

Unit 4: SUBJECT MATTER

Content Area: **Art**
Course(s): **Generic Course**
Time Period: **4th Marking Period**
Length: **10 Weeks**
Status: **Published**

Unit Overview

Unit 4: SUBJECT MATTER: In this unit, the students are challenged to delve into the subject matter of their art. The term subjects/subject matter in **art** refers to the main idea that is represented in the artwork. The **subject** in **art** is basically the essence of the piece. To determine **subject matter** in a particular piece of **art**, the artist must consult with their innate reactions to what motivates the artist based on their interests. A question that should be taken into consideration is "What do you actually want to depict in this artwork?" What is the artist trying to express to the world... what is his or her message? And how are they conveying that message? The students has the flexibility to do any of the following: Still Life, Landscape, Abstract, Non-objective or Realistic subject. Such a decision lays the foundation for the student to make creative decisions that gives them an opportunity when they get to Studio Art 3AP to formulate a concentration.

VPA.1.4.12.B.CS2

The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.

Transfer

The students will be able to use their innate abilities to sketch and shade effectively, apply their technical skills to their visual preferences and subject matter. Growth & proficiency are two vital factors in this process because the students have worked with different techniques, developed a strong technical skills and can therefore decide what medium they want to use. In this unit, It is important for the students to strive for artistic and creative integrity. This intellectual and creative process leads them to that development.

Meaning

Subject matter is an essential and important college board based approach that prepares the students to deal with a wide range of choices to make their creative decisions. It lays the foundation for the students to understand the process of developing a concentration and how to make such creative decisions. Even professional artists are challenged with creative decisions and subject matter. During such a challenge for the students, they will discover and solve technical issues and they can also assess the impact their skills have on the accuracy and the dialogue of their drawing and their technique.

Understandings

The students will understand and remember that subject matter in art can be anything you want the subject matter direction to be - whatever your imagination conjures up. The most important thing is to choose a

subject matter that interests you - something that you can happily immerse yourself in while working on your piece. is very versatile, working well to create distinct texture or smooth, blended areas. They will have an opportunity to discover a higher level of proficiency with the technique they are using especially when they will have to produce a huge body of work.

Essential Questions

What is the subject matter of a painting meant?

What is the content of an artwork?

Is your subject matter based on personal or cultural relevance?

What is aesthetic value?

Is your subject matter considered beautiful? Why or why not?

What is a subject matter?

What is the style of art?

What approach are you using to compose the project and why?

How do you use geometric shapes to compose the object in this study?

Do you pay attention to the intricate structure and shape of the object?

Do you examine the placements and arrangements of the colors in the object?

What tools are you using and to what extent are you acquiring in-depth understanding of the tools and the technical proficiency?

Have you ever worked with colored pencil?

Do you know that there are a couple of different techniques that can be used in the approach to color pencil technique?

What level of mastery do you wish to attain that goes beyond your level of accomplishments before Studio Art 2?

Does the project meet college and professional expectations?

Application of Knowledge and Skill

Application and skills of knowledge is based on what the students acquired in the past and how they can be challenged to show growth and proficiency. Students at this point have been exposed to art history and appreciation. They have a basic understanding of the important aesthetic movements in the history of art, and they understand how aesthetics played an important role in the development of art. It is now the time for them to confront creativity as they face those challenges.

Students will know...

The students will revise drawing, composition and shading techniques, which is an important artistic process.

It's a great opportunity for the students to explore observation, composition and technique.

They are engaged in an intense study and observation which creates a foundation for mastery.

They will also use the tools with clear understanding of what to expect and how it affects their visual and aesthetic presentation.

The students should have a rudimentary knowledge in the use of colored pencils.

Students will be skilled at...

The students will have an understanding of their mediums and tools. The students will have the ability to look at objects and create them based on placements, form, arrangements, and the light source, but they will continue to improve these skills. The students will have a rudimentary knowledge of art appreciation, both learned academically and through cultural experience with media in their daily lives.

Academic Vocabulary

Aesthetics-The appreciation of beauty; principles and intellectual decisions that have guided the work of a creative individual

Relevance- How a thought or event affects or relates to a person or people

Cultural Implication- decisions that affect the viewpoint of a culture or society

Renaissance- an artistic movement that took place in the 15th century, "a rebirth" of knowledge and artistic approach, where artists innovated the use of realism in art

Symbolism- the art is based on the use of symbols and indirect suggestion to express emotions and ideas over the visual image

Abstract art- art where the use of form, color, line, texture, pattern, composition and process present ideas and evoke emotions in a poetic, nonlinear fashion. It can be a simplification of real life, or non-objective, which is completely devoid of recognizable imagery

Learning Goal

LEARNING GOALS:

THE STUDENTS WILL BE ABLE TO CREATE ARTWORK IN A STYLE THAT SUITS THE ABILITIES AND AESTHETIC VALUES OF THE ARTIST, INCLUDING REALISTIC, NON-OBJECTIVE, AND EXPRESSIVE ART

THE STUDENTS WILL LEARN HOW TO CREATE THE OBJECTS BEING STUDIED THROUGH GEOMETRIC SHAPE AND AN ATTENTION TO PLACEMENT, ARRANGEMENTS, PERSPECTIVE , FORESHORTENING, AND HOW LIGHT SOURCE AFFECTS THE FORM AND STRUCTURE OF THE OBJECTS.

THE STUDENT WILL BE ABLE TO RATIONALIZE THE IMPORTANCE OF A SUBJECT BASED ON CULTURAL IMPLICATION, PERSONAL RELEVANCE, AND AESTHETIC VALUE

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| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |
| CRP.K-12.CRP5 | Consider the environmental, social and economic impacts of decisions. |
| CRP.K-12.CRP5.1 | Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work |

as it relates to the impact on the social condition, the environment and the profitability of the organization.

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| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP6.1 | Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |
| CRP.K-12.CRP7 | Employ valid and reliable research strategies. |
| CRP.K-12.CRP7.1 | Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP8.1 | Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others. |
| VPA.1.1.12 | All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. |
| VPA.1.1.12.A.CS2 | Acute kinesthetic awareness and mastery of composition are essential for creating and interpreting master works of art. |
| VPA.1.1.12.D.1 | Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. |
| VPA.1.1.12.D.2 | Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks. |
| VPA.1.1.12.D.CS1 | Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory. |
| VPA.1.1.12.D.CS2 | Stimuli for the creation of artworks can come from many places, including other arts disciplines. |
| VPA.1.2.12.A.1 | Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. |
| VPA.1.2.12.A.CS1 | Cultural and historical events impact art-making as well as how audiences respond to works of art. |
| VPA.1.3.12.D.1 | Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. |
| VPA.1.3.12.D.2 | Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. |
| VPA.1.3.12.D.3 | Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used. |
| VPA.1.3.12.D.4 | Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and |

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| | interpret themes and symbols suggested by the artworks. |
| VPA.1.3.12.D.5 | Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work. |
| VPA.1.3.12.D.CS1 | How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance. |
| VPA.1.3.12.D.CS2 | Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement. |
| VPA.1.3.12.D.CS3 | The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience. |
| VPA.1.3.12.D.CS4 | Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies. |
| VPA.1.3.12.D.CS5 | Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials, and methodologies that are germane to a particular cultural style. |
| VPA.1.4.12.A.1 | Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art. |
| VPA.1.4.12.A.2 | Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis. |
| VPA.1.4.12.A.3 | Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works. |
| VPA.1.4.12.A.4 | Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork. |
| VPA.1.4.12.A.CS1 | Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks. |
| VPA.1.4.12.A.CS2 | Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept. |
| VPA.1.4.12.A.CS3 | Artistic styles, trends, movements, and historical responses to various genres of art evolve over time. |
| VPA.1.4.12.A.CS4 | Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology. |
| VPA.1.4.12.B.2 | Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning. |
| VPA.1.4.12.B.CS2 | The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown. |
| CAEP.9.2.12.C | Career Preparation |
| CAEP.9.2.12.C.1 | Review career goals and determine steps necessary for attainment. |

Target 1-- Level 1 Retrieval

THE STUDENT WILL BE ABLE TO RATIONALIZE THE IMPORTANCE OF A SUBJECT BASED ON CULTURAL IMPLICATION, PERSONAL RELEVANCE, AND AESTHETIC VALUE

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| VPA.1.1.12.D.1 | Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes. |
| VPA.1.1.12.D.2 | Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks. |
| VPA.1.1.12.D.CS1 | Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory. |
| VPA.1.1.12.D.CS2 | Stimuli for the creation of artworks can come from many places, including other arts disciplines. |
| VPA.1.2.12.A.CS1 | Cultural and historical events impact art-making as well as how audiences respond to works of art. |
| VPA.1.3.12.D.2 | Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. |
| VPA.1.3.12.D.3 | Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used. |
| VPA.1.4.12.A.1 | Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art. |
| VPA.1.4.12.A.2 | Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis. |
| VPA.1.4.12.A.3 | Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works. |
| VPA.1.4.12.A.4 | Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork. |
| VPA.1.4.12.A.CS1 | Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks. |
| VPA.1.4.12.A.CS2 | Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept. |
| VPA.1.4.12.A.CS3 | Artistic styles, trends, movements, and historical responses to various genres of art evolve over time. |
| VPA.1.4.12.A.CS4 | Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology. |
| VPA.1.4.12.B.2 | Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning. |

CAEP.9.2.12.C

Career Preparation

CAEP.9.2.12.C.1

Review career goals and determine steps necessary for attainment.

Target 2-- Level 2 Comprehension

THE STUDENTS WILL BE ABLE TO CREATE ARTWORK IN A STYLE THAT SUITS THE ABILITIES AND AESTHETIC VALUES OF THE ARTIST, INCLUDING REALISTIC, NON-OBJECTIVE, AND EXPRESSIVE ART

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| VPA.1.3.12.D.1 | Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. |
| VPA.1.3.12.D.2 | Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. |
| VPA.1.3.12.D.3 | Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used. |
| VPA.1.3.12.D.4 | Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks. |
| VPA.1.3.12.D.5 | Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work. |
| VPA.1.3.12.D.CS1 | How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance. |
| VPA.1.3.12.D.CS2 | Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement. |
| VPA.1.3.12.D.CS3 | The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience. |
| VPA.1.3.12.D.CS4 | Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies. |
| VPA.1.3.12.D.CS5 | Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials, and methodologies that are germane to a particular cultural style. |
| VPA.1.4.12.B.2 | Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning. |
| VPA.1.4.12.B.CS2 | The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown. |

Target 3-- Analysis

THE STUDENTS WILL LEARN HOW TO CREATE THE OBJECTS BEING STUDIED THROUGH GEOMETRIC SHAPES AND AN ATTENTION TO PLACEMENT, ARRANGEMENTS, PERSPECTIVE , FORESHORTENING, AND HOW THE LIGHT SOURCE AFFECTS THE FORM AND STRUCTURE OF THE OBJECTS.

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| VPA.1.1.12 | All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. |
| VPA.1.3.12.D.5 | Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work. |
| VPA.1.3.12.D.CS1 | How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance. |
| VPA.1.3.12.D.CS2 | Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement. |

Summative Assessment

1. CRITIQUE OF THE PROJECT.
2. CLASS DISCUSSION.
3. INDIVIDUAL NOTATION OF ACCOMPLISHMENTS AND PROBLEMS.
4. SUGGESTIONS FROM THE CLASS & TEACHER REGARDING THE PROJECT.
5. UPLOADING THE PROJECT ON GOOGLE SLIDE.

Formative Assessment and Performance Opportunities

1. In-class discussion, writing, speaking and listening activities.
2. Class participation.
3. Cooperative learning activities.

4. Digital assessments with accompanying assignments.
5. Research.
7. Responses.
8. Think/Pair/Share activities.
9. Teacher's Response.

Differentiation / Enrichment

Differentiation:

1. Strategic seating for reduced distraction, enabling better lesson focus.
2. Small-group, teacher-monitored learning activities.

Enrichment:

1. Expand and extend concepts, ideas, relationships, and generalizations.
2. Students will be provided with additional resources on relative topics.
3. Provide students with supplemental resources to expand knowledge base.
4. Create experiences for deeper learning.

Unit Resources

RESOURCES:

Research online tutorials

Examine higher technical approach and mastery from other designers and their work

Samples of previous work

