

Course Title – Foundations of Art

Implement start year – 2014-2015

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Unit #1, topic - The Creative Process:

The students will be able to look, think, and work like an artist

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

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

1.1 The Creative Process- All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.1.12.D.1 Visual Arts- Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.

1.1.12.D.2 Visual Arts- Stimuli for the creation of artworks can come from many places, including other arts disciplines.

21st Century Themes

(www.21stcenturyskills.org)

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

21st 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

	<input checked="" type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> • The artist's process, imagination and intuition drive the work and can lead to unforeseen or unpredictable outcomes.</p> <p><i>EU 2</i> • Great art requires skills and discipline to turn creative imagination into a quality product.</p> <p><i>EU 3</i> • Various cultural influences impact an artist's work.(music, politics, social issues, etc)</p> <p><i>EU 4</i> • Artist's pull inspiration from various sources consciously and unconsciously.</p> <p><i>EU 5</i> • The arts serve multiple functions: enlightenment, education and entertainment.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How do underlying structures unconsciously guide the creation of art works? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • What do artists consider when making decisions about their work? • How do skills and techniques influence decision making processes in the creation of art? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How do various cultures influence an artist? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • Where does inspiration come from and in what way do artists gather their ideas? <p><i>EU 5</i></p> <ul style="list-style-type: none"> • What is the purpose of art?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • The vocabulary needed to communicate and apply the elements of art and principles of design. • The properties and correct use of a variety of 2D and 3D media 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Apply innovative applications of the elements of art and principles of design in 2D and 3D visual artworks. • Apply the use of a variety of art making concepts, techniques,

<ul style="list-style-type: none"> • The difference between a variety of design concepts, drawing and sculpting techniques, media and methods. <p><i>EU2</i></p> <ul style="list-style-type: none"> • The proper use of sketches and how to utilize teachers, classmates and outside influences in the creative process. • The proper techniques and different styles of various artists and art movements from different cultures and societies. <p><i>EU3</i></p> <ul style="list-style-type: none"> • The art history and values of different cultures. <p><i>EU4</i></p> <ul style="list-style-type: none"> • Types of sources for inspiration in the creation of ideas for art. <p><i>EU5</i></p> <ul style="list-style-type: none"> • Ways in which the arts serve to enlighten, educate and entertain different cultures. 	<p>media and methods</p> <p><i>EU2</i></p> <ul style="list-style-type: none"> • Create a quality product using creative imagination, discipline and skills. <p><i>EU3</i></p> <ul style="list-style-type: none"> • Identify various aspects of their own culture and analyze how cultural elements are applied to artwork. • Research and identify various artists and art movements from a variety of cultures and societies. • Identify and analyze how various forms of art serve different purposes. • Apply knowledge of copyright laws in the formation of ideas from various sources in the creation of original works of art. <p><i>EU4</i></p> <ul style="list-style-type: none"> • Identify and analyze where artist's inspirations originate. <p><i>EU5</i></p> <ul style="list-style-type: none"> • Identify and analyze how various forms of art serve different purposes.
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Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.*

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

- Teacher generated test
- Teacher will provide ongoing feedback, individual conferences, while students are working and make refinements to the final composition or piece
- Journal entry (Self Evaluation, Explanation, Interpretation, Application, Perspective, Empathy, and Self-Knowledge)
- Individual / group written/oral critiques including self-evaluation
- Class participation
- Teacher generated question responses (essays)
- Textbook questions and essays
- Midterm and Final Exam Practicum/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.*

- Teacher will model how the elements of art and principles of design are used in the creation of both 2D and 3D artworks. (A)
- Students will analyze selected artwork to identify the elements and principles of designs. (M)
- Students will be introduced to a variety of cultural artworks reflecting the elements of art and principles of design, with equal emphasis on 2D and 3D concepts and techniques. (A)
- Students will work in groups to analyze and compare artists' works to identify similarities and differences in themes, cultures, subject matter and what function the art serves. Students will discuss the use of the elements and principles of art and unique characteristics of each style. Based upon their group analysis and discussions, students will work from a writing prompt to draft a summary of their analysis (M)
- Students will create a preliminary sketch/maquette (miniature version of the final 3D sculpture), which reflects the elements and principles of art necessary for the creation of artwork. (T)
- Teacher will demonstrate ways the selected medium and materials can be added to the composition. Students select, refine, and enlarge ideas from their sketches that fulfill criteria established by the class, teacher, and personal interests. Students work in pairs or individually to review enlarged sketches and give feedback regarding the creative process techniques and visual impact through choice of art elements and design principles. Students experiment/explore with medium/materials to parts of their sketches before applying them to the final composition. Students will reflect on the process and progress of their work. (A,M,)
- Students will be introduced to a variety of movements from art history throughout various cultures, and students will then create artworks that are impacted by those art movements. (A).
- Students will analyze selected artworks to identify the given purpose for that individual piece. (enlightenment, education and entertainment) (M)