

M/J Visual Art 1 (semester)	Course Code: 0101100
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Course Description: Students are introduced to the rigor and routine of the art production process including: planning, producing, and reflecting on art. With an emphasis on studio arts, students explore a wide range of 2D and 3D media, skills and techniques, as related to contemporary and historical art perspectives. Projects may include but are not limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students develop technical skills, foster their expressive abilities and employ the use of the elements of art throughout the production process.

Big Idea: Critical Thinking and Reflection

Enduring UNDERSTANDING 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

*Essential Question(s): Why is it important to think about art?
How do people think about art and use reflection to inspire creation?*

<u>KNOW:</u>	<u>DO:</u>	<u>EXAMPLE ESSENTIAL or GUIDED QUESTIONS:</u>	<u>NATIONAL VISUAL ARTS STANDARDS:</u>
Identify Interest(s) Art Journaling- Sketching Ideas Surrealism Elements of Art Principles of Design Critique Process -describe -analyze -interpret -judge	<u>VA.68.C.1.1:</u> Apply a range of interests and contextual connections to influence the art-making and self-reflection processes. <ul style="list-style-type: none"> ● Looking at a selected masterwork (surrealist artists - Salvador Dali, Rene Magritte, etc.) and have students describe the elements seen. Discuss possible inspirations (emotions, events, experiences, etc.) that could have influenced the artists' choices. ● Select an emotional experience to inspire ideas and record images in a sketchbook. Combine select sketches utilizing the elements of art and principles of design to create a composition on a theme. Share work and critique. ● Create a work of art that communicates a message or tells a story with images based on a chosen subject or surveyed interests. ● Critique artwork. 	<i>How are artists inspired to make art?</i> <i>How do artists make connections between their interests and influences in their art-making?</i> <i>How are artists motivated and sustained in their practice?</i>	<u>VA:Cr1.2.6a-</u> Formulate an artistic investigation of personally relevant content for creating art. <u>VA:Cr1.1.8a-</u> Document early stages of the creative process visually and or verbally in traditional or new media. <u>VA:Cr3.1.6a-</u> Reflect on whether personal artwork conveys the intended meaning and revise accordingly

Enduring UNDERSTANDING 2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

Essential Question: How can self-assessment and critiquing other's work foster artistic growth?

<p>KNOW:</p> <p>Reflection Assessment Constructive Criticism Critique Process</p>	<p>DO:</p> <p>VA.68.C.2.4: Use constructive criticism as a purposeful tool for artistic growth.</p> <ul style="list-style-type: none"> Class critique and/or feedback of self and/or peer projects in production. 	<p>EXAMPLE ESSENTIAL or GUIDED QUESTIONS:</p> <p><i>How do people respond to your art?</i> <i>Why is it important to reflect on the creative process?</i></p>	<p>NATIONAL VISUAL ARTS STANDARDS: VA:Cn10.1.8a Make art collaboratively to reflect on and reinforce positive aspects of group identity.</p>
<p>Big Idea: <u>S</u>kills, Techniques and Processes</p>			
<p>Enduring UNDERSTANDING 1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p>			
<p>KNOW:</p> <p>Elements of Art</p> <p>Principles of Design</p> <p>Technique / Process</p> <p>Terms for:</p> <ul style="list-style-type: none"> -Drawing -Painting -Printmaking -Sculpture -Pottery -Mixed Media -Collage 	<p>DO:</p> <p>VA.68.S.1.4: Use accurate art vocabulary to explain the creative and art-making processes.</p> <ul style="list-style-type: none"> Describe/Analyze using a formative assessment activity such as the 5 W's; what process creates _____?, Who ____, When do you complete the steps? Create a storyboard showing a media process (example: how to paint with watercolor, how to shade with charcoal, how to create a clay pinch pot, how to build a sculpture with scrap wood) 	<p>EXAMPLE ESSENTIAL or GUIDED QUESTIONS:</p> <p><i>Why is it important for artists to know art vocabulary?</i></p> <p><i>Why is it important for artists to understand the different media processes and techniques?</i></p>	<p>NATIONAL VISUAL ARTS STANDARDS:</p> <p>VA:Pr5.1.7a - Based on criteria, analyze and evaluate methods for preparing and presenting art.</p> <p>VA:Cr1.2.7a- Develop criteria to guide making a work of art or design to meet an identified goal.</p>
<p>Enduring UNDERSTANDING 2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>			
<p>KNOW:</p> <p>Elements of Art</p> <p>Principles of Design</p> <p>Perspective, point of view, foreshortening</p> <p>Scale</p> <p>Balance</p>	<p>DO:</p> <p>VA.68.S.2.1: Organize the structural elements of art to achieve artistic goals when producing personal works of art.</p> <ul style="list-style-type: none"> Students create a tessellation using organic or geometric shapes. Students create a positive and negative painting using a type of rhythm. Compare and contrast viewpoints (i.e.: bird's eye view, bug's view, etc.). Create a 3D sculptural form that demonstrates proper scale and balance 	<p>EXAMPLE ESSENTIAL or GUIDED QUESTIONS:</p> <p><i>How does knowing and using the skills, techniques and processes help you understand and create art?</i></p> <p><i>How can you use the elements and principles to organize ideas?</i></p>	<p>NATIONAL VISUAL ARTS STANDARDS: VA:Cr1.2.7a- Develop criteria to guide making a work of art or design to meet an identified goal. VA:Cr2.3.7a Apply visual organizational strategies to design and produce a work of art, design or media that clearly communicates information or ideas. VA:Cr3.1.6a</p>

<p>Elements of Art</p> <p>Principles of Design</p> <p>Perspective</p>	<p>VA.68.S.2.2: Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.</p> <ul style="list-style-type: none"> ● Create a one point and/or two point perspective drawing. Ask students why the sequential steps in this project are needed for its success. ● Create an image using various printmaking techniques (mono printing, relief printing, etc.) 	<p><i>How do artists choose tools, techniques and materials to create their idea?</i></p> <p><i>Why is it important for artists to understand art processes?</i></p>	<p>Design or redesign objects, places, or systems that meet the identified needs of diverse users.</p>
<p>Uses for a sketchbook</p> <p>Designing and Planning</p>	<p>VA.68.S.2.3: Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.</p> <ul style="list-style-type: none"> ● Students develop a project idea/concept in their sketchbook explaining necessary processes materials and follow through to make a final work of art based on inspiration from their sketches/plans. 	<p><i>How do artists determine whether a particular direction in their work is effective?</i></p> <p><i>Why is it important to develop and refine your artistic idea(s)?</i></p>	
<p>Enduring UNDERSTANDING 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>			
<p>KNOW:</p> <p>Basic tool use/properties for various media such as:</p> <p>Drawing Painting Printmaking Mixed Media Collage Sculpture Pottery</p> <p>Safety Toxic vs. non-toxic materials</p>	<p>DO:</p> <p>VA.68.S.3.1: Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.</p> <ul style="list-style-type: none"> ● Set up centers where students can explore and practice different two-dimensional and three-dimensional materials and/or tools. ● Set up technique days where students explore a specific material or tool with potential and limitations of each. 	<p>EXAMPLE ESSENTIAL or GUIDED QUESTIONS:</p> <p><i>Why is it important to understand the differences between 2D and 3D materials, tools and processes when deciding on the final production of your artwork?</i></p> <p><i>Why should artists explore and investigate various materials/media?</i></p> <p><i>Why do artists need to continue practicing their technique, edit, refine, and redo?</i></p>	<p>NATIONAL VISUAL ARTS STANDARDS:</p> <p>VA:Cr2.1.6a- Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</p> <p>VA:Cr2.1.8a- Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that</p>

	<ul style="list-style-type: none"> Give a project requirement to demonstrate understanding during clean up procedures. 	<p><i>How do artists and designers learn from trial and error?</i></p>	<p>emerge in the process of art-making or designing.</p> <p>VA:Cr2.2.6a- Explain environmental implications of conservation, care, and clean- up of art materials, tools, and equipment.</p>
<p>Classroom Expectations</p> <p>Respect for Art Material</p> <p>Safety and First Aid Procedures</p>	<p>VA.68.S.3.3: Demonstrate understanding of safety protocols for media, tools, processes, and techniques</p> <ul style="list-style-type: none"> Class discussion explaining/reviewing proper safety protocols then applying it to the current projects media, tools, processes and techniques to demonstrate understanding. 	<p><i>How do artist maintain and care for equipment/materials?</i></p> <p><i>Why is it important to follow safety protocols?</i></p>	

Big Idea: Organizational Structure

Enduring UNDERSTANDING 1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

<p>KNOW:</p> <p>Elements of Art</p> <p>Principles of Design</p> <p>Color Theory</p> <ul style="list-style-type: none"> -primary -secondary -complementary -warm/cool -neutrals -monochromatic <p>Types of balance</p>	<p>DO:</p> <p>VA.68.O.1.3: Combine creative and technical knowledge to produce visually strong works of art.</p> <ul style="list-style-type: none"> Apply a color scheme to a design. Combine two or more elements and/or principles to refine artwork demonstrating purposeful emphasis on particular elements or principles Create 2D and 3D artwork showing asymmetrical and symmetrical balance 	<p>EXAMPLE ESSENTIAL or GUIDED QUESTIONS:</p> <p><i>How can combining creativity with technical knowledge lead to visually appealing works of art?</i></p>	<p>NATIONAL VISUAL ARTS STANDARDS: VA:Cr2.3.7a Apply visual organizational strategies to design and produce a work of art, design or media that clearly communicates information or ideas.</p>
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Enduring UNDERSTANDING 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

<p>KNOW:</p> <p>Elements of Art</p> <p>Principles of Design</p> <p>Functional Art</p> <p>Utilitarian</p>	<p>DO:</p> <p>VA.68.O.2.3: Create a work of personal art using various media to solve an open-ended artistic problem</p> <ul style="list-style-type: none"> Develop and create a drawing that focuses on student selected elements/principles. Develop an idea from researching a specific technique. 	<p>EXAMPLE ESSENTIAL or GUIDED QUESTIONS:</p> <p><i>How do my techniques and choices influence the outcome of my work?</i></p> <p><i>How can artists help solve problems and make things more attractive /desirable?</i></p>	<p>NATIONAL VISUAL ARTS STANDARDS: VA:Cr3.1.6a: Reflect on whether personal artwork conveys the intended meaning and</p>
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	<ul style="list-style-type: none"> Design a functional work of art/utilitarian design (examples: a simple tool, vessel, lighting, new transportation) Construct a new design using recycled or repurposed objects and items Critique, refine and rework if needed. 	<p><i>How do objects, places, and design shape lives and communities?</i></p>	<p>revise accordingly. VA:Cr3.1.8a Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.</p>
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Big Idea: Historical and Global Connections

Enduring UNDERSTANDING 1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).

<p><u>KNOW:</u> Proper behavior in art venues and at art events</p>	<p><u>DO:</u> VA.68.H.1.2: Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.</p> <ul style="list-style-type: none"> Role-play suitable and unsuitable behavior. 	<p><u>EXAMPLE ESSENTIAL or GUIDED QUESTIONS:</u> <i>Why is it important to be aware of your surroundings and to show consideration and respect?</i></p>	<p><u>NATIONAL VISUAL ARTS STANDARDS:</u> VA:Re7.2.7a Analyze multiple ways that images influence specific audiences.</p>
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Enduring UNDERSTANDING 3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

<p><u>KNOW:</u> Perspective techniques Traditional techniques used for enlarging images using gridding</p>	<p><u>DO:</u> VA.68.H.3.1: Discuss how knowledge and skills learned through the art-making and analysis processes are used to solve problems in non-art contexts.</p> <ul style="list-style-type: none"> Class discussion of technique steps in perspective and gridded drawings 	<p><u>EXAMPLE ESSENTIAL or GUIDED QUESTIONS:</u> <i>How can the art-making process solve problems in non-art contexts? (math, science, history)</i></p>	<p><u>NATIONAL VISUAL ARTS STANDARDS:</u> VA.Cn11.1.6 a Analyze how art reflects changing times, traditions, resources, and cultural uses.</p>
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Big Idea: Innovation, Technology, and the Future

Enduring UNDERSTANDING 1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

<p><u>KNOW:</u> Definition of technology Use a computer apps for creating art images</p>	<p><u>DO:</u> VA.68.F.1.4: Use technology skills to create an imaginative and unique work of art.</p> <ul style="list-style-type: none"> Use internet research of artwork/styles to inspire an 	<p><u>EXAMPLE ESSENTIAL or GUIDED QUESTIONS:</u> <i>Why is it important to understand both traditional and contemporary forms of technology?</i></p>	<p><u>NATIONAL VISUAL ARTS STANDARDS:</u> VA:Cn10.1 .6a Generate a collection</p>
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<p>Navigate the Internet to research</p>	<p>idea for creating an original product/work of art.</p> <ul style="list-style-type: none"> ● Recreate a work of art already composed with traditional forms of technology and compare/contrast traditional vs. digital forms of technology today. 	<p><i>How can digital technology support creative and innovative artwork?</i></p>	<p>of ideas reflecting current interests and concerns that could be investigated in art-making. VA:Cn11.1.6a Analyze how art reflects changing times, traditions, resources, and cultural uses.</p>
<p>Enduring UNDERSTANDING 2: Careers in an related to the arts significantly and positively impact local and global economies.</p>			
<p>KNOW: Purpose/Intent Writing Skills Portfolio presentation</p>	<p>DO: VA.68.F.2.5: Create an artist statement to reflect on personal artwork for a portfolio or exhibition.</p> <ul style="list-style-type: none"> ● Reflect the purpose/intent of an artwork by writing an appropriate title and artist’s statement to go with the piece. ● Present a collection of artwork with statements explaining its concentration/purposeful expression. ● Research expectations for art career or college applications. Compare examples of statements/bios 	<p>EXAMPLE ESSENTIAL or GUIDED QUESTIONS: <i>How does creating an artist statement support the art?</i> <i>Why do artists prepare portfolios?</i> <i>How does training as an artist help support success in any chosen career?</i></p>	<p>NATIONAL VISUAL ARTS STANDARDS: VA:Re8.1.7a- Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.</p>
<p>Enduring UNDERSTANDING 3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>			
<p>KNOW: Unit/Lesson Criteria Assessment Deadline</p>	<p>DO: VA.68.F.3.4: Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.</p> <ul style="list-style-type: none"> ● Develop a timeline of the unit and/or lesson and have it posted 	<p>EXAMPLE ESSENTIAL or GUIDED QUESTIONS: <i>Why is it important for artists to utilize time management skills?</i></p>	<p>NATIONAL VISUAL ARTS STANDARDS: VA:Cr1.2.7a-</p>

	<p>on a monthly calendar (daily or weekly).</p> <ul style="list-style-type: none"> Have students make a plan for creating work and self-assess (beginning, middle and end) on their progress to reflect on growth 	<p><i>How do artists determine what resources and criteria are needed to formulate artistic investigations?</i></p>	<p>Develop criteria to guide making artwork of art or design to meet an identified goal</p>
Additional Content Area Benchmarks (required):			
<p>KNOW:</p> <p>Collaborate</p>	<p>DO:</p> <p>LAFS.6.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues; building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> Teacher led Take and Pass Activity of the topic (i.e. create an idea and every minute have the students pass their work to build on each other ideas'). 	<p>EXAMPLE ESSENTIAL or GUIDED QUESTIONS:</p> <p><i>Why is it important to collaborate in discussion?</i></p> <p><i>How can discussion inspire critical thinking and creative expression?</i></p>	
<p>Writing Skills</p> <p>Critique Process</p> <p>-describe</p> <p>-analyze</p> <p>-interpret</p> <p>-judge</p>	<p>LAFS.68.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> Write an artist's statement for a completed work of art for viewers to read in an exhibition. Write self-reflection by developing a clear order of subject and/or steps. Write a simple critique of a master work Write a simple critique of a work seen in a class, school, or community art display exhibit 	<p><i>How can learning clear and coherent writing skills help in art?</i></p> <p><i>How can an artist's statement help others to understand a work of art?</i></p>	
<p>Writing Skills</p> <p>Technology</p>	<p>LAFS.68.WHST.2.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <ul style="list-style-type: none"> Have students submit artwork to ArtSonia (or similar web site) along with an artist's statement. Create a digital portfolio of artwork post on class site Discuss communication, art, and visual literacy 	<p><i>How can writing skills and technology enhance the making or presentation of artwork?</i></p>	

<p>Geometrical Figures</p> <p>Proportion</p> <p>Still Life observation</p> <p>Sighting</p>	<p><u>MAFS.7.G.1:</u> Draw, construct and describe geometrical figures and describe the relationships between them.</p> <ul style="list-style-type: none"> ● Study a simple still life arrangement of geometrical figures/objects by completing a direct observation drawing Use sighting technique, available tools, and strong value and contrast emphasizing composition's shapes spaces ● Think -Pair -Share activity creating origami figures. 	<p><i>How can varied math skills improve artistic skills?</i></p> <p><i>How can refined artistic skills and creative thinking help with math problems or scenarios?</i></p>
<p>Line</p> <p>Angles</p> <p>Perspective</p> <p>Sighting</p> <p>Measurement</p>	<p><u>MAFS.K12.MP.5.1:</u> Use appropriate tools strategically.</p> <ul style="list-style-type: none"> ● Use a protractor to create a line drawing ● Rulers for creating enlargement grids ● Use pencil for sighting when drawing from observation ● Marking/measuring for cutting mats, printmaking alignment, constructing sculpture armatures or bases, determining amounts of materials to be used. ● Digital tools for creating work to selected size, color, or perspective specifications. 	<p><i>How do artist use tools to measure, calculate, and adjust space or materials when creating artwork?</i></p>
<p>Craftsmanship</p> <p>Precision</p>	<p><u>MAFS.K12.MP.6.1:</u> Attend to precision.</p> <ul style="list-style-type: none"> ● Using clean craftsmanship when illustrating a specific item, avoiding distracting creases/tears/tattered edges, cleaning green ware to prep for firing, cutting mats for presentation, preparing a base to support a sculpture, attending to detail on all sides of a 3D piece, aligning corners when printing, etc. 	<p><i>Why is it important to have good craftsmanship when creating artwork?</i></p> <p><i>How does being precise help artist when they create?</i></p>
<p>Structure</p> <p>Perspective</p> <p>Balance</p>	<p><u>MAFS.K12.MP.7.1:</u> Look for and make use of structure.</p> <ul style="list-style-type: none"> ● Identify structure in the architecture around the school and design their own building using perspective techniques. ● Determine proper armature to support a sculpture 	<p><i>How are structures and functions related to a work of art?</i></p>

	<ul style="list-style-type: none"> • Length and weight of materials when creating a mobile • Compare and contrast the structural elements in both 2D and 3D works of art. 	
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Resources

Instructional Materials/Textbooks or Books for reference:

Art Talk, Exploring Art, Discovering Art History, Discovering Drawing, Discovering Painting, Visual Experience
Art Synectics: Stimulating Creativity in Art (Roukes), Design Synectics: Stimulating Creativity in Design (Roukes)
Caffeine for the Creative Mind /Team): Exercises to Inspire Creativity and Group Innovation (Mumaw & Oldfield)

Museums:

Any major museum's website such as <http://www.metmuseum.org/>
Any local museum's website such as <http://www.foosanerartmuseum.org/>, <http://www.omart.org/>,
Using Video/Audio/Animation of current art techniques REVIEW AND GET APPROVAL FROM ADMISTRATION such as:
Skillswise Speaking: Communication Guidelines from BBC, Skillswise Speaking: Giving a Presentation from EFSC

Websites:

<http://www.incredibleart.org/files/portfolio2.htm> , <http://www.incredibleart.org/links/galleries.html> (reference artist's work)
<http://artsedge.kennedy-center.org/educators/how-to/tipsheets/student-critique.aspx> (student critique)
<http://www.incredibleart.org/links/artists.html> (reference artist's work)
<http://www.incredibleart.org/files/ideas.htm> (resource site for reference)
<http://www.brainpop.com/english/writing/copyright/preview.weml> (resource for copyright)
<http://www.brainpop.com/english/writing/plagiarism/preview.weml> (Plagiarism)
<http://www.brainpopjr.com/artsandtechnology/art/elementsofart/preview.weml> (reference for elements)
<http://www.incredibleart.org/files/ideas.htm> (reference: Where and how artists get ideas)
<http://www.youtube.com/watch?v=v3m1How0ZP8> (reference: Art Attack)
http://safety.lovetoknow.com/Art_Classroom_Health_and_Safety (reference-art safety)
<http://www.incredibleart.org/files/art.htm> (reference: Artistic Process)
<http://www.incredibleart.org/files/elements.htm> (reference elements/principles)
<http://www.goshen.edu/art/ed/Compose.htm> (reference for composition/design, elements/principles, visual effects)
<http://www.publicartarchive.org/> (reference: public art)
<http://www.artsbrevard.org/art-public-places> (Reference Art in Public places)
<http://www.artsbrevard.org/members?directorytype=organizations> (reference local art organizations)
<https://www.goshen.edu/art/ed/self.html> (conversation game; generating art ideas)
<http://www.sbcusd.com/DocumentCenter/View/114320> (4-Step Art Critique)
<http://www.nga.gov/content/ngaweb/education/teachers/lessons-activities/elements-of-art.html>(National Gallery of Art elements of art lessons)
-Launchpad and resources

Artists:

Andy Warhol: Pop Art Painter by Susan Goldman Rubin
Claude Monet: Sunshine and Water Lilies by Steven Packard and True Kelley
Frida by Jonah Winter
Getting to Know the World's Greatest Artists (Series) by Mike Venezia
Georgia O'Keefe study:<http://www.brainpop.com/socialstudies/famoushistoricalfigures/georgiaokeyffe/preview.weml>
Rosie Revere; Engineer by Andrea Beaty
Edgar Degas: <http://www.edgar-degas.org/>

Claude Monet: <http://www.learn.columbia.edu/monet/swf/>

Leonardo da Vinci: <http://www.da-vinci-inventions.com/> (technology/inventions during the Renaissance)