

Course Title – Creative Arts Media 2	
Implement start year – 2017-2018	
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Unit #3 , topic – Performance	
Transfer Goal – Students will be able to independently use their learning to create and display works of art as an artist.	
Stage 1 – Desired Results	
<p style="text-align: center;"><u>Established Goals</u></p> <p style="text-align: center;">2009 NJCCC Standard(s), Strand(s)/CPI # (http://www.nj.gov/education/cccs/2009/final.htm)</p> <p style="text-align: center;">Common Core Curriculum Standards for Math and English (http://www.corestandards.org/)</p> <p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of visual art.</p> <p>1.3.12.D.1 Visual Art- How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.</p> <p>1.3.12.D.2 Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.</p> <p>1.3.12.D.3 Visual Art- The artist’s understanding of the relationships among art, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience. 1</p> <p>.3.12.D.4 Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies</p>	<p style="text-align: center;"><u>21st Century Themes</u> (www.21stcenturyskills.org)</p> <p><input checked="" type="checkbox"/> Global Awareness</p> <p><input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Health Literacy</p> <p><input type="checkbox"/> Environmental Literacy</p> <hr/> <p style="text-align: center;"><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i></p> <p><input checked="" type="checkbox"/> Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i></p> <p><input checked="" type="checkbox"/> Information Literacy</p> <p><input checked="" type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p>

	<p><i>Life and Career Skills:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Flexibility and Adaptability <input checked="" type="checkbox"/> Initiative and Self-Direction <input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • the elements of art and principles of design are utilized to create successful 2D and 3D works of art. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • different tools, mediums, techniques allow artists to create different forms of 2D and 3D Design and Sculpture. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • an artist can use a variety of styles, medium and techniques to convey their ideas through their art. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • with certain skills, training, etc., there are many job opportunities in the arts 	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What is successful art? • What does upper level artwork look like? • How do the elements of art and principles of design affect the creation of artworks? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • What are the best choices of tools, methods, materials and techniques artists use to get his/her desired result? • How do artists choose tools, techniques, and materials to express their ideas? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How do you determine which style, medium and/or technique to use to best to convey your ideas? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • What would a successful career in the visual arts look like?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • The principles of design and the elements of art. • How the Principles of Design are used in the creation of 2D and 3D artworks. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • synthesize the elements of art and principles of design in an original portfolio including examples of 2D and 3D artworks that reflects technical proficiency and expression.

<p><i>EU 2</i></p> <ul style="list-style-type: none"> • The characteristics of advanced techniques and styles as they relate to a variety of art media. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Various concepts, art movements, styles and techniques. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • The various art career options (such as Graphic Design, Illustration, Fashion Design, Industrial Design, etc.). 	<p><i>EU 2</i></p> <ul style="list-style-type: none"> • select and use different 3D media (clay, wood, paper/board, wire, metal, found objects) along with 2D media (acrylics, glazes, pen, marker, etc) in different techniques to create art works that demonstrate an advanced understanding of the media as is relates to the work of art. • utilize different two dimensional techniques including, but not limited to, various drawing techniques (pencil, color pencil, marker, charcoal), watercolor, acrylic painting as well as mixed media to create a higher quality level of art. • utilize different sculptural techniques including, but not limited to, assemblage, carving, casting, modeling, installation.---TAKE OUT <p><i>EU 3</i></p> <ul style="list-style-type: none"> • masterfly create works of art that are based on a variety of advanced and mature concepts, art movements, techniques and styles. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • utilize supplemental resources to gain information about career choices in the art field.
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Stage 2 – Assessment Evidence

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

- Teacher generated test
- Journal entry (Explanation, Interpretation, Application, Perspective, Empathy, and Self-Knowledge)
- Student-teacher/group written/oral critiques during and upon completion of the sculptures.
- Class participation
- Teacher generated question responses (essays)
- Student portfolios

- Written/Performance Assessment

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Analyze compositional and stylistic principles of artworks in multiple art media. (M)
- Interpret mature and profound as well as simplistic themes and symbols suggested by the artworks. (M)
- Identify the styles and artistic processes used in the creation of culturally and historically diverse two and three-dimensional artworks, and emulate those styles by creating an original body of work. (T)
- Students will demonstrate different ways that 2D and 3D media can be applied to a final composition. (T)
- Apply an advanced knowledge of elements and principles of design to two and three dimensional projects. (T)
- Apply an advanced knowledge of different tools, mediums and techniques to create original 2D and 3D artworks. (T)
- Investigate careers in the visual arts through the use of websites, textbooks, museum trips, images, powerpoints. (A)
- Use mixed media to create original artwork. (M)
- Participate and prepare work for display in art shows and/or contests both in school and in the community. (T)
- Create original art using a variety of media and methodologies to produce a portfolio demonstrating proficiency in a variety of media. (T)
- Teacher will provide various examples of careers in the art and the expectations that go with them, and students will create presentations demonstrating their understanding of these careers and expectations. (A,M)