



Unit Planner: Artistic Processes

Art 2

*Archdiocesan Essential Curriculum > 2020-2021 > Grade 2 > Visual & Performing Arts > Art 2 (BP) > Week 1 - Week 37

Artistic Processes

Stage 1: Desired Results	
General Information This unit seeks to guide young artists through thinking and communicating about their artwork and the work of others. Students will learn to find inspiration, gather materials, give and receive constructive criticism, change and adapt their artwork, and display their work. This process will be repeated and emphasized throughout the year. This is not an individual unit, but should be used in conjunction with the other units throughout the school year. The state standards are the same for grades K - 2. Concepts are introduced in Grade K, developed in Grade 1 and accomplished in Grade 2.	Essential Question(s) • Why do we make and display art? • How do we describe our art and the art of others? • How do we make and improve our art?
Enduring Understandings and Knowledge Students will understand: • that creating art is a process. • that art can be created with a variety of materials. Students will know: • that art can reflect personal feelings. • that art can be used to deepen our faith.	Skills • describe their own artwork. • discuss what they see in other artists' work • identify subject matter in artwork. • seek inspiration and ideas • evaluate the use of different materials • give and receive suggestions meant to improve artwork • find specific features in a work of art • choose areas to display art based on a specified criteria Possible Skill Applications: • drawing • painting • 3-D sculpture • ceramics • printmaking • digital art • collage • fiber arts
Connections to Catholic Identity / Other Subjects <u>Religion</u> • Students will learn to communicate respectfully with others. • Students will examine their own values and the	Vocabulary artist critique choice criteria

values of others. - Students will create works that enhance their understanding of their faith. <i>Possible connections to religion class:</i> - Advent Wreaths/Candles - Annual AoB Theme - Art that connects to the theme - Christmas/Nativity - Lent/Easter - First Communion - Students will be exposed throughout the year to specific religious figures and icons in art. The students will enhance their Catholic identity through the liturgical year and seasons during religious holidays, feast days, and holy days that reflect in their own artwork. <u>ELA</u> - Students will write about their work and incorporate illustrations with their stories.	discussion experiment explore idea materials observe studio style tools
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Standards & Frameworks Addressed

MD: Fine Arts: Visual Art (2017)

MD: Pre-K - 2

Creating

Anchor Standard 1 Generate and conceptualize artistic ideas and work.

Enduring Understanding:

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with tradition in pursuit of creative art-making goals.

Essential Question:

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors prevent or encourage people to take creative risks?
- How does collaboration expand the creative process?
- How does knowing the contexts of histories and traditions of forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists determine what resources and criteria are needed to formulate artistic investigations?

E:P-2:1: Through self-directed and collaborative play, explore, brainstorm, question, and investigate materials and personal ideas to create art.

Anchor Standard 2 Organize and develop artistic ideas and work.

Enduring Understanding:

- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- People create and interact with objects, places, and design that define, shape, enhance and empower their lives.

Essential Question:

- How do artists work?
- How do artists and designers learn from trial and error in a safe and healthy environment?
- What responsibilities come with the freedom to create?
- How do objects, places, and design shape lives and communities?
- How do artists and designers determine goals for designing and redesigning objects, places or systems effectively?

I:P-2:1: Develop and experiment in the creation and design of artworks. Act on creative ideas by what you see, feel, know.

E:P-2:1: Experiment with various materials and tools to explore personal interests in a work of art or design.

Anchor Standard 3 Refine and complete artistic work.

Enduring Understanding:

- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time to strive for mastery.

Essential Question:

- What role does persistence play in revising, refining and developing work?
- How do artists grow and become accomplished in art forms?
- How does collaboratively reflecting on a work help us experience it more completely?

I:P-2:1 Act on creative ideas to create images and forms from observation, memory, imagination, and feelings.

Presenting

Anchor Standard 4 Analyze, interpret, and select artistic work for presentation.

Enduring Understanding:

- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

Essential Question:

- How are artworks cared for and by whom?
- What criteria, methods, and processes are used to select work for preservation and presentation?
- Why do people value objects, artifacts, and artworks, and select them for presentation?

E:P-2:1: Identify reasons for saving and displaying objects, artifacts, and art.

E:P-2:2: Categorize artwork for an exhibit based on a theme or concept.

Anchor Standard 5 Develop and refine artistic work for presentation.

Enduring Understanding:

- Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

Essential Question:

- What methods and processes are considered when preparing artwork for presentation or preservation?
- How does refining artwork affect its meaning to the viewer?
- What criteria are considered when selecting work for presentation, a portfolio, or a collection?

I:P-2:1: Adapt to change when analyzing artwork based on criteria for presentation or preservation.

Anchor Standard 6 Convey meaning through the presentation of artistic work.

Enduring Understanding:

- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

Essential Question:

- What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?
- How do objects, artifacts, and artworks collected, preserved, or presented cultivate appreciation and understanding?

E:P-2:2: Identify the roles and responsibilities of people who work and visit museums as well as other venues.

Responding

Anchor Standard 7 Perceive and analyze artistic work.

Enduring Understanding:

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- Visual imagery influences understanding of and responses to the world.

Essential Question:

- How do life experiences influence the way you relate to art?
- How does learning about art impact how we perceive the world? What can we learn from our responses to art?
- What is an image?
- Where and how do we encounter images in our world? How do images influence our views of the world?

I:P-2:1: Think creatively to identify and describe observed form.

I:P-2:2: Communicate clearly how to determine how selected artwork represents what people see, know, feel, and imagine.

Anchor Standard 8 Interpret intent and meaning in artistic work.

Enduring Understanding:

- People gain insights into meanings or artworks by engaging in the process of art criticism.

Essential Question:

- 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 vocabularies 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?

E:P-2:1: Identify subject matter and describe the formal characteristics of art.

E:P-2:2: Describe relevant subject matter and formal characteristics that communicate feelings associated with a work of art.

Connecting

Anchor Standard 10 Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding:

- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Question:

- How does engaging in creating art enrich people’s lives?
- How does making art attune people to their surroundings?
- How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

E:P-2:1: Create art that tells a story about life experiences.

E:P-2:2: Identify and communicate reasons to create art outside of school.

Anchor Standard 11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding:

- People develop ideas and understandings of society, culture, and history through their interactions with

and analysis of art.

Essential Question:

- **How does art help us understand the lives of people of different times, places, and cultures?**
- **How is art used to impact the views of a society?**
- **How does art preserve aspects of life?**

I:P-2:1: Act on creative ideas to examine the role of art as an essential aspect of history and human experience.

E:P-2:1: Compare and contrast cultural purposes for creating by examining art from different times and places.

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