

Audubon Public Schools
 Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
 Approved: June, 2017
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Course Title: Advanced Studio Unit Name: Perceiving, Producing, Knowing, Communicating, Evaluating
 Grade Level: 11 to12

<p>Content Statements In these unit students develop, clarify, and apply their philosophy of art and the creation of art through in-depth, independent, and advanced explorations with media, techniques, processes, and aesthetics. Exceptional initiative, serious involvement, and commitment are expectations of the Advanced Studio student.</p>	<p>NJSLS: 9.1.12.A.1-4, B.1-3, C.1-5 1.1.12.D.1-3 1.2.12.A.,B.1,2 1.3.12.D.1 -5 1.4.12.A.1 -4, B.1-3</p> <p>Companion Standards: RST9-12.5</p>
<p>Overarching Essential Questions How do artists make convincing, informed judgments about the characteristics, functions, meaning, and purposes of art and present well-supported defenses of these judgments? How can looking at a variety of artists’ styles help me with ideas and techniques? What does professional artwork look like?</p>	<p>Overarching Enduring Understandings Creating art is an integral part of human expression and understanding.</p>
<p>Unit Essential Questions How does the visual art audience relate to culture, history and other disciplines? How do designers, including peers, creatively combine the elements and principles of design to make a particular work of art more memorable? What criteria are needed to determine excellence in a design? How does reflecting on the work of both peers and artists improve one’s own artistic abilities and understanding? In the creation of art, what is the role of listening to and reading alternate responses to works of art? What careers are available, and in demand in today’s market place, that utilize visual communication? How does an increased knowledge of art theories better equip a person to understand and interpret the mass media that is all around them? Why does an artist research and write about the existence of art movements, periods, and styles? How does an artist get ideas using sound reasoning? Why would my skills in the areas of perspective, color theory, drawing, painting and design affect my portfolio admission?</p>	<p>Unit Enduring Understandings Artists utilize sound reasoning, concepts and images from a variety of sources to create original art. Artists have a working knowledge of the vocabulary of art. There is an understanding that art encompasses many disciplines. Artists approach, recognize, apply and evaluate the use of elements of art in an aesthetic composition. There are connections between visual arts education and potential job offerings in the community. Identify the knowledge and skills gained in art experiences that transfer to daily life. A portfolio is developed and refined. It is based on critiques by oneself, teachers, peers, and through research. Art history, criticism, and aesthetics are studied in conjunction with selected artworks and lead to the development of a personal philosophy of art. Works of art are identified in terms of function, history, culture and aesthetics. Artists brainstorm, research, plan and design works of art.</p>

<p>How is art a part of everyday life? What factors contribute to something being considered a piece of art? How does art communicate ideas?</p>	<p>All communication involves some type of visual rendering.</p>
<p>Unit Rationale Demonstrate the ability to create works that integrate media, processes, or concepts of other art forms. Identify the knowledge and skills gained in art experiences that transfer to daily life. Identify criteria of professional artwork and reflect on the strengths of their own work. Students must understand the factors that lead to the creation, interpretation and analyzing a work of art. Critique artwork through the use of: proper vocabulary, art elements and design principles, meaning, feeling, mood and ideas, oral and written expression. Demonstrate ability to create works (artwork, debates, critiques) that powerfully communicate in-depth knowledge and understanding of a concept through integrated study.</p>	<p>Unit Overview Students will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.</p>
<p>Authentic Learning Experiences Look at professional artists work and determine excellence in the work. (Critique artwork). Visit and critique art at local and state museums, exhibits, and other arts-related establishments and analyze the effect of these experiences upon daily life. Creating visual art in a style that reflects society, social groups, cultures, politics, religion, history and philosophy Visual documentation of ideas through creative and critical thinking skills. Experiment with a variety of media and techniques.</p>	
<p>21st Century Skills and Themes Global: research world events, issues, cultures, politics, religion, art and history of art from around the world Collaboration: all activities are collaborative in nature Problem solving: answering research questions, learning to translate ideas into visual form Technology: utilizing the internet to access and analyze information; utilizing computer art programs and the tools associated with these programs</p>	
<p>Unit Learning Targets/Scaffolding to CPIs This unit applies an in-depth approach to the study of art processes and techniques, aesthetic issues, art criticism and art history. Students form goals, become familiar with current and past artists, and develop work habits of professionals. Knowledge of the arts in relation to culture, history, other disciplines, and careers will be promoted through visual, verbal, and written means. Art history, criticism, and aesthetics will be studied in conjunction with selected artworks and will lead to development of a personal philosophy of art.</p>	
<p>Key Terms Aesthetics - The appreciation of, and sensitivity towards, works of art, designs, products, objects or artifacts. (vels.vcaa.vic.edu.au/dct/glossary.html) Color Wheel - A radial diagram of colors in which primary and secondary, and sometimes intermediate colors are displayed as an aid to color identification, choosing, and mixing. A color wheel with primary (red, yellow, blue) and secondary (orange, green, and violet) colors can be seen to the left below. The complement to each color is the color opposite that color on the color wheel. To the right below are diagrams of complementary colors, demonstrating the ratios devised by Johannes Itten, in response to these colors' relative intensities and values. (http://www.artlex.com) Complimentary – Those colors that are directly opposite each other on the color wheel. (www.maycocolors.com) Composition - The organization of the art elements in a drawing or painting. These art elements include shape, color, movement, line, tone, color, edges and perspective. (http://www.creativeglossary.com) Cross Hatch – Criss-cross scratched marks where two pieces of clay are to be joined. Also refers to the application of glaze, forming 45 degree angles to the previous coat. (www.maycocolors.com) Figure and ground - positive and negative shape</p>	

Foreshortening - A way of representing a subject or an object so that it conveys the illusion of depth so that it seems to thrust forward or go back into space. (<http://www.artlex.com>)

Form and content - In art and art criticism, form and content are considered distinct aspects of a work. The term form usually refers to the work's style or methods and content to its "core" or essence. (en.wikipedia.org/wiki/Form_and_content)

Opaque – Not transparent; completely covers any other color underneath. (www.maycocolors.com)

Perspective and proportion - Scale in drawing refers to the proportion or ratio that defines the size relationships. Models, architectural plans, maps and paintings/drawings all use scale to create the illusion of correct size relationships between objects and figures. (<http://www.creativeglossary.com>)

Relief – A raised design. (www.maycocolors.com)

Space - 3D space refers to the real space of an object/figure in an environment, as well as the seemingly real appearance of a form drawn/painted to create a sense of real-life illusion on a 2D space. (<http://www.creativeglossary.com>)

Styles - a form of appearance, design, or production; for example type or make a new style of house (<http://www.creativeglossary.com>)

Texture - An element of art, texture is the surface quality or "feel" of an object, its smoothness, roughness, softness, etc. Textures may be actual or simulated. Actual textures can be felt with the fingers, while simulated textures are suggested by an artist in the painting of different areas of a picture. (<http://www.artlex.com>)

Visual movement - is a visual flow through the composition. It can be the suggestion of motion in a design as you move from object to object by way of placement and position. Directional movement can be created with a value pattern. It is with the placement of dark and light areas that you can move your attention through the format. (<http://www.princetonol.com>)

Instructional Strategies

Lecture
 Monitor
 Facilitate
 Model and demonstrate

Customizing Learning/ Differentiation

Special needs- students will act as peer coaches to support students with special needs
 ELL- these students will be encouraged their cultural perspective
 Gifted learner- will model for and support the rest of the students and will be offered the opportunity to expand their own understanding of the material

Formative Assessments

Journal or a log
 Sketchbook
 Guided questions
 Demonstrations and sketches
 Research reports

Interdisciplinary Connections

Language arts- writing, logging, oral communication
 Math- measurements, proportions
 Social studies- cultural and history of art

Resources

Internet research
 Art21: series, teacher Guide and video clips
 Maycocolors.com
 Ceramics, Two Books In One by Steve Mattison (Sterling Publishing Co., Inc)
 Wire Sculpture and Other Three Dimensional Construction by Gerald F. Brommer (Davis Publications)
 The New Clay by Nan Roche (Flower Valley Press)
www.ilovetocreate.com

Suggested Activities for Inclusion in Lesson Planning

To learn to critique class work and individual work.
 Develop a personal schedule/timeline for project deadlines.
 Research art styles of past and present.
 Research various artists work.

Keep a sketchbook with all information and sketches for projects
 Complete self critique handout for projects
 Establish a set of evaluative criteria for assessing personal artwork, that of others and in life experiences
 Teacher lecture, demonstration and examples of student and professional work. Class will discuss work.
 Continue proper use of art terms and vocabulary.

Unit Timeline

Suggested- first, second, third and fourth marking periods (thirty-six weeks)

Appendix

Differentiation	
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
Intervention & Modification	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors ● Graphic organizers
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
21st Century Skills	
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	

- Problem Solving
- Communication
- Collaboration

Integrating Technology

- Chromebooks
- Internet research
- Online programs
- Virtual collaboration and projects
- Presentations using presentation hardware and software