



Art

Grade 4, Fine & Performing Arts

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Effective Date: Fall 2022

Scope and Sequence

Month		
September	Unit 1: Drawing Line drawing using various subject matter from observation or photographic imagery - learning how to break down an image into basic shapes to make it easier to draw.	Unit 1: Drawing Contour line drawing. Drawing using a variety of lines and line thickness.
October	Unit 1: Drawing Value studies - create a value scale and turn shapes into forms. Apply knowledge of value scale to choice drawing.	
November	Unit 1: Drawing Choice drawing using prior knowledge of sketching, line work and value using various drawing mediums.	
December	Unit 2: Painting / Color Theory Color Schemes - using color schemes to paint an image using various painting mediums to create unity in a composition.	
January	Unit 2: Painting / Color Theory Value - creating value with color using various painting mediums to show form and contrast.	
February	Unit 2: Painting / Color Theory Choice painting using prior knowledge of color schemes and value using various painting mediums.	
March	Unit 3: Mixed Media / Collage / Fabrics & Fibers Collage - using various types of paper to create an image of choice using various collage techniques.	
April	Unit 3: Mixed Media / Collage / Fabrics & Fibers Weaving - using yarn to create a basic weaving using various weaving techniques.	
May	Unit 4: Sculpture / Ceramics Clay Sculpture - practice specific clay techniques using a variety of subject matters.	

June	Unit 4: Sculpture / Ceramics Sculpture - Demonstrate various construction techniques for various sculptural mediums to create a three dimensional design of choice.	

Unit 1
Drawing

Summary and Rationale

Participation in the arts as creators, performers/presenters/producers and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.

Drawing has creative, expressive and educational value; it remains fundamental to translating and analyzing the world. Drawing remains a central and pivotal activity to the work of many artists and designers – a touchstone and tool of creative exploration that informs visual discovery. It fundamentally enables the visualization and development of perceptions and ideas. The role of drawing in education remains critical, and not just to the creative disciplines in art and design for which it is foundational.

Recommended Pacing

8 - 15 class sessions

Standards

1.5.5.Cr: CREATING: Generating and conceptualizing ideas.

1.5.5.Cr.1	Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects. Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to artmaking that is meaningful to the makers.
1.5.5.Cr.2	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
1.5.5.Cr.3	Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

1.5.5.Pr: PRESENTING: Interpreting and sharing artistic work.

1.5.5.Pr.4	Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
1.5.5.Pr.5	Prepare and present artwork safely and effectively.presentation or preservation.
1.5.5.Pr.6	Discuss how exhibits and museums provide information and in person experiences about concepts and topics.

1.5.5.Re: RESPONDING: Understanding and evaluating how the arts convey meaning.

1.5.5.Re.7	Speculate about artistic processes, interpret, and compare works of art and other responses.
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	Analyze visual arts including cultural associations.
1.5.5.Re.8	Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
1.5.5.Re.9	Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
1.5.5.Cn: CONNECTING: Relating artistic ideas and work with personal meaning and external context.	
1.5.5.Cn.10	Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
1.5.5.Cn.11	Communicate how art is used to inform the values, beliefs and culture of an individual or society. Communicate how art is used to inform others about global issues, including climate changes.
Interdisciplinary Connections	
Social Studies - History, Culture, and Perspective	
6.1.5.History UP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
6.1.5.History UP.7:	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
9.2 Career Awareness, Exploration, Preparation, and Training	
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.4 Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

9.4.5.IML.2	Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
Integration of Technology	
8.2.5.ED.3	Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<p>Creating <u>Anchor Standard 1:</u> Generating and conceptualizing ideas.</p> <p>Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p> <p><u>Anchor Standard 2:</u> Organizing and developing ideas.</p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks.</p> <p>People create and interact with objects, places and design that define, shape, enhance, and empower their lives.</p> <p><u>Anchor Standard 3:</u> Refining and completing products.</p> <p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.</p> <p>Presenting <u>Anchor Standard 4:</u> Selecting, analyzing, and interpreting work.</p> <p>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.</p> <p><u>Anchor Standard 5:</u> Developing and refining techniques and models or steps needed to create</p>	<p>Creating <u>Anchor Standard 1:</u> Generating and conceptualizing ideas.</p> <p>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, histories, and traditions of art 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?</p> <p><u>Anchor Standard 2:</u> Organizing and developing ideas.</p> <p>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? 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 or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p> <p><u>Anchor Standard 3:</u> Refining and completing products.</p> <p>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?</p>

products.

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.

Anchor Standard 6: Conveying meaning through art.

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.

Responding

Anchor Standard 7: Perceiving and analyzing products.

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 arts influences understanding of and responses to the world.

Anchor Standard 8: Interpreting intent and meaning.

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

Anchor Standard 9: Applying criteria to evaluate products.

People evaluate art based on various criteria.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Presenting

Anchor Standard 4: Selecting, analyzing, and interpreting work.

How are artworks cared for and by whom?

What criteria, methods and processes are used to select work for preservation or presentation?

Why do people value objects, artifacts and artworks, and select them for presentation?

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

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?

Anchor Standard 6: Conveying meaning through art.

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?

Responding

Anchor Standard 7: Perceiving and analyzing products.

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 visual art?

Where and how do we encounter visual arts in our world?

How do visual arts influence our views of the world?

Anchor Standard 8: Interpreting intent and meaning.

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?

Anchor Standard 9: Applying criteria to evaluate products.

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?

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

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 artmaking?

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

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?

Evidence of Learning (Assessments)

- Classroom Observations and Questioning
- Teacher Observation of participation, sketches, planning, and research
- Student Reflections (Sketchbook, accordion book/journal, written artist statements)
- Final Projects (rubric)
- Student Portfolios
- Performance Evaluations
- Pre and post assessments
- Self-evaluations (rubric)
- Exit Tickets
- Thinking Routines (see-think-wonder, 3-2-1, etc)
- Critiques

Objectives (SLO)

Students will know:

Creating

Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.

Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art.

There are a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.

Each arts discipline has distinct characteristics, as do the artists who create them

Presenting

Students will be able to:

Creating

Compare and contrast the use of contour line in everyday life and in two and three-dimensional master works of art from various cultures and mediums.

Use outline to delineate imagery in the creation of original artwork.

Differentiate the use of shape in everyday life from various cultures and eras in two and three dimensional works of art and illustrate applications of the shape in original artwork.

Use the elements of line, shape, texture, color and the principles of balance, pattern, and proportion to individually and collaboratively create two-dimensional artwork that incorporates symbols and themes depicted in works of art throughout time .

Presenting

Identify various artists whose pivotal works of art have influenced a key shift in the art movement.

How to interpret, reflect on, and evaluate their own art and the works of others based on characteristics and criteria

Develop a personal philosophy regarding the nature of art and the subject of their work

Preparing and refining artwork for display will have a direct affect on the meaning of the work to the viewer.

Responding

Exposure to a range of art is key to how we interpret, respond, and create art.

Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art.

Technical skills, vocabulary and knowledge necessary for creative and expressive production

Appropriate media, subject matter, and symbols for expression

Problem solving techniques for originality, flexibility, fluency, and imagination

Connecting

Relationships exist between visual arts history, culture, and other disciplines

Art affects and is affected by the culture and world around us.

Art is related to all other disciplines.

Knowledge of the context of a composition, artist, and culture fosters increased understanding and appreciation of art.

Understanding works of art provides insights into an individual's own culture and society, as well as those of others, while also providing opportunities to access, express and integrate meaning across a variety of content areas.

Responding

Examine the use of an element (e.g., line, shape, form, color, volume) in works of art from various genres and then demonstrate the distinctive qualities of its use in multiple drawings.

Collaborate with classmates in the creation of works and presentation of a multiple art media art exhibition by contributing work along a common theme.

Demonstrate proficient painting and drawing techniques and application methods

Demonstrate different kinds of geometric and organic shapes.

Demonstrate of basic drawing skills and concepts (horizon line, overlapping, foreground, middle ground, background)

Create 2-D works of art using various drawing media: (pencil, charcoal, crayon, marker, oil pastel).

Connecting

Recognize and identify the significant elements of art (e.g. line, color, shape/form, space) and principles of design (e.g., balance, proportion, emphasis).

Evaluate the application of the elements of art and principles of design (e.g., line direction, color mood, shape patterning, unity, emphasis and contrast) using measurable criteria.

Evaluate the effectiveness of various works of art using those elements common to all four art disciplines (e.g., line rhythm, space, unit, and emphasis) using discipline specific arts terminology.

Identify and communicate the various purposes of art (e.g., record, create, and design), genres (e.g., portrait, still life, landscape, non objective vs. abstract), media (e.g., paint, pastels, clay, markers) and themes (e.g., nature, beauty, history, culture) used in works of art.

Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):

- Jean Dubuffet
- Frank Stella
- Wassily Kandinsky
- Albrecht Durer
- M.C. Escher

- Prairie-Style stained glass windows
- Penny carpets from the 1800's
- Claus Oldenburg's public sculptures
- Victorian Silhouette portraits
- Cezanne's influence on cubism with his use of geometric shapes
- Pop culture and cinema through its dramatic use of light and dark values

Resources (websites, books, videos):

- The Getty Center: www.artednet.getty.edu
- The Metropolitan Museum of Art: www.metmuseum.org
- Whitney Museum of American Art: www.whitney.org
- Louvre Museum: www.louvre.fr

Technology Tools:

- Chromebooks
- LCD Projector
- Classroom iMacs/desktops
- Adobe Creative Suite
- Digital SLR cameras
- Tablets
- Websites

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to visual arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

MLL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to visual arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)

- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to visual arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence

Unit 2

Painting / Color Theory

Summary and Rationale

Participation in the arts as creators, performers/presenters/producers and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction. The creative, expressive and educational value experienced in drawing is continued and expanded upon with painting. Painting gives students the opportunity to convey ideas, express emotion, use their senses, explore color, explore process and outcomes, and create aesthetically pleasing works and experiences.

Recommended Pacing

8 - 15 class sessions

Standards

1.5.5.Cr: CREATING: Generating and conceptualizing ideas.

1.5.5.Cr.1	Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects. Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to artmaking that is meaningful to the makers.
1.5.5.Cr.2	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
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1.5.5.Pr.6	Discuss how exhibits and museums provide information and in person experiences about concepts and topics.

1.5.5.Re: RESPONDING: Understanding and evaluating how the arts convey meaning.

1.5.5.Re.7	Speculate about artistic processes, interpret, and compare works of art and other responses. Analyze visual arts including cultural associations.
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1.5.5.Cn.10	Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
1.5.5.Cn.11	Communicate how art is used to inform the values, beliefs and culture of an individual or society. Communicate how art is used to inform others about global issues, including climate changes.
Interdisciplinary Connections	
Social Studies - History, Culture, and Perspective	
6.1.5.History UP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
6.1.5.History UP.7:	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
9.2 Career Awareness, Exploration, Preparation, and Training	
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.4 Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
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9.4.5.IML.2	Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
Integration of Technology	

8.2.5.ED.3

Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

Instructional Focus

Enduring Understandings:

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

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

Anchor Standard 2: Organizing and developing ideas.

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.

Anchor Standard 3: Refining and completing products.

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

Presenting

Anchor Standard 4: Selecting, analyzing, and interpreting work.

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

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and

Essential Questions:

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

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, histories, and traditions of art 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?

Anchor Standard 2: Organizing and developing ideas.

How do artists work?

How do artists and designers determine whether a particular direction in their work is effective?

How do artists and designers learn from trial and error?

How do artists and designers care for and maintain materials, tools and equipment?

Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment?

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 or redesigning objects, places, or systems?

How do artists and designers create works of art or design that effectively communicate?

Anchor Standard 3: Refining and completing products.

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?

Presenting

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How are artworks cared for and by whom?

What criteria, methods and processes are used to select work

or when deciding if and how to preserve and protect it.

Anchor Standard 6: Conveying meaning through art.

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.

Responding

Anchor Standard 7: Perceiving and analyzing products.

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 arts influences understanding of and responses to the world.

Anchor Standard 8: Interpreting intent and meaning.

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

Anchor Standard 9: Applying criteria to evaluate products.

People evaluate art based on various criteria.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

for preservation or presentation?

Why do people value objects, artifacts and artworks, and select them for presentation?

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

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?

Anchor Standard 6: Conveying meaning through art.

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?

Responding

Anchor Standard 7: Perceiving and analyzing products.

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 visual art?

Where and how do we encounter visual arts in our world?

How do visual arts influence our views of the world?

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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?

Anchor Standard 9: Applying criteria to evaluate products.

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?

Connecting

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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 artmaking?

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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?

Evidence of Learning (Assessments)

- Classroom Observations and Questioning
- Teacher Observation of participation, sketches, planning, and research
- Student Reflections (Sketchbook, accordion book/journal, written artist statements)
- Final Projects (rubric)
- Student Portfolios
- Performance Evaluations
- Pre and post assessments
- Self-evaluations (rubric)
- Exit Tickets
- Thinking Routines (see-think-wonder, 3-2-1, etc)
- Critiques

Objectives (SLO)

Students will know:

Creating

Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.

Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art.

There are a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.

Each arts discipline has distinct characteristics, as do the artists who create them

Presenting

How to interpret, reflect on, and evaluate their own art and the works of others based on characteristics and criteria

Develop a personal philosophy regarding the nature of art and the subject of their work

Preparing and refining artwork for display will have a

Students will be able to:

Creating

Differentiate ways warm and colors exist in everyday life and are found in two and three dimensional works of art from various cultures and mediums. Utilize warm and cool colors in the design and creation of original two and three-dimensional artwork.

Recognize a range of values within the light, dark and middle color spectrums evident in everyday life and masterworks of art and experiment with ranges of value in original artwork.

Use the elements of line, shape, texture, color and the principles balance, pattern, and proportion to individually and collaboratively create two-dimensional artwork that incorporates symbols and themes depicted in works of art throughout time .

Investigate visual rhythm created through repetition and patterning in two-dimensional works of art and use simple repetitive patterns in the creation of original two-dimensional artwork.

Presenting

Create original works of art inspired by influential artists throughout history that changed the perception of art and/or altered art-making methodologies.

direct affect on the meaning of the work to the viewer.

Responding

Exposure to a range of art is key to how we interpret, respond, and create art.

Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art.

Technical skills, vocabulary and knowledge necessary for creative and expressive production

Appropriate media, subject matter, and symbols for expression

Problem solving techniques for originality, flexibility, fluency, and imagination

Connecting

Relationships exist between visual arts history, culture, and other disciplines

Art affects and is affected by the culture and world around us.

Art is related to all other disciplines.

Knowledge of the context of a composition, artist, and culture fosters increased understanding and appreciation of art.

Understanding works of art provides insights into an individual's own culture and society, as well as those of others, while also providing opportunities to access, express and integrate meaning across a variety of content areas

Responding

Examine various genres and styles of visual art and identify common and distinctive characteristics of artworks from master works from a variety of cultural and historical eras

Create a painting that reflects an understanding of the basic compositional approach of that genre or genres.

Collaborate with classmates in the creation of works and presentation of a multiple art media art exhibition by contributing work along a common theme.

Demonstrate proficient painting and drawing techniques and application methods

Demonstrate a variety of brush styles and appropriate types for use in watercolor, acrylic, and tempera painting.

Demonstrate proficient concepts of color theory including primary, secondary, and warm and cool color schemes.

Demonstrate proficient watercolor techniques including wet on wet, and color resist.

Demonstrate proficient painting application methods including color mixing, and blending techniques.

Demonstrate proficiency in various painting methods to create representational and inventive finishes.

Connecting

Use discipline-specific arts terminology to evaluate the strengths and weaknesses of various works.

Evaluate the application of the elements of art and principles of design (e.g., line direction, color mood, shape patterning, unity, emphasis and contrast) using measurable criteria.

Recognize and identify the significant elements of art (e.g. line, color, shape/form, space) and principles of design (e.g., balance, proportion, emphasis).

Identify and communicate the various purposes of art (e.g., record, create, and design), genres (e.g., portrait, still life, landscape, non objective vs. abstract), media (e.g., paint, pastels, clay, markers) and themes (e.g., nature, beauty, history, culture) used in works of art.

Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):

- Molas sewn by women of the Kuna culture
- Russel Wright's Moderne functional products
- Jessica Stockholder's brightly colored installations comprised of plastic consumer goods
- Winslow Homer's Breezing Up (A Fair Wind)

- Joseph Alders
- Alda Fish
- Prehistoric art
- Ancient Egypt art
- Modernist paintings
- Weavings and installations by Jim Isermann
- Patterns found in Persian fabric
- Inter-lacing patterns in Islamic art
- Composition in Halftones by Piet Mondrian
- Still Life with Apples by Cezanne
- Ed Canna by Georgia O'Keefe
- Fauvism
- Impressionism
- American folk art

Resources (websites, books, videos):

- The Getty Center: www.artednet.getty.edu
- The Metropolitan Museum of Art: www.metmuseum.org
- Whitney Museum of American Art: www.whitney.org
- Louvre Museum: www.louvre.fr

Technology Tools:

- Chromebooks
- LCD Projector
- Classroom iMacs/desktops
- Adobe Creative Suite
- Digital SLR cameras
- Tablets
- Websites

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to visual arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance

- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

MLL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to visual arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to visual arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Unit 3

Mixed Media / Collage / Fabrics & Fibers

Summary and Rationale

Participation in the arts as creators, performers/presenters/producers and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction. An introduction to mixed media techniques, collage and fibers allows students to reinterpret and expand upon the skills they learned using traditional media. Exposure to a wider variety of art making experiences allows students to identify their preferred method of expression.

Recommended Pacing

8 - 15 class sessions

Standards

1.5.5.Cr: CREATING: Generating and conceptualizing ideas.

1.5.5.Cr.1	Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects. Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to artmaking that is meaningful to the makers.
1.5.5.Cr.2	Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
1.5.5.Cr.3	Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

1.5.5.Pr: PRESENTING: Interpreting and sharing artistic work.

1.5.5.Pr.4	Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
1.5.5.Pr.5	Prepare and present artwork safely and effectively.presentation or preservation.
1.5.5.Pr.6	Discuss how exhibits and museums provide information and in person experiences about concepts and topics.

1.5.5.Re: RESPONDING: Understanding and evaluating how the arts convey meaning.

1.5.5.Re.7	Speculate about artistic processes, interpret, and compare works of art and other responses. Analyze visual arts including cultural associations.
1.5.5.Re.8	Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
1.5.5.Re.9	Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
1.5.5.Cn: CONNECTING: Relating artistic ideas and work with personal meaning and external context.	
1.5.5.Cn.10	Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
1.5.5.Cn.11	Communicate how art is used to inform the values, beliefs and culture of an individual or society. Communicate how art is used to inform others about global issues, including climate changes.
Interdisciplinary Connections	
Social Studies - History, Culture, and Perspective	
6.1.5.History UP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
6.1.5.History UP.7:	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
9.2 Career Awareness, Exploration, Preparation, and Training	
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.4 Life Literacies and Key Skills	
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

9.4.5.IML.2	Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
Integration of Technology	
8.2.5.ED.3	Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<p>Creating <u>Anchor Standard 1:</u> Generating and conceptualizing ideas.</p> <p>Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p> <p><u>Anchor Standard 2:</u> Organizing and developing ideas.</p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks.</p> <p>People create and interact with objects, places and design that define, shape, enhance, and empower their lives.</p> <p><u>Anchor Standard 3:</u> Refining and completing products.</p> <p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.</p> <p>Presenting <u>Anchor Standard 4:</u> Selecting, analyzing, and interpreting work.</p> <p>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts, and artworks for preservation and presentation.</p> <p><u>Anchor Standard 5:</u> Developing and refining techniques and models or steps needed to create</p>	<p>Creating <u>Anchor Standard 1:</u> Generating and conceptualizing ideas.</p> <p>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, histories, and traditions of art 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?</p> <p><u>Anchor Standard 2:</u> Organizing and developing ideas.</p> <p>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? 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 or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p> <p><u>Anchor Standard 3:</u> Refining and completing products.</p> <p>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?</p>

products.

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.

Anchor Standard 6: Conveying meaning through art.

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.

Responding

Anchor Standard 7: Perceiving and analyzing products.

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 arts influences understanding of and responses to the world.

Anchor Standard 8: Interpreting intent and meaning.

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

Anchor Standard 9: Applying criteria to evaluate products.

People evaluate art based on various criteria.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Presenting

Anchor Standard 4: Selecting, analyzing, and interpreting work.

How are artworks cared for and by whom?

What criteria, methods and processes are used to select work for preservation or presentation?

Why do people value objects, artifacts and artworks, and select them for presentation?

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

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?

Anchor Standard 6: Conveying meaning through art.

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?

Responding

Anchor Standard 7: Perceiving and analyzing products.

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 visual art?

Where and how do we encounter visual arts in our world?

How do visual arts influence our views of the world?

Anchor Standard 8: Interpreting intent and meaning.

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?

Anchor Standard 9: Applying criteria to evaluate products.

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?

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

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 artmaking?

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

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?

Evidence of Learning (Assessments)

- Classroom Observations and Questioning
- Teacher Observation of participation, sketches, planning, and research
- Student Reflections (Sketchbook, accordion book/journal, written artist statements)
- Final Projects (rubric)
- Student Portfolios
- Performance Evaluations
- Pre and post assessments
- Self-evaluations (rubric)
- Exit Tickets
- Thinking Routines (see-think-wonder, 3-2-1, etc)
- Critiques

Objectives (SLO)

Students will know:

Creating

Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.

Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art.

There are a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.

Each arts discipline has distinct characteristics, as do the artists who create them

Presenting

Students will be able to:

Creating

Observe tactile texture found in nature and apply art materials to create a texture (e.g., layer tissue paper to create ridges and edges, emboss surfaces, build up surface using modeling paste etc.).

Survey ways that artists have portrayed the human body in various mediums Examine ways to draw and sculpt the human body in proportion and apply to two and three-dimensional art making.

Recognize emphasis (center of interest) evident in everyday life and diverse works of art in various mediums. Create works of two or three-dimensional art using the principle of design of emphasis as the primary inspiration.

Presenting

Identify various artists whose pivotal works of art have influenced a key shift in the art movement.

How to interpret, reflect on, and evaluate their own art and the works of others based on characteristics and criteria

Develop a personal philosophy regarding the nature of art and the subject of their work

Preparing and refining artwork for display will have a direct affect on the meaning of the work to the viewer.

Responding

Exposure to a range of art is key to how we interpret, respond, and create art.

Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art.

Technical skills, vocabulary and knowledge necessary for creative and expressive production

Appropriate media, subject matter, and symbols for expression

Problem solving techniques for originality, flexibility, fluency, and imagination

Connecting

Relationships exist between visual arts history, culture, and other disciplines

Art affects and is affected by the culture and world around us.

Art is related to all other disciplines.

Knowledge of the context of a composition, artist, and culture fosters increased understanding and appreciation of art.

Understanding works of art provides insights into an individual's own culture and society, as well as those of others, while also providing opportunities to access, express and integrate meaning across a variety of content areas.

Create original works of art inspired by influential artists throughout history that changed the perception of art and/or altered art-making methodologies).

Responding

Examine various genres and styles of visual art and identify common and distinctive characteristics of artworks from master works from a variety of cultural and historical eras. Create a mixed media composition that reflects an understanding of the basic compositional approach of that genre or genres.

Collaborate with classmates in the creation of works and presentation of a multiple mix media art exhibition by contributing work along a common theme.

Connecting

Recognize and identify the significant elements of art (e.g. line, color, shape/form, space) and principles of design (e.g., balance, proportion, emphasis).

Identify and communicate the various purposes of art (e.g., record, create, and design), genres (e.g., portrait, still life, landscape, non objective vs. abstract), media (e.g., paint, pastels, clay, markers) and themes (e.g., nature, beauty, history, culture) used in works of art.

Evaluate the application of the elements of art and principles of design (e.g., line direction, color mood, shape patterning, unity, emphasis and contrast) using measurable criteria.

Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):

- Lee Krasner's paintings and drawings including Noon
- Paintings by Max Ernst such as The Entire City or Dadaville
- Haitian Sequence Banners
- Inca feather tunics
- Javanese Batik

- Than-ka / Tibetan painted cloth scrolls
- Romare Bearden, Young Students
- Faith Ringgold, Tar Beach Painted Quilt series
- Molas sewn by women of the Kuna culture
- Russel Wright's Moderne functional products
- Jessica Stockholder's brightly colored installations comprised of plastic consumer goods
- Winslow Homer's Breezing Up (A Fair Wind)
- Joseph Alders
- Alda Fish
- Prehistoric art
- Ancient Egypt art
- Modernist paintings
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- Composition in Halftones by Piet Mondrian
- Still Life with Apples by Cezanne
- Ed Canna by Georgia O'Keefe
- Fauvism
- Impressionism
- American folk art

Resources (websites, books, videos):

- The Getty Center: www.artednet.getty.edu
- The Metropolitan Museum of Art: www.metmuseum.org
- Whitney Museum of American Art: www.whitney.org
- Louvre Museum: www.louvre.fr

Technology Tools:

- Chromebooks
- LCD Projector
- Classroom iMacs/desktops
- Adobe Creative Suite
- Digital SLR cameras
- Tablets
- Websites

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to visual arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports

- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

MLL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to visual arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
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- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping.

Examples specific to visual arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Unit 4

Sculpture / Ceramics

Summary and Rationale

Participation in the arts as creators, performers/presenters/producers and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction. Sculpture and ceramics allow students to manipulate materials into three-dimensional works of art. They will have a chance to explore form, an element of art, in a way they had not been able to using traditional media.

Recommended Pacing

8 - 15 class sessions

Standards

1.5.5.Cr: CREATING: Generating and conceptualizing ideas.

1.5.5.Cr.1

Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.

Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to artmaking that is meaningful to the makers.

1.5.5.Cr.2

Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.

Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.

Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.

1.5.5.Cr.3	Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.
1.5.5.Pr: PRESENTING: Interpreting and sharing artistic work.	
1.5.5.Pr.4	Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.
1.5.5.Pr.5	Prepare and present artwork safely and effectively.presentation or preservation.
1.5.5.Pr.6	Discuss how exhibits and museums provide information and in person experiences about concepts and topics.
1.5.5.Re: RESPONDING: Understanding and evaluating how the arts convey meaning.	
1.5.5.Re.7	Speculate about artistic processes, interpret, and compare works of art and other responses. Analyze visual arts including cultural associations.
1.5.5.Re.8	Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
1.5.5.Re.9	Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.
1.5.5.Cn: CONNECTING: Relating artistic ideas and work with personal meaning and external context.	
1.5.5.Cn.10	Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
1.5.5.Cn.11	Communicate how art is used to inform the values, beliefs and culture of an individual or society. Communicate how art is used to inform others about global issues, including climate changes.
Interdisciplinary Connections	
Social Studies - History, Culture, and Perspective	
6.1.5.History UP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
6.1.5.History UP.7:	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
9.2 Career Awareness, Exploration, Preparation, and Training	
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.4 Life Literacies and Key Skills	

9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

Integration of Technology

8.2.5.ED.3	Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
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Instructional Focus

Enduring Understandings:	Essential Questions:
<p>Creating <u>Anchor Standard 1:</u> Generating and conceptualizing ideas.</p> <p>Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p> <p><u>Anchor Standard 2:</u> Organizing and developing ideas.</p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks.</p> <p>People create and interact with objects, places and design that define, shape, enhance, and empower their lives.</p>	<p>Creating <u>Anchor Standard 1:</u> Generating and conceptualizing ideas.</p> <p>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, histories, and traditions of art 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?</p> <p><u>Anchor Standard 2:</u> Organizing and developing ideas.</p> <p>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment?</p>

Anchor Standard 3: Refining and completing products.

Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

Presenting

Anchor Standard 4: Selecting, analyzing, and interpreting work.

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

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

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.

Anchor Standard 6: Conveying meaning through art.

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.

Responding

Anchor Standard 7: Perceiving and analyzing products.

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 arts influences understanding of and responses to the world.

Anchor Standard 8: Interpreting intent and meaning.

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

Anchor Standard 9: Applying criteria to evaluate products.

Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment?

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 or redesigning objects, places, or systems?

How do artists and designers create works of art or design that effectively communicate?

Anchor Standard 3: Refining and completing products.

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?

Presenting

Anchor Standard 4: Selecting, analyzing, and interpreting work.

How are artworks cared for and by whom?

What criteria, methods and processes are used to select work for preservation or presentation?

Why do people value objects, artifacts and artworks, and select them for presentation?

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

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?

Anchor Standard 6: Conveying meaning through art.

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?

Responding

Anchor Standard 7: Perceiving and analyzing products.

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 visual art?

Where and how do we encounter visual arts in our world?

People evaluate art based on various criteria.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

How do visual arts influence our views of the world?

Anchor Standard 8: Interpreting intent and meaning.

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?

Anchor Standard 9: Applying criteria to evaluate products.

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?

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

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 artmaking?

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

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?

Evidence of Learning (Assessments)

- Classroom Observations and Questioning
- Teacher Observation of participation, sketches, planning, and research
- Student Reflections (Sketchbook, accordion book/journal, written artist statements)
- Final Projects (rubric)
- Student Portfolios
- Performance Evaluations
- Pre and post assessments
- Self-evaluations (rubric)
- Exit Tickets
- Thinking Routines (see-think-wonder, 3-2-1, etc)
- Critiques

Objectives (SLO)

Students will know:

Creating

Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.

Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art.

There are a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.

Each arts discipline has distinct characteristics, as do the artists who create them

Presenting

How to interpret, reflect on, and evaluate their own art and the works of others based on characteristics and criteria

Develop a personal philosophy regarding the nature of art and the subject of their work

Preparing and refining artwork for display will have a direct affect on the meaning of the work to the viewer.

Responding

Exposure to a range of art is key to how we interpret, respond, and create art.

Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art.

Technical skills, vocabulary and knowledge necessary for creative and expressive production

Appropriate media, subject matter, and symbols for expression

Problem solving techniques for originality, flexibility, fluency, and imagination

Connecting

Relationships exist between visual arts history, culture, and other disciplines

Art affects and is affected by the culture and world around us.

Art is related to all other disciplines.

Students will be able to:

Creating

Differentiate the use of shape in everyday life from various cultures and eras in two and three dimensional works of art and illustrate applications of the shape in original artwork.

Survey ways that artists have portrayed the human body in various mediums. Examine ways to draw and sculpt the human body in proportion and apply to two and three-dimensional art making.

Use the elements of line, shape/form, texture, and color as well as the principles of balance, pattern, and proportion to create three-dimensional artwork incorporating symbols and universal themes depicted in works of art (e.g., masks, statues, pottery, and furniture etc.) throughout the ages.

Presenting

Create original works of art inspired by influential artists throughout history that changed the perception of art and/or altered art-making methodologies.

Identify various artists whose pivotal works of art have influenced a key shift in the art movement.

Responding

Work individually and collaboratively to create three-dimensional cardboard sculpture using the elements of space, color, shape and value in symbolic representations of personally selected themes.

Connecting

Identify and communicate the various purposes of art (e.g., record, create, and design), genres (e.g., portrait, still life, landscape, non objective vs. abstract), media (e.g., paint, pastels, clay, markers) and themes (e.g., nature, beauty, history, culture) used in works of art.

Evaluate the application of the elements of art and principles of design (e.g., line direction, color mood, shape patterning, unity, emphasis and contrast) using measurable criteria.

Recognize and identify the significant elements of art (e.g. line, color, shape/form, space) and principles of design (e.g., balance, proportion, emphasis).

Knowledge of the context of a composition, artist, and culture fosters increased understanding and appreciation of art.

Understanding works of art provides insights into an individual's own culture and society, as well as those of others, while also providing opportunities to access, express and integrate meaning across a variety of content areas.

Suggested Resources/Technology Tools

Art history/Artist/Artwork Connections (suggested):

- Claus Oldenburg's public sculptures
- George Segal, Robert Arneson
- Alice Neel
- Gutzon Borglum
- Leonardo Da Vinci
- Maxfield Parrish
- Sandro Botticelli
- Egyptian Art
- Roman Art
- Mayan Art
- Chinese Art
- Louise Nevelson
- Alexander Calder
- Central American Art
- American Folk Art

Resources (websites, books, videos):

- The Getty Center: www.artednet.getty.edu
- The Metropolitan Museum of Art: www.metmuseum.org
- Whitney Museum of American Art: www.whitney.org
- Louvre Museum: www.louvre.fr

Technology Tools:

- Chromebooks
- LCD Projector
- Classroom iMacs/desktops
- Adobe Creative Suite
- Digital SLR cameras
- Tablets
- Websites

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to visual arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

MLL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to visual arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to visual arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable

[Career Readiness, Life Literacies, and Key Skills Practices \(June 2020\)](#)

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.

- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.