

Structure 1

Start year (2013-2014)]

Dooley, Melanie Gessman, Colleen McLaughlin, and Vicki Wilson
 Email: dooley@lrhsd.org, ext. 8254; cmclaughlin@lrhsd.org, ext. 8758; mguessman@lrhsd.org, ext. 8368; vwilson@lrhsd.org

The Creative Process: Learning to Look, Think, and Work Like an Artist / Sculptor

Stage 1 – Desired Results

<p>Learning Goals CC Standard(s), Strand(s)/CPI # www.nj.gov/education/cccs/2009/final.htm</p> <p>Creative Process- All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in sculpture, theatre, and visual art.</p> <p>Visual Arts- Common themes exist in artwork from a variety of times across time and are communicated through metaphor, symbolism, and imagery.</p> <p>Visual Arts- Stimuli for the creation of artworks can come from many sources, including other arts disciplines.</p>	<p style="text-align: center;">21st Century Themes (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>
	<p style="text-align: center;">21st Century Skills</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 type="checkbox"/> Information Literacy</p> <p><input 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> <p><input checked="" type="checkbox"/> Flexibility and Adaptability</p>

	<input checked="" type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility
<p>Understandings: <i>will understand that . . .</i></p> <p>’s process, imagination and intuition drive the work and can lead een or unpredictable outcomes</p> <p>requires skills and discipline to turn creative imagination into a duct.</p> <p>ultures influence an artist’s work.(music, politics, social issues,</p> <p>erve multiple functions: enlightenment, education and ent</p>	<p>Essential Questions:</p> <p>EU 1 · How do underlying structures unconsciously guide the creation</p> <p>EU 2 · What do artists consider when making decisions about their wor</p> <p>EU 3 · How do various cultures influence an artist?</p> <p>EU 4 · Where does inspiration come from and in what way do artists ga ideas?</p> <p>EU 5 · What function does art serve in the daily lives of people?</p> <p>EU 6 · Does art enlighten and open the view to new ideas, concepts ar questions?</p>
<p>Objective: <i>Students will know . . .</i></p> <p>bulary needed to communicate and apply the elements of art and of 3-D design.</p> <p>erties and correct use of 3D media</p> <p>rence between a variety of sculptural concepts, techniques, methods</p> <p>er use of sketches and how to utilize teachers, classmates and luences in the creative process</p> <p>er techniques and different styles of various artists and art s from different cultures and societies.</p>	<p>Skills: <i>Students will be able to . . .</i></p> <p>EU 1 · Apply innovative applications of the elements of art and principle in 3D visual artworks.</p> <p>· Apply the use of a variety of sculptural concepts, techniques, me methods</p> <p>EU 2 · Create a quality product using creative imagination, discipline ar</p> <p>EU 3</p>

<p>istory and values of different cultures.</p> <p>of Inspiration”</p>	<ul style="list-style-type: none"> · Identify various aspects of their own culture and analyze how cu elements are applied to artwork. · Research and identify various artists and art movements from a cultures and societies. · Identify and analyze how various forms of art serve different pur · Apply knowledge of copyright laws in the formation of ideas from sources in the creation of original works of art. <p>EU4</p> <ul style="list-style-type: none"> · Identify and analyze how various forms of art serve different purp
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Stage 2 – Assessment Evidence

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

2, EU 3, EU 4

work in a variety of 3D media to create a portfolio to use in exhibition as well, if chosen, as entrance into college. Most of the portfolio work made using conventional 3D media (clay, wood, plaster, metal, paper) and include additive, subtractive and manipulative sculptu uld be evidence of knowledge of the elements and principles of 3D design. The pieces should be complete works of art. Students cre works from studying art from various cultures. While in the creative process students share works in progress, discuss processes and s, and consult with peers to determine what areas still need work, modification, or changes. Students will complete and prepare sever ting their ability to go through the creative process, for a school art show which will culminate towards the end of the year where their and judged.

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

generated test

will provide ongoing feedback, individual conferences, while students are working and make refinements to the final composition or pie ntry (Self Evaluation, Explanation, Interpretation, Application, Perspective, Empathy, and Self-Knowledge)

I / group written/oral critiques including self evaluation

rticipation

generated question responses (essays)

questions and essays.

ind Final Exam Practicum/Written/Performance Assessment

Stage 3 – Learning Plan

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

will model how the elements of art and principles of design are used in the creation of 3D artworks. (A)

will analyze selected artwork to identify the elements and principles of design. (M)

will be introduced to a variety of cultural artworks reflecting the elements of art and principles of design with an emphasis on 3D sculpture and techniques. (A)

will work in groups to analyze and compare artists' works to identify similarities and differences in themes, cultures, subject matter and the art serves. Students will discuss the use of the elements and principles of art, and unique characteristics of each style. Based upon group discussions, students will work from a writing prompt to draft a summary of their analysis. (M)

will create a preliminary sketch/maquette (miniature version of the final 3D sculpture), which reflects the elements and principles of art and design of 3D artwork. (T)

will demonstrate ways the selected medium and materials can be added to the composition. Students select, refine, and enlarge ideas that fulfill criteria established by the class, teacher, and personal interests. Students work in pairs or individually to review enlarged sketches and discuss regarding the creative process techniques and visual impact through choice of art elements and design principles. Students will explore with medium/materials to parts of their sketches before applying them to the final composition. Students will reflect on the process of their work. (A,M,T)

will create the following types of sculpture: Additive, Subtractive, Found Object, Functional, Abstract, and Kinetic. (A,M,T)
