

## Seminar in Ideas

(2012-2013)]

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What is Art?

### Stage 1 – Desired Results

#### Established Goals

**2009 NJCCC Standard(s), Strand(s)/CPI #**  
 (<https://www13.state.nj.us/NJCCCS/>)

**Common Core Curriculum Standards for Math and English**  
 (<http://www.corestandards.org/>)

**Reading:**

6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

**Writing:**

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Speaking:**

4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

#### 21<sup>st</sup> Century Themes

( [www.21stcenturyskills.org](http://www.21stcenturyskills.org) )

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

#### 21<sup>st</sup> Century Skills

*Learning and Innovation Skills:*

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

*Information, Media and Technology Skills:*

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

*Life and Career Skills:*

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

**Enduring Understandings:** (Topical to this unit)

*Students will understand that . . .*

- EU1-  
Art comes in many forms.
  
- EU2-  
Art impacts individuals differently and can be interpreted by the individual experiencing the art.

**Essential Questions:**

- EU1-  
How is art defined? or What defines art?
  
- EU2-  
How does art impact people?  
What is necessary in the work of art or in the person to appreciate art?

**Knowledge:**

*Students will know . . .*

- EU1
  - Art exists in a variety of genres.
  - Art does not have one standard definition.
  - Examples of influential art works and artists
  
- EU2
  - The appreciation of art is individualized.

**Skills:**

*Students will be able to . . .*

- EU1-
  - identify different genres of art
  - provide examples of art movements
  
- EU2
  - recognize a personal philosophy about art
  - assess individual likes and dislikes pertaining to art work

## Stage 2 – Assessment Evidence

**Performance Tasks:** *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

In order to clarify the answer to the question, “What is art?”, the student will explore and research varying examples of art and how different people/cultures interpret art. Students will also research different art movements/artists to get a better understanding of how art changes between time periods and/or is a reflection of what happens in the world. The students will create a culminating presentation providing examples of art, as well as an individual definition (as defined by each student) that answers the question, “What is art?” The students will include original works of art that they created for their presentations. This can be, but is not limited to, pottery, sculptures, painting, drawing, interpretive dance, etc.

**Other Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Students will write a response to the specific works of art.
- Students will begin the unit with their definitions – possibly using an instant feedback site (i.e. [www.polleverywhere.com](http://www.polleverywhere.com)) to view their initial definitions.
- Students will present changes in their perception (if any) about art and its definition.

### Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** *Consider the WHERETO elements*

- Students will read Leap and chapters 36-37 (Aesthetics) from their textbook 50 Philosophy Ideas You Really Need to Know. (A)
- Students will research and discuss how art has changed, and how art is a reflection of what happens in the world around the artist including movements, artists and examples of art. (M)
- Students could visit a local art museum and receive a guided tour. (M, T)
- An art teacher or local artist could visit the class and discuss specific pieces of art and field questions. (A, M)
- Students will interview their peers outside of class to determine what others think about the definition of art and share their conclusions with the class. (M)
- The students will blog 2-3 times per week online as either “lead bloggers” (students who present topics for discussion) or “responders” (students who respond to the topic or other students’ responses). The students will blog about the contents Leap, chapters from their textbooks, guest speakers or other ancillary or topical literature. (M)