

StarAR Unit and Day-by-Day Lesson Plans and Resources

Overarching Essential Question (Big Idea): How do artists create meaning and contribute to society through their artwork?

Stage 1 Desired Results		
ESTABLISHED GOALS *Using technology to bring art to life *Putting art out into the local communities to give students a real-life application for art	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i> *meaning of their visual culture *understand the value of their artwork *contribute to their communities with their own artwork *demonstrate their ability to create a stop-motion animation *demonstrate how the AR app can be used to view their animations *explain their creation process for developing their artwork	
	<i>Meaning</i>	
	UNDERSTANDINGS <i>Students will understand that...</i> *Anchor Standard 1.2: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals. *Anchor standard 2.3: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. *Anchor standard 3.1: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. *Anchor Standard 5.1: Develop and refine artistic techniques and work for presentation. *Anchor Standard 6.1: Convey meaning through artistic work. *Anchor Standard 7.1: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and	ESSENTIAL QUESTIONS Creating: <ol style="list-style-type: none"> 1) Anchor Standard 1.2: How does documenting histories and traditions of art forms help us explore together and create works of art? 2) Anchor Standard 2.3: How do objects, places, and design shape lives and communities? (What is the visual culture of this community? How does it shape lives?) 3) Anchor Standard 2.3: How do artists and designers create works of art or design images that effectively communicate? (Meanings of artwork) 4) Anchor Standard 3.1: How does reflecting on criteria for a work help us examine it more completely? How do artists revise to grow and become accomplished in art forms?

	<p>appreciation of self, others, the natural world, and constructed environments.</p> <p>*Anchor Standard 10.1: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p>*Anchor Standard 11.1: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p>National Visual Arts Standards: https://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20at%20a%20Glance%20-%20new%20copyright%20info.pdf</p>	<p>Presenting:</p> <ol style="list-style-type: none">1) Anchor Standard 5: How do artists collaborate to prepare and present selected theme-based artwork for display and formulate exhibition narratives for the viewer?2) Anchor Standard 6.1: Analyze how presenting public art may influence ideas, beliefs, experiences to shape understanding or cultivate an appreciation for that artform? (museum vs. public art) <p>Responding:</p> <ol style="list-style-type: none">1) Anchor Standard 7.1: How are a person's choices influenced by culture and environment and impact the visual image one conveys to others? 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? <p>Connecting:</p> <ol style="list-style-type: none">1) Anchor standard 10.1: How does engaging in creating art enrich people's lives and their communities through art-making? What are the positive aspects of collaborating with others? How does collaboration affect how society identifies your group (through your work)?2) Anchor standard 11.1: How does art help us understand the lives of people of different times, places, and cultures? How does art (e.g. the quilt patch in quilting, barn quilts and StarAR) represent, reinforce, and reflect group identity? <p>**collaboration/Kagan to refine ideas</p>
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	<div data-bbox="1125 233 1264 261" data-label="Section-Header"> <p>Acquisition</p> </div> <div data-bbox="478 306 1020 337" data-label="Text"> <p>Students will know... (objectives- to know)</p> </div> <div data-bbox="478 380 621 407" data-label="Section-Header"> <p>Standard 1:</p> </div> <div data-bbox="478 415 1318 553" data-label="List-Group"> <ul style="list-style-type: none"> *that they can learn from a piece of art by looking at its history, art has meaning *how to find the history and culture behind the art: Underground Railroad quilt, art form, emotions being portrayed through art </div> <div data-bbox="478 596 621 623" data-label="Section-Header"> <p>Standard 2:</p> </div> <div data-bbox="478 631 1297 802" data-label="List-Group"> <ul style="list-style-type: none"> *explain their artwork -- articulate what they did (talk) *what positive feelings are, what positive experiences they have had: examples of this might be pride, hard working, joy, happiness, etc. *art vocabulary related to animation, creation *inspirations </div> <div data-bbox="478 953 621 980" data-label="Section-Header"> <p>Standard 3:</p> </div> <div data-bbox="478 989 879 1053" data-label="List-Group"> <ul style="list-style-type: none"> *art vocabulary *the meaning behind the artwork </div> <div data-bbox="478 1276 611 1304" data-label="Section-Header"> <p>Standard 6</p> </div> <div data-bbox="478 1312 1201 1411" data-label="List-Group"> <ul style="list-style-type: none"> *alternative/non-traditional ways to display art *art can be presented in different ways/traditional art can be reimagined </div>	<div data-bbox="1354 306 1875 337" data-label="Text"> <p>Students will be skilled at (be able to do)...</p> </div> <div data-bbox="1354 380 1497 407" data-label="Section-Header"> <p>Standard 1:</p> </div> <div data-bbox="1354 415 1875 553" data-label="List-Group"> <ul style="list-style-type: none"> *investigating historical works of art to find the meaning and emotion *asking and answering questions related to visual culture </div> <div data-bbox="1354 596 1497 623" data-label="Section-Header"> <p>Standard 2:</p> </div> <div data-bbox="1354 631 1887 911" data-label="List-Group"> <ul style="list-style-type: none"> *developing a sense of positive aspects of their culture and community through art *make contributions to their community and public spaces *collecting data to support how their art is impacting the community *communicating how the artwork is shaping their community </div> <div data-bbox="1354 953 1497 980" data-label="Section-Header"> <p>Standard 3:</p> </div> <div data-bbox="1354 989 1896 1234" data-label="List-Group"> <ul style="list-style-type: none"> *articulating how they created their artwork and the why behind their artwork *describing the meaning of their artwork *giving feedback about a piece of artwork *deciding how they want to use the feedback they have been given (do they want to use it or not) </div> <div data-bbox="1354 1276 1486 1304" data-label="Section-Header"> <p>Standard 6</p> </div> <div data-bbox="1354 1312 1896 1411" data-label="List-Group"> <ul style="list-style-type: none"> *seeing the world in a different way -- how to look at art and find different viewpoints *how to talk about their art </div>
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	<p>Standard 7</p> <ul style="list-style-type: none"> *positive emotions *what it means to have a positive life experience *need to know the definition of brainstorming *artwork can portray emotions <p>Standard 10</p> <ul style="list-style-type: none"> *perceive barn quilts as a contemporary art form *geometry ideas within the barn quilt *augmented reality of the app <p>Standard 11</p> <ul style="list-style-type: none"> *barn quilts have meanings to families and could have a different meaning to them as a viewer *the value of art in their society (symbolic, emotions, etc.) *the history behind the artwork 	<p>Standard 7</p> <ul style="list-style-type: none"> *how to reflect on their life experiences *how to use their life experience to portray through their art *brainstorm positive life experiences and then identify an emotion to connect with their life experience, create a kinesthetic motion that connects the emotion to a color/shape, create their piece of art <p>Standard 10</p> <ul style="list-style-type: none"> *investigate their own responses to the art *create their own barn quilt and animation that uses geometry aspects and adds meaning <p>Standard 11</p> <ul style="list-style-type: none"> *designing an animation that reflects an emotion, a personal meaning, or a meaning that develops organically through getting acquainted with the work, development, practice, revisions and the creation of the work *translating a positive emotion
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
*I can checklist	<p>PERFORMANCE TASK(S): (what do I collect that tells me they understand the standard)</p> <p>*Pre-assessment: (Peardeck)</p> <p>1) What is a barn quilt? (Or do you know what a barn quilt is?) What is a quilt? (Or do you know what a quilt is?) Why do people put these barn quilts on a barn? Why do people only use one quilt block and display it?</p>	

***I CAN checklist:** Students use the I CAN checklist to document their understanding for each of the standards for the unit. In the space below each standard, students can write what they, now, can do. It is for students to reflect on their own performance and how they are meeting that objective. Ideally, this should be longer than 2 minutes to type or write their responses. Students share what they did with me (the Art teacher), and then the Art teacher initials the box if the student demonstrates proficiency.

*The I CAN checklist is a master copy of the unit so students can see it as a roadmap of their learning.

***Objective:** I write an objective on the board each day (I CAN...). The objectives come directly from the “I CAN” checklist -- at the end of each day, what did the student do today that met that objective?

[This reflecting process will allow students to develop an understanding of how artists create a work of art that creates meaning and contributes to society. If they don't go through this process, artists may be missing the meaning and the contributions to society.]

***Final Assessment:** (Flipgrid)

- 1) What does this barn quilt mean to you? What does this art make you think of and why? (Students articulate what their artwork means.)
- Can students pull meaning from a work of art? How can they connect experiences to the artwork? Can they explain their creative processes and experimentations?

*To collect data for Anchor Standard possibilities: Google Form, Pear Deck, Hard-copy Checklist (standards with slips to add as we go- students fill out- see attachment)

Stage 3 – Learning Plan

****I CAN CHecklist:** At the end of each lesson, students will record the evidence/notes that met the standard criteria for the day.**

Lesson Plan Document Day-by-Day

THE LAUNCH: A Culminating Event and Exhibition to connect Students with the Community

- To bring the **Overarching Essential Question (Big Idea) full circle: How do artists create meaning and contribute to society through their artwork?** And give students an opportunity to interact with their community, introducing them to augmented reality (AR) which looks like

this [trial-run of the first AR Barn Quilt Trail](#) on St. Sebald Road outside of Strawberry Point. Students should be encouraged to share their skill, meanings of their work and practice interacting socially, and the adult/supporters such as contributors to the project and someone (like the Mayor) to bring students' achievements full-circle by acknowledging their important contributions to society and how their hard work and creativity positively impacts the community.

- **LAUNCH: CASE STUDY**

- **May 2021: LAUNCH Party/ Exhibition of student's StarAR- Augmented Reality Barn Quilt Trail:** www.StarAR.us
 - The school library was converted to an exhibition space where printed artworks on foam core were displayed with their QR codes and artworks used in the animations were made into banners for decorations. Students and [community members](#) interacted with each other in such positive ways! Students described their meanings of the work and demonstrated how to view their art in AR to the adults and the adults reciprocated with accolades! Even the MAYOR came to acknowledge students' innovative and creative contribution to society, confident it will draw folks to enjoy and appreciate their vibrant town!
 - The [regional TV NEWS interviewed a few of my students and me](#) too! And other news outlets want to

Web App

For easy access to the StarAR Barn Quilt Trail map and extra local cultural features, put www.StarAR.us as a web app onto the homepage of your device. See instructions in the links (below) for how to add StarAR to your Android or iOS device!

- Android: <https://www.youtube.com/watch?v=kaXWohkYy0A>
- iOS: <https://www.youtube.com/watch?v=l4e1aoi0P-o>