

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>

VA.9-12.1.5.12acc.Cr	Creating
VA.9-12.1.5.12acc.Cr1	Generating and conceptualizing ideas.
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.Cr2	Organizing and developing ideas.
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.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
VA.9-12.1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
VA.9-12.1.5.12acc.Cr3	Refining and completing products.
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.Pr	Presenting
VA.9-12.1.5.12acc.Pr4	Selecting, analyzing, and interpreting work.
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.Pr5	Developing and refining techniques and models or steps needed to create products.
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.Pr6	Conveying meaning through art.
VA.9-12.1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
VA.9-12.1.5.12acc.Re	Responding
VA.9-12.1.5.12acc.Re7	Perceiving and analyzing products.
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.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
VA.9-12.1.5.12acc.Re8	Interpreting intent and meaning.
VA.9-12.1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
VA.9-12.1.5.12acc.Re9	Applying criteria to evaluate products.

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.Cn	Connecting
VA.9-12.1.5.12acc.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
VA.9-12.1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.
VA.9-12.1.5.12acc.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
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.
VA.9-12.1.5.12acc.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 people 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