Unit 7: Collaborative Public Art

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **4-6 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 of working together as a group to create art with a message. They will create a piece which will be on display at the annual Cranford Holocaust Remembrance Event.

Transfer

Essential Questions

- How do artists visually depict something which is difficult to understand and comprehend?
- How do artists work together to express meaning in their art?
- How does the understanding of a historically difficult event affect the resulting artwork?

Essential Understandings

- art with a message is not easy to create.
- compromise, planning and flexibility play a major role when working collaboratively in the visual arts.
- the more research and information an artist has about the subject/content of the artwork, the more meaningful the resulting artwork will be.

Students Will Know

- key terms associated with the selected processes, techniques, and media.
- that public art can have an impact on peoples' lives.

- 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 unique properties of the various media used to create collaborative public art.

Students Will Be Skilled At

Evidence/Performance Tasks

- answer the essential questions.
- attend the Holocaust Remembrance Event.
- complete a rubric.
- complete a variety of assignments that will help them to understand the events of the Holocaust
- correctly and consistently utilize the specific vocabulary associated with the processes, techniques, and media they are working with.
- create collaborative artworks that utilize a variety of processes and techniques.
- participate in individual and group critique based on elements and principles of design.

Learning Plan

- Cooperative learning groups examine existing artwork to determine the criteria for a successful design.
- Group discussion of the elements and principles of design based on completed 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.
- Reading of poetry written by peopled killed during the Holocaust.
- Students and teacher work to create assessment criteria.
- Students explorations of ideas via thumbnail sketches.
- Trip to Holocaust Museum.
- Viewing of video “Six Million Paperclips.”

Materials

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