Dec. Gr. 8: Unit 4 ART

Content Area: **Art**
Course(s): **Language Arts**
Time Period: **December**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Students will study transforational art forms and create their own interpretation of an ordinary object.

Enduring Understandings

Artists use different techniques to inspire thier artwork.

Essential Questions

How does an artist use ordinary objects to inspire non-traditional artwork?

Instructional Strategies & Learning Activities

Objectives	Suggested Activities	Evaluations	Resources
Indentify universal themes that exist in art across time and cultures Create multiple solutions to a problem Create art that conveys a message or idea using most appropriate materials	Object Transformation: Transform an ordinary object into something that changes its form and/or function to create a new idea about that object Example: making a teacup out of deer hide, Meret Oppenheim	Rubric Self evaluation Peer critique	Lucas Samaras's chair transformations Power point presentation of examples of functional art

Discuss the contributions that crafts (functional art) have made to the fine art world			

Integration of Career Readiness, Life Literacies and Key Skills

Students will learn about successful artists in the field of functional art.

9.2.8.CAP	Career Awareness and Planning An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

Technology and Design Integration

Students will interact with the Smartboard during the unit.

Students will explore the design process in creating functional art.

ED	Engineering Design Engineering design is a systematic, creative, and iterative process used to address local and global problems. The process includes generating ideas, choosing the best solution, and making, testing, and redesigning models or prototypes.
8.2.8.ED.2	Identify the steps in the design process that could be used to solve a problem.
8.2.8.ED.6	Analyze how trade-offs can impact the design of a product.

Interdisciplinary Connections

LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will create works based on interest, skills.

For Gifted:

Encourage students to explore concepts in depth and encourage independent studies or investigations. Use thematic instruction to connect learning across the curriculum. Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. Expand students' time for free reading. Invite students to explore different points of view on a topic of study and compare the two. Provide learning centers where students are in charge of their learning. Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom. Determine where students' interests lie and capitalize on their inquisitiveness. Refrain from having them complete more work in the same manner. Employ differentiated curriculum to keep interest high. Avoid drill and practice activities. Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. If possible, compact curriculum to allow gifted students to move more quickly through the material. Encourage students to make transformations- use a common task or item in a different way. From
http://www.bsu.edu/web/lshasky/Forms/Interventions/Gifted.pdf

Modifications & Accommodations

IEP midifications will be followed

Students needing additional instruction and support will be monitored

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Teacher record of growth when using medium

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Self evaluation

Peer critique

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

rubric

Instructional Materials

Lucas Samaras's chair transformations

Power point presentation of examples of functional art

Standards

1.5.8.Cr1a	Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
1.5.8.Cr1b	Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
1.5.8.Cr2c	Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
1.5.8.Cr3a	Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
1.5.8.Pr4	Selecting, analyzing and interpreting work.
1.5.8.Pr6	Conveying meaning through art.
	Share
1.5.8.Re7a	Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
1.5.8.Re7b	Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
1.5.8.Re9	Applying criteria to evaluate products.

1.5.8.Re9a	Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.