

Unit 1: What is Art: Visual Literacy

Content Area: **Performing Arts**
Course(s):
Time Period:
Length: **Approximately 3 weeks**
Status: **Published**

State Mandated Topics Addressed in this Unit

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N/A	N/A

What is Art: Visual Literacy Summary

Unit 1, What is Art: Visual Literacy, will explore and probe ideas of how we define, see, and judge artwork today and throughout history. This introductory unit will instill questions that will be repeated throughout the course of the school year. These questions and ideas share overlap with the majors and broadly, the performing arts. Artists will create a working definition of art that will be challenged and re-examined over the duration of the course.

Learning Objectives

- Create a working definition of art that will be revisited throughout the course
- Critique artwork in written and informal formats
- Define and use art vocabulary
- Define ways in which our society values art and ways in which it judges art
- Explore online museum databases for image and information
- Identify the materials used to make art
- Identify the ways we create art
- Identify the ways we interact with art
- Maintain a journal for class for daily prompts, reflections, goal setting, and planning
- Respond to artistic prompts using air drying clay, drawing materials, and paper

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

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.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
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.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.1.4.12.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.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.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

Instructional Tasks/Activities

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

- Art vocabulary exercises and activities
- Art vocabulary introduction
- Art vocabulary quiz
- Museum exercise
- Perfect Drawing project

- Perfect Sculpture project
- Portfolio (begin)
- What is Art: Idea Mapping Image/Writing Assignment
- Written formal critique (guided)
- Written formal critique (independent)

Assessment Procedure

- Research projects
- 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
- In class projects
- Journal / Student Reflection
- Kahoot
- Midterms and finals
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Quizzes and tests
- Rubric
- Self-evaluated project goal and tracking
- Sketchbook checks
- Teacher Collected Data
- Teacher observation
- Test
- Vocabulary packets and exercises
- Worksheet

Recommended Technology Activities

- 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 Chromebooks to explore online museum image databases
- Use Chromebooks to research museum and gallery spaces
- Use Google Docs to complete written assignments, critiques, and project goals

Accommodations & Modifications & Differentiation

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

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

- Compare & Contrast
- Conferencing
- Debates

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

Instruction/Materials

- 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

- 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

Resources

- 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

- Art
- Art History
- Artist
- Contemporary
- Content
- Critique
- Drawing
- Gallery

- Material
- Media
- Modern
- Museum
- Painting
- Portfolio
- Sculpture
- Style
- Three-dimensional
- Two-dimensional

Artistic Materials

- Acrylic paint
- Colored pencils
- Drawing paper
- Drawing pencils
- Erasers
- Paintbrushes
- Palettes
- Paper clay
- Sculpting tools

Unit Artists

- N/A

Teaching Strategies

- 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.