

# Unit 5: Contemporary Art

Content Area: **Performing Arts**  
Course(s):  
Time Period:  
Length: **Approximately 6 weeks**  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Contemporary Art Summary

Unit 5, Contemporary Art, explores big name artists who are successfully working in their fields today, such as Banksy, Kehinde Wiley, Amy Sherald, and Damien Hirst. This unit will also ask artists to define artist identity and the pertinent attributes of an artist. As the course ends, artists will watch the film “Big Eyes” and consider who is really an artist.

## Learning Objectives

- Compare and contrast contemporary visual artists
- Consider current influences on contemporary art such as globalization, climate, political, and social issues
- Consider plagiarism, appropriation, and borrowing in the arts
- Create artwork that demonstrates thoughtful reflection and engagement with the unit content
- Define contemporary art and plot the era on the timeline
- Identify current means and materials for artmaking
- Revisit and refine working definition of art and artist
- Watch the movie “Big Eyes” and consider artist identity

## Essential Skills

- Artists will be able to analyze and interpret artwork.
- Artists will be able to analyze the role and responsibility of an artist.
- Artists will be able to appropriately depict scale and proportion in the human figure and portrait.
- Artists will be able to compare and contrast periods of art movements.
- Artists will be able to critique and give constructive feedback on own artwork and artwork of others.
- Artists will be able to develop a rich fine arts vocabulary.

- Artists will be able to discuss the roles of artists in local communities.
- Artists will be able to discuss the use of art as a form of visual communication.
- Artists will be able to display knowledge of various media and their properties.
- Artists will be able to examine art's place in the world.
- Artists will be able to examine self as an artist.
- Artists will be able to identify and apply color relationships using color theory.
- Artists will be able to properly and appropriately care for, store, and present artwork.
- Artists will be able to safely use and store art materials.

## Standards

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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.1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
VPA.1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
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.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.1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
VPA.1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
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.

## Instructional Tasks/Activities

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Students will correctly demonstrate, perform, identify, discuss, analyze, compare:

- Art vocabulary exercises and activities
- “Big Eyes” movie prompt and reflection questions
- Art vocabulary introduction
- Artist portfolio and journal
- Contemporary artist biography writing assignment
- Written formal critique

## **Assessment Procedure**

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- In class projects
- Self-evaluated project goal and tracking
- Artist portfolio
- Classroom Total Participation Technique
- Classwork
- Daily Draw warm ups
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Formal written critiques
- In class participation
- Journal / Student Reflection
- Kahoot
- Midterms and finals
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Quizzes and tests
- Research projects
- Rubric
- Sketchbook checks
- Teacher Collected Data
- Teacher observation
- Test
- Vocabulary packets and exercises
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify
- Use Google Docs to complete written assignments, critiques, and project goal tracking

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Special Education**

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Modifications and accommodations to this unit will be based on individual IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw

- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## Honors Modifications

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## Resources

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- 50 Artists You Should Know
- Art of Nineteenth Century Europe
- Big Eyes
- Drawing on the Right Side of the brain
- Exit Through the Gift Shop
- Frida Kahlo: I Paint My Reality
- Graffiti School
- Henri Matisse: The Cut Outs
- Juxtapoz Magazine and Juxtapoz.com
- National Gallery of Art
- PowerPoints
- The Hidden Lives of Great Artists
- The Metropolitan Museum of Art website
- The Moma website
- The Moma World Reference
- The Secret Language of the Renaissance
- The Secret Lives of Colors
- The Secret Lives of Famous Artists
- The World Art Reference Guide
- Visual Reference Guide: Mythology
- Visual Reference Guide: World History
- World Art: The Essential Illustrated History

## Unit Vocabulary

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- Anonymous/anonymity
- Artist
- Authorship
- Conceptual art
- Contemporary
- Graffiti
- Identity
- Installation art
- Street art

## **Artistic Materials**

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- Acrylic paint and paintbrushes
- Canvas paper
- Colored pencils
- Drawing paper
- Drawing pencils
- Markers

## **Unit Artists**

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- Ai Wei Wei
- Amy Sherald
- Banksy
- Damien Hirst
- Kehinde Wiley
- Margaret Keane
- Mr. Brainwash
- Walter Keane

## **Teaching Strategies**

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- In class assignments will produce works of art that reflect thoughtful consideration of concept in addition to skill building with a variety of fine arts materials.
- Meaningful instruction will be given using PowerPoint notes and presentations, hand out worksheets, art process and technique demonstrations, and modeling thought and creative processes.
- Sketchbook assignments and daily warm ups will reinforce classroom knowledge and build upon prior understandings.
- Various teaching methods and techniques will be utilized in this course.