

Course Title – Foundations of Art

Implement start year – 2014-2015

Revision Committee Members, email, extension – Robert Dooley , Deanna Guittar, Rocky Canonica, Carol Barylski

Robert Dooley rdooley@lrhsd.org, ext. 8254; Deanna Guittar dguittar@lrhsd.org, ext. 8758 ; Rocky Canonica rcanonica@lrhsd.org, ext. 8353; Carol Barylski cbarylski@lrhsd.org, ext. 4446

Unit #3, topic - Performance:

Students will be able to independantly use their learning to create and display works of art as 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/>)

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of visual art.

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.

1.3.12.D.2 Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.

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.

1.3.12.D.4 Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies

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

	<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> The elements of art and principles of design are utilized to create successful 2D and 3D works of art.</p> <p><i>EU 2</i> There are a variety of tools, mediums, techniques that artists use to create different forms of 2D and 3D Design and Sculpture.</p> <p><i>EU 3</i> An artist can use a variety of styles, medium and techniques to convey their ideas through their art.</p> <p><i>EU 4</i> An artist can have a successful career in the visual arts.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What is successful art? • How do the elements of art and principles of design effect the creation of artworks? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • What are the best choices of basic 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 Elements of Art and the Principles of Design as they relate to the creation of 2D and 3D artworks. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Techniques and styles of a variety of art media. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • A variety of concepts, art movements, styles and techniques. 	<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 of 2D and 3D artworks that reflects technical proficiency and expression. <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

<p><i>EU 4</i></p> <ul style="list-style-type: none"> the various art career options. 	<p>demonstrate an understanding of the media as is relates to the work of art.</p> <ul style="list-style-type: none"> 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. Utilize different sculptural techniques including, but not limited to, assemblage, carving, casting, modeling, installation. <p><i>EU 3</i></p> <ul style="list-style-type: none"> Create works of art that are based on a variety of concepts, art movement, 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

Recommended Performance Tasks:

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
- 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.*

- Analyze compositional and stylistic principles of artworks in multiple art media. (M)
- Interpret 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)
- 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)
- Teacher will demonstrate different ways that 2D and 3D media can be applied to a final composition. (A)
- Apply knowledge of elements and principles of design to two and three dimensional projects. (T)
- Apply 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. (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)