

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Anne Marie Harris,
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Course Title: Materials and Techniques
Unit Name: Practice, Produce, Describe, Interpret, Evaluate and Respond
Grade Level: 10 to 12

<p>Content Statements In this unit students learn to use art media, techniques and processes to communicate context, ideas and themes. They are encouraged to develop an understanding of the relationship among art forms, and between their work and the work of others. They are able to relate understandings about the historical and cultural context of art to situations in contemporary life. They are expected to develop a broad and in-depth proficiency of the use of a variety of art materials and techniques.</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>NJSLS: RST 9-12.5</p>
<p>Overarching Essential Questions What are mediums and techniques? How can experimenting with a variety of techniques help me produce new ideas for my artwork? Why would I observe artists styles to help me with ideas and techniques? How do artists make convincing, informed judgments about the characteristics, functions, meaning, and purposes of art and present well-supported defenses of these judgments? Why should I be aware of artwork of present day and of the past?</p>	<p>Overarching Enduring Understandings The visual arts seek to provide visual literacy by promoting fluency in the various modes of visual communication to include studio production, art history, aesthetics and criticism.</p>
<p>Unit Essential Questions How can visual art contribute to culture, society and the lives of others? How can I learn more about the world by creating art? How can I communicate to an audience by creating art without words? How do the visual arts 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 Work of art? 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?</p>	<p>Unit Enduring Understandings Visual arts have both intrinsic and instrumental value; that is, it has worth in and of itself and can be used to achieve a multitude of purposes (e.g., to present issues and ideas, to teach or persuade, to entertain, to design, plan, and beautify). Artists play a valued role in creating cultures and building civilizations. Each arts discipline makes its unique contributions to culture, society, and the lives of individuals, their connections to each other enable the all of the arts disciplines to produce more than any of them could produce alone. The arts are a way of knowing. Students grow in their ability to comprehend their world when they learn the arts.</p>

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?

Why would my skills in the areas of perspective, color theory, drawing, painting and design affect my own work of art?

How is art a part of everyday life?

What factors contribute to something being considered a piece of art?

How does art communicate ideas?

By creating visual artworks, artists learn how to express themselves and how to communicate with others.

The arts have value and significance for daily life. They provide personal fulfillment, whether in vocational settings, vocational pursuits, or leisure.

Appreciating visual art means understanding the interactions among various professions and roles involved in creating, performing, studying, teaching, presenting, and supporting the arts, and in appreciating their interdependent nature.

Awakening to folk arts and their influence on other arts deepens respect for one's own and for others' communities.

Creating art enhances and sharpens one's abilities to inquire and express.

Because visual arts offer the continuing challenge of situations in which there is no standard or approved answer, those who study the arts become acquainted with many perspectives on the meaning of "value."

Attributes such as self-discipline, the collaborative spirit, and perseverance, which are so necessary to the arts, can transfer to the rest of life.

The arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.

Artists are informed acquaintances with exemplary works of art from a variety of cultures and historical periods, and have a basic understanding of historical development in the visual arts discipline, across the arts as a whole, and within cultures.

Artists utilize concepts and images from a variety of sources to create original art.

Artists have a working knowledge of the vocabulary of art.

Artists recognize, apply and evaluate the use of elements of art in an aesthetic composition.

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 form, function, history, culture and aesthetics.

Artists' brainstorm, research, plan, design and critique works of art.

Unit Rationale

Demonstrate the ability to create works of art by using both traditional media and techniques and incorporates new technology to create art that is individual and expressive. Encourages disciplined creativity by using higher level critical thinking skills to identify problems, explore original solutions, and complete the problem solving process. This has practical application not only in visual arts, but in all disciplines and for lifelong learning. The unit/course challenges students to recognize their own ideas, values and beliefs and communicate them through visual arts. Students aesthetic and intellectual awareness are expanded through reading, writing, listening, researching, discussing, critiquing and reflective thinking. Demonstrate ability to create works (artwork, debates, critiques) that powerfully communicate in-depth knowledge and understanding of a concept through integrated study.

Unit Overview

Students will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art. As students imagine, create, and reflect, they are developing both the verbal and nonverbal abilities necessary for progress in the school environment. At the same time, the intellectual demands of the arts help students develop problem-solving abilities and such critical thinking skills as analyzing, synthesizing, and evaluating information.

Authentic Learning Experiences

As a result of visual arts study, students develop a lifelong process for problem solving that has direct relevance to all other disciplines. Through participation in visual arts, students have the opportunity to recognize and celebrate the creativity and diversity inherent in all of us. 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. Visual art is a multifaceted creative process. Students will develop perceptual awareness and the ability to use materials and techniques expressively. Students will develop an understanding of the influence of the arts and their power to create and reflect cultures, the impact of design on our daily life, and in the interdependence of work in the arts with the broader worlds of ideas and action.

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

Unit Learning Targets/Scaffolding to CPIs

This unit applies the development of perceptual awareness and the ability to use materials and techniques expressively. In addition, creative and critical thinking are taught and identified as: generative, imaginative, metaphorical, analytical, synthetic, and collaborative. These components of the creative process are taught by using a variety of approaches that integrate history/appreciation, aesthetics, criticism, production of artwork, as well as reading and writing.

Key Terms

Acrylic Paint - A fast-drying synthetic paint made from acrylic resin.
Aesthetics - The study or theory of the beautiful, in taste or art.
Analogous Colors - Colors that are closely related to each other because a common color can be found; for example: blue, blue-violet, violet colors.
Analysis - Identifying and examining separate parts as they function independently and together in creative works and study of visual arts. (<http://www.artlex.com>)

Asymmetrical - A type of balance where elements are arranged differently on each side of an imaginary midline.

Background - The area that appears to be farthest away or behind the other objects.

Balance - Parts of a picture arranged symmetrically or asymmetrically so that areas seem to have equal visual weight.

Ceramics - Functional and decorative objects made from clay.

Clay - A pliable natural earth.

Collograph - A printing block made from objects and textures glued to a surface.

Color - Any hue distinguished from white or black. (Webster)

Composition - Organization of elements in space.

Concept - An abstract general notion; an idea.

Content - In visual arts, the meaning of an image, beyond its overt subject matter, including the emotional, intellectual, symbolic, thematic, and narrative connotations.

Context - A set of interrelated conditions (such as social, economic, political) in visual arts that influence and give meaning to the development and reception of thoughts, ideas, or concepts, and that define specific cultures and eras.

Creative Thinking - Able to see and make things in a new or different way.

Critical Thinking - Shows or requires careful analysis before judgment.

Criticism - The art, process, or principles used to analyze and judge literary or artistic works.

Design - To create a work of art by combining elements of art into a planned whole.

Egg Tempera - Is a type of paint made by adding pigments to a mixture of egg yolk and water; the egg acts as an emulsifier, making the mixture water-soluble. Egg tempera is considered to be the second-oldest form of painting. (www.scribd.com)

Elements of Art - Those components that make up a composition: line, value, space, texture, shape/form and color. (http://www.artlex.com)

Experimentation - To search out by trial.

Expression - In visual arts, a process of conveying ideas, feelings, and meanings, through selective use of communicative possibilities. (http://www.artlex.com)

Felting - The process of making non-woven fabric from fibers through the application of heat, moisture and pressure.

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)

Foreground - The area that appears to be nearest and in front of the other objects.

Geometric - Shapes that are made using specific mathematical formulas and are named such as circle, hexagon, etc.

Image - A physical likeness or representation of a person, animal, or thing, photographed, painted, or sculptured; a thought from the imagination made visible.

Imagery: Mental images.

Imagination - The process of creating a mental picture of something that is unlike things one has seen.

Incising - Scratching lines into a surface. (Encyclopedia Of Colored Pencil Techniques)

Intensity - Refers to the brightness or dullness of a color; amount of saturation. (Art In Focus)

Intuitive - Perceived immediately by the mind, instinctive knowledge or feeling.

Line - The path of a moving point that is made by a tool, instrument, or medium as it moves across an area. (http://www.princetonol.com)

Medium/Media - Materials used to create an image.

Middle Ground - The area that appears between the foreground and background.

Monoprint - One print that cannot be duplicated, made by pressing paper onto an inked or painted surface.

Movement - In visual arts, the direction or flow in artwork. (http://www.princetonol.com)

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

Organic - Any living or natural shape that is not geometric.

Paper Making - The process of creating paper using water, fibers, or recycled papers.

Pattern - A principle of design where an element or combination of elements are repeated in a planned way. (<http://www.artlex.com>)

Perception - Visual and sensory awareness, discrimination, and integration of impressions, conditions, and relationships with regard to objects, images and feelings. (<http://www.artlex.com>)

Perceptual Awareness - Knowing, discerning as a result of perceiving or insight, intuition.

Pin Hole Camera - A camera, usually handmade, that uses a pinhole aperture in place of a lens.

Plasticine clay - a brand of modeling clay, is a putty-like modeling material made from calcium salts, petroleum jelly and aliphatic acids. The name is a registered trademark of Humbrol but tends to be used as a generic description. (Webster)

Portrait: Artwork that shows the face or figure of a person.

Primary Colors - The basic colors that can't be reduced into component colors and can be used to mix all other colors.

Principles of Design - The way the elements of art such as balance, movement, pattern/repetition, unity/variety and emphasis are used to create a composition. (<http://www.artlex.com>)

Printing Ink - Ink used specifically for printing.

Printmaking - The art of using a printing plate or stamp to create one or a series of multiple originals called prints.

Process(es) - Progressive course(s), a series of changes, a method of creating.

Quilting - The process of making art using two or more layers of fabric that are then stitched in a pattern through all the layers.

Repetition - A principle of design, where an element is used more than once. (<http://www.artlex.com>)

Score - In paper sculpture, to crease using a semi-sharp object for easy folding; in clay, to slash or cut before joining pieces.

Sculpture - Carved, cut, hewn, cast, molded, welded or assembled into three dimensional representations, forms, or figures.

Secondary Colors - Colors made by mixing two primary colors. When red, yellow and blue are used as primary colors, the secondary colors are orange, green and violet.

Shade - A dark color achieved by changing the value of a color by adding black.

Space - An element of art that is the area in and around objects in a composition.

Still Life - An arrangement of inanimate objects.

Stitchery - Artwork made by using a needle and thread or yarn to create a design.

Style - An artist's special way of creating art; the style of an artwork helps determine how it is different from other artworks.

Symbol - An image, sign, or element, such as color, that is understood, by convention or context, to suggest some other meaning. (Art In Focus)

Symmetrical/Symmetry - A type of balance in which elements are arranged the same on each side of an imaginary line. (<http://www.artlex.com>)

Technique - A specific way to create artwork; "how" the medium is applied often by following a step-by-step procedure.

Texture - An element of art that is the way an object feels or looks like it feels.

Tint - A light color achieved by changing the value of a color by adding white.

Tone - A color mixed with black and white, a grayed color.

Unity - A principle of design which is the quality of having all parts look as if they belong together; achieved by proximity or repetition. (<http://www.artlex.com>)

Value - An element of art that describes the relative lightness or darkness of a color. (<http://www.artlex.com>)

Variety - Differences achieved by changing elements in a composition to add interest.

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

Art In Focus, McGraw-Hill

Encyclopedia Of Mosaic Techniques by Emma Biggs

Encyclopedia Of Pastel Techniques by Judy Martin

Encyclopedia Of Colored Pencil Techniques by Judy Martin

Encyclopedia Of Oil Painting Techniques by Jeremy Galton

Handbuilding Ceramics by Kathy Triplett

Art21: series, teacher Guide and video clips

Maycocolors.com

Princetonol.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.

Teacher lecture, demonstration and examples of student and professional work. Class will discuss work.

Continue proper use of art terms and vocabulary. Students will learn about the mediums and practice the techniques listed and will create their own original work:

Acrylic Paint

Chalk and Oil Pastel

Color Pencil

Egg Tempera

Glaze, underglaze, underglaze pencils and chalk sticks

Hand built Ceramics: coil, slab, pinch, press mold

Oil Paint

Pen and Ink

Photocopy Transfer

Plaster Mold Making

Polymer Clay

Pouring Slip Molds

Printmaking

Scratchboard

Silk Dyes on China Silk
Watercolor

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