

Unit 1: Artist Journals (Weeks 14-24)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

Artist's journals serve as a place to experiment with a range of materials and methods of artistic practices.

ESSENTIAL QUESTIONS

Why do artists keep sketchbooks/artist journals?

How have sketchbooks evolved over time to become process artist journals?

How do artists determine what resources and criteria are needed to formulate artistic investigations?

Why is it important for artists to document their process?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL) - Grades 9-12 - Visual and Performing Arts (2020) - Visual Arts

1.5.12prof.Cr1a:

Use multiple approaches to begin creative endeavors.

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.

1.5.12prof.Cr2a:

Engage in making a work of art or design without having a preconceived plan.

1.5.12acc.Cr2a:

Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

1.5.12adv.Cr2a:

Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

VA.9-12.1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
VA.9-12.1.5.12prof.Cr1b	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
VA.9-12.1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA.9-12.1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
VA.9-12.1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.9-12.8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
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PRE-ASSESSMENTS

- Student Visual Art Portfolio

INSTRUCTIONAL PLAN

MODULE 1

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>Students will be able to use mixed media techniques.</p> <p>Students will be able to identify the works of contemporary artists covered in class.</p> <p>Students will gain awareness of the selection of art media</p>
<p>Student Learning Strategies</p>	<ul style="list-style-type: none"> - lecture - class discussion - class critique - visual art project assignments - teacher demonstrations - student research - teacher feedback during the class period - questioning to check for understanding - observations of student progress - sketchbooks checks
<p>Success Criteria</p>	<p>Students will know fine art terms such as medium, collage, artisanship/craftsmanship, and mixed media.</p> <p>Students will gain confidence with a wide range of mixed media, surfaces, and mark-making strategies in the service of their own outcomes.</p> <p>Students will become conversant with the expressive possibilities for using mixed media.</p> <p>Students will understand the variety of media and techniques available to create their artworks.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> - Artist Journal prompt assignments - class discussion and critique
<p>Activities and Resources</p>	<p>Beam, Marg Todd. Celebrate Your Creative Self. Cincinnati, OH: North Light Books, 2001.</p> <p>Campanario, Gabriel. The Art of Urban Sketching; Drawing on Location Around the World. Beverly, MA: Quarry Books, 2012.</p> <p>Drysdale Green, Jean. ArtEffects. New York: Watson-Guptill Publications, 1993.</p>

Eldon, Kathy. *The Journey is the Destination; The Journals of Dan Eldon*. San Francisco: Chronicle Books, 1997.

Gardner, Cheryle C. "Sample Visual Arts Curriculum for Virginia Public Schools." Virginia Department of Education, 1 June 2015. Web. 22 July 2015.

Graham, Mark A. "Teaching Conversations, Contemporary Art, and Figure Drawing". *Art Education; The Journal of the National Art Education Association*. May 2012.

Harrison, Holly. *Altered Books, Collaborative Journals, and Other Adventures in Bookmaking*. Gloucester, MA: Rockport Publishers, 2003.

"Home | National Core Arts Standards." Web. 21 July 2015.

La Plantz, Shereen. *Cover to Cover; Creative Techniques for Making Beautiful Books, Journals, and Albums*. Asheville, North Carolina: Lark Books, 1995.

Maurer-Mathison. *Collage, Assemblage, and Altered Art*. New York: Watson-Guption Publications, 2007.

McCarthy, Mary and Phillip McCarthy. *Making Books by Hand: A Step by Step Guide*. Gloucester, MA: Quarry Books, 1997.

Michel, Karen. *The Complete Guide to Altered Imagery*. Gloucester, MA: Quarry Books, 2005.

Perrella, Lynne. *Alphabetic; A Creativity Guide for Collage and Book Artists*. Beverly, MA: Quarry Books, 2006.

Schmidt, Christine. *Print Workshop: Hand-Printing Techniques and Truly Original Projects*. NY: Potter Craft., 2010.

Scott, Eric M. and David R. Modler. *The Journal Junkies Workshop; Visual Ammunition for the Art Addict*. Cincinnati, OH: North Light Books, 2010.

Smith Jones, Heather. *Wet Paper Paint: Exploring Creativity With Watercolor and Mixed Media*. Beverly, MA: Quarry Books, 2011.

Suggested Modifications

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front-loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs

extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Classwork such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify

activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in a simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are

working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day writes down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands-On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch, and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

VA.9-12.1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
VA.9-12.1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
VA.9-12.1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
VA.9-12.1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.