

Structure 1

Start year (2013-2014)]

Developed by , Melanie Gessman, Colleen McLaughlin, and Vicki Wilson
 Email: melanie.gessman@lrhdsd.org, ext. 8254; colleen.mclaughlin@lrhdsd.org, ext. 8758 ; melanie.gessman@lrhdsd.org, ext. 8368; vicki.wilson@lrhdsd.org

Performance: Learning to Create and Display Works of Art Like an Artist

Stage 1 – Desired Results

<p>Learning Goals CC Standard(s), Strand(s)/CPI # www.nj.gov/education/cccs/2009/final.htm</p> <p>Performance: All students will synthesize those skills, media, and technologies appropriate to creating, performing, and/or displaying works of visual art.</p> <p>Visual Art- How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and stylistic nuance.</p> <p>Culturally and historically diverse art media, art mediums, materials, and styles impact originality and interpretation of the artistic process.</p> <p>Visual Art- The artist understands of the relationships among elements of design, and visual statement allows the artist to use various styles, including realism, abstractionism (nonobjective art), realism/naturalism, and other genre styles to convey ideas to an audience. 1. Artists interpret/render themes using traditional art media and materials as well as new art media and methodologies</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 checked="" type="checkbox"/> Information Literacy</p>

	<input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy <i>Life and Career Skills:</i> <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>Understandings: <i>will understand that . . .</i></p> <p>elements of art and principles of design are utilized to create 3D works of art.</p> <p>use a variety of tools, mediums, and techniques that artists use to create different forms of 3D Design and Sculpture.</p> <p>can use a variety of styles, medium and techniques to convey their ideas through their art.</p> <p>can have a successful career in the visual arts.</p> <p>can successfully display works of art in an art/sculpture gallery.</p>	<p>Essential Questions:</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> · What defines successful art? · How do the elements of art and principles of design affect the creative process in 3D art/sculpture? <p><i>EU 2</i></p> <ul style="list-style-type: none"> · 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 convey your ideas? <p><i>EU 4</i></p> <ul style="list-style-type: none"> · How does an artist choose what field to pursue? <p><i>EU 5</i></p> <ul style="list-style-type: none"> · How does an artist successfully display a work of art in an art exhibition?
<p>Objective: <i>Students will know . . .</i></p> <p>elements of Art and the Principles of Design as they relate to 3D sculpture.</p> <p>styles and styles of a variety of art media.</p>	<p>Skills: <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 work of three-dimensional artworks that reflects personal style and a high level of technical proficiency and expression.

<p>of concepts, art movements, styles and techniques relating to art career choices are available to them upon graduation.</p>	<p>EU 2</p> <ul style="list-style-type: none"> · Select and use different 3D media (clay, wood, paper/board, wire found objects) along with 2D media (acrylics, glazes, pen, marker, different techniques to create 3D works that demonstrate an understanding of the media as it relates to the work of art. · Utilize different sculptural techniques including, but not limited to, assemblage, carving, casting, modeling, installation. <p>EU 3</p> <ul style="list-style-type: none"> · Create works of art that are based on a variety of concepts, art media techniques and styles. <p>EU4</p> <ul style="list-style-type: none"> · Utilize supplemental resources to gain information about career choices in the art field. · Apply their knowledge of sculpture as a business.
--	---

Stage 2 – Assessment Evidence

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

As an art critic or art historian, students will create and assess several 3D works on a timeline set forth by the teacher. Students will be asked to pick a time period of art to study, work within the timeline given by the teacher, assess the work from that time, and provide feedback written, orally or expressively about that time period. (EU1,2,3)

As an artist, students will synthesize the elements of art and principles of design in an original portfolio of three-dimensional artworks that reflects personal growth and a level of technical proficiency with expressive qualities. Portfolios should include the following: examples of the sculptural techniques learned throughout the year, pieces that show growth, risk and improvement in the techniques, works that reflect the use of the various principles of art. Several different types of sculpture should be included in the portfolio such as: relief, subtractive, additive, kinetic, found objects.

As a professional sculptor, students will use their knowledge of sculpture as a business to promote themselves, which may or may not include their own work. Students will be assessed on their ability to make business cards, give themselves a name and create an advertisement for their business. Success will be measured by their ability to develop a “themed” body of work to go along with their business plan and then present it to class. (EU4)

As an art director, students will organize and exhibit personal works of visual art that convey a high level of understanding of how the various media and use of techniques within 3D design. Students will be assessed on how they organize their work in the exhibit.

will be “commissioned” to create an installation sculpture either in groups or individually for display. They will need to work cooperatively and develop either a group sketch or individual sketch. Students will need to create a materials list and compare their list to what is available. Environmental concerns for the installations. Students will be assessed on their ability to work cooperatively through the brainstorming process, create the sculpture, problem-solve any issues and install the work of art. (EU 2)

will produce an original body of art in a variety of 3D art medium. Successful artwork/sculptures will demonstrate student mastery of various methods, techniques, and cultural understanding for an art show.(EU1,2,3)

will prepare work for display and participate in our annual high school art show as well as in privately funded art contests and competitions at state level.(EU1,2,3)

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

generated test

entry (Explanation, Interpretation, Application, Perspective, Empathy, and Self-Knowledge)

teacher/group written/oral critiques during and upon completion of the sculptures.

participation

generated question responses (essays)

portfolios

and Final Exam Practicum/Written/Performance Assessment

Stage 3 – Learning Plan

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*

and synthesize the compositional and stylistic principles of the three-dimensional art work.

the syntax, compositional and stylistic principles of three-dimensional artworks in multiple art media.(M)

themes and symbols suggested by the artworks (M).

the styles and artistic processes used in the creation of culturally and historically diverse three-dimensional artworks, and emulate those in an original body of work. (A,M,T)

will demonstrate different ways that 3D media can be applied to a final composition.(A)

explore the various uses of 3D media and experiment with the size of their final piece based on their preliminary sketch/maquette. (M)

nowledge of negative and positive space, texture, form, and function to a three dimensional project. (T)

nowledge of different sculpting techniques and methods by using additive, subtractive and manipulative practices to create original three dimensional sculptures both relief and in the round. (T)

te careers in the visual arts through the use of websites, textbooks, museum trips, images, PowerPoint, etc, focusing on three dimensional art.

nd media to create original sculpture. (M)

le and prepare work for display in art shows and/or contests both in school and in the community. (M,T)

iginal art using a variety of media and methodologies to produce a portfolio. (T)

ents a choice of personal style and develop an emotional connection through the creation of a 3D piece. (M)

