

05_Artistic Articulation

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

General Overview, Course Description or Course Philosophy

In Art Major 2 we foster independent and creative thought, emphasizing art-making as not only a means of personal self-expression, but a way of thinking about our relationship to culture, humanity and the world of ideas.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Unit Importance:

It is important to understand that:

- The artist's signature documents and chronicles of an artist's progress over time and through their career helps to authenticates one's work.
- The artist statement is a written introduction to his/her work. Each piece or body of work must include a title. The title given by the artist should be meaningful to the work. (Untitled or untitled#, should be avoided when possible).
- Critiquing is an important component to the art process and represents closure for both the artist and viewer. Critiquing requires knowledge of art terminology and media processes. Critiquing is objective based, and grounded on the MOMA's VTC (Visual Thinking Curriculum).

Essential Question(s):

- What is the value of engaging in the process of art criticism?
- How can the viewer "read" a work of art as text?
- How does knowing and using visual art vocabulary help us understand and interpret works of art?
- How does one determine criteria to evaluate a work of art?
- How and why might criteria vary?
- How is a personal preference different from an evaluation?

Enduring Understanding(s):

- People gain insights into meanings of artworks by engaging in the process of art criticism.
- People evaluate art based on various criteria.

CONTENT AREA STANDARDS

VA.9-12.1.5.12acc.Re	Responding
VA.9-12.1.5.12acc.Pr6	Conveying meaning through art.
VA.9-12.1.5.12acc.Re8	Interpreting intent and meaning.
VA.9-12.1.5.12acc.Re9	Applying criteria to evaluate products.

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

9.3.12.AR.4	Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.
TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
	Innovative ideas or innovation can lead to career opportunities.
	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
	With a growth mindset, failure is an important part of success.

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

Declarative Knowledge

Students will understand:

- The origin, history and application of the artist signature.

- How to develop and create one's own signature.
- Artists as they pertain to individual lessons.
- How to develop and create and an artist statement.
- How to create a meaningful title for their work.
- The requirements necessary for a strong written statement.
- How to create a strong statement.
- The requirements of a critique.
- Art terminology used in a critique.
- The reasons and benefits for a critique.
- How to critique objectively.
- The VTC

Procedural Knowledge

Students will be able to:

- Develop, create and apply their own artist signature to their work.
- Demonstrate skill and process.
- Develop and write an artist statement for each of their works.
- Develop and give a meaningful title for each of their work.
- Write a proper artist statement.
- Understand and apply critiquing skills to their work and the work of others.
- Understand and apply teacher critiques to the development or modification of their work.
- Recognize and apply the VTC to their work and the work of others.

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Alternate Assessments

- Portfolios
- Teacher/Student Conferences

Formative Assessments

For this unit, formative assessments can/will include:

- Checklist
- Surveys
- Sketchbook/Notebook Production
- Individual and Group Discussions/Critiques
- Student Explanations

Summative Assessments

For this unit, summative assessments can/will include:

- Portfolio Artwork
- Written Artist Statement and Title
- End of Project Final Individual Critique

RESOURCES (Instructional, Supplemental, Intervention Materials)

Resources Include:

- Teacher developed and created presentations
- Demonstrations
- Handouts
- Graphic organizers
- Student organizers
- Visuals

- Literature
- Technology

INTERDISCIPLINARY CONNECTIONS

English/Language Arts: implementation of conventions of Standard English

Performing Arts: presentations

Career Readiness: different types of jobs require different knowledge and skills

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.