

02 Gestural Mark Making

Content Area: **Art**
Course(s):
Time Period: **Full Year**
Length: **3 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

Experience with and knowledge of the arts is a vital part of a complete education. The arts are rich disciplines that include a vibrant history, an exemplary body of work to study, and compelling cultural traditions. An education in the arts is an essential part of the academic curriculum for the achievement of human, social, and economic growth. The arts offer tools for development. They enable personal, intellectual, and social development for each individual.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- artists create art to express what is important to them

CONTENT AREA STANDARDS

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.1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
VPA.1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
VPA.1.3.8.D.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
VPA.1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
VPA.1.4.8.A	Aesthetic Responses

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or

speaking.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.7.1.C	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
LA.SL.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.
LA.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
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.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.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will be able to:

1. understand obligations and responsibilities of being a member of a community.
2. demonstrate this understanding every day through their interactions with others.
3. be conscientious of the impacts of their decisions on others and the environment around them.
4. think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace.
5. be reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
6. readily access and use the knowledge and skills acquired through experience and education to be more productive.
7. make connections between abstract concepts with real-world applications.
8. make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
9. regularly think of ideas that solve problems in new and different ways, and contribute those ideas in a useful and productive manner to improve their organization.
10. consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and discern which ideas and suggestions will add greatest value.
11. seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace.
12. take action on their ideas and understand how to bring innovation to an organization.
13. demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
14. able to engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues.
15. build on others' ideas and express their own clearly.
16. pose questions that elicit elaboration.
17. respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
18. acknowledge new information expressed by others.
19. modify their own views.
20. analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

Procedural Knowledge

Students will be able to:

1. analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
2. incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks.
3. use a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
4. apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art.
5. use tools and technologies that are appropriate to the theme and goals.
6. identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts.
7. use appropriate art vocabulary.
8. solve hands-on visual problems.
9. use a variety of genre styles.
10. synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media).

11. Students will be able to and apply this knowledge to the creation of original artworks.

EVIDENCE OF LEARNING

Alternate Assessments

- Portfolios
- Student/Teacher Conferences
- Projects

Formative Assessments

Questions/Discussion:

- What is art?
- Is an artists work such as, Cy Twombly's, worthy of praise from the art world? Explain.
- Why do artists make art?
- What did the artis's work say about the artist (ie., Jean-Michel Basquiat)?
- How does an artist tell who he/she is in a self-portrait?
- How can you convey what is important to you, who you are and what your life is like through symbols, colors, words and texture in your art?

Summative Assessments

Art projects

RESOURCES (Instructional, Supplemental, Intervention Materials)

Teacher made Powerpoints and iMovies on Twombly and Basquiat

Art supplies

Distinguish abstract mark-making and composition

Apply knowledge of symbols and gestural mark making to create multi-media painting

INTERDISCIPLINARY CONNECTIONS

Employ valid and reliable research strategies. Utilize critical thinking to make sense of problems and persevere in solving them. Use technology to enhance productivity. Work productively in teams while using cultural global competence. Literary responses (critical) Applicable career options are discussed as they arise throughout the course; career options include but are not limited to business, journalism, education, psychology, social work, politics, research and art.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.