history of varying cultures?

Essential Understandings

- • surface design has played a significant role in the history of varying cultures as well as contemporary society.
- • surface design plays a major role in the visual arts. It can be used to embellish or enhance an artwork, or, it can stand alone as a work of art.
- • the decision making processes and problem solving required create surface designs will develop ones individual sense of aesthetics.

Students Will Know

- key terms associated with the selected processes, techniques, and media.
- that knowledge of surface design can be useful in many design careers, e.g. jewelry, fashion, architecture, and home furnishings.
- the choice of medium relates to the overall concept the artist is trying to express. It also relates to form, function, and visual impact.
- the elements and principles of design.
- the processes and techniques for creating surface design art. Possible techniques include: Marbleized paper, Mosaic, Shibori resist dying.
- the unique properties of the various media used to create surface designs.

Students Will Be Skilled At

Evidence/Performance Tasks

- answer the essential questions.
- complete a variety of assignments that explore the elements and principles of design.
- complete a writing prompt related to the art of surface design. Example: “Craft objects are both decorative in themselves and serve the desire felt by most of us to embellish and decorate our surrounding.” Do you agree with the above statement? Can surface decoration enhance or detract from form?
- complete the rubrics for the individual projects.
- correctly and consistently utilize the specific vocabulary associated with the processes, techniques, and media they are working with.
- create individualized artworks that utilize specific surface design processes and techniques (as defined by the instructor).
- participate in individual and group critique based on elements and principles of design.
- take process tests.

Learning Plan

- Cooperative learning groups examine sample surface design projects to determine the criteria for a successful design.
- Group discussion of the elements and principles of design based on completed experimental artwork .
- Introduction to the elements and principles of design. Visual aids will be used to reinforce content.
- Preview the essential questions and connect to learning throughout the unit.
- Student experimental explorations of the elements and principles of design.
- Students and teacher work to create assessment criteria.

• The choice of surface design process/es to be explored will be determined by the teacher. The following is an example of the sequence of learning experiences that would be used for the Mosaic process. • Large and small group demonstration of Mosaic process. • Teacher presentation and introduction to the lessons (may include one or more of the following: books, video, power point presentation. • Presentation of the vocabulary • Brainstorm ideas and create thumbnail sketches for Mosaic process. • Students examine a variety of Mosaic artwork through samples, books and Internet sources for inspiration. • Critique of thumbnail sketches to select strongest design that best suits the medium. • Transfer design to the base, ex. wooden board, bookshelf, table, chair, etc., and working to completion of the design. • Cut and apply tiles to the surface • Grout tiles. • Individualized critique throughout the Mosaic process. • Group critique of finished artworks. • Students complete process test and rubric.

Suggested Strategies for Modifications

- • additional time on task
- • alternative outcome options
- • assessment based on individual development in the area of study
- • audio tape of instruction
- • cooperative learning groups
- • handouts of notes, procedures, processes, diagrams, etc.
- • images and visual aids
- • one-to-one instruction and assistance
- • preferential seating
- • reading material modified to student level
- • revised techniques, use of tools and media in hands-on activity
- • study partners
- • testing materials appropriate to student level