

Audubon Public Schools
 Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
 Approved: June, 2017
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Unit Plan Design Template

Course Title: Portfolio Preparation Unit Name: Perceiving, Producing, Knowing, Communicating, Evaluating
 Grade Level: 11 to12

<p>Content Statements In this unit students will research visual art careers and assemble a portfolio based on technical quality, personal style, direction, and its intended purpose.</p>	<p>NJSLS:</p> <p>9.1 A. Critical thinking and Problem Solving 9.1.12.A.1-4, B.1-3, C.1-5</p> <p>1.1 The Creative Process: 1.1.12.D.1-3</p> <p>1.2: History of the Arts and Culture: 1.2.12.A.,B.1,2</p> <p>1.3 Performance: 1.3.12.D.1 -5</p> <p>1.4 Aesthetic Responses & Critique Methodologies: 1.4.12.A.1 -4, B.1-3</p> <p>Companion Standards:</p> <p>RST 9-12.5</p>
<p>Overarching Essential Questions</p> <p>What art-related professions and careers are there? What does a professional art portfolio look like?</p>	<p>Overarching Enduring Understandings</p> <p>Art experiences affect daily life, and also provide opportunities for careers in art.</p>
<p>Unit Essential Questions</p> <p>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? Why would my skills in the areas of perspective, color theory, drawing, painting and design affect my portfolio admission? 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>Unit Enduring Understandings</p> <p>There is an understanding that art encompasses many disciplines. 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 classification, comparison/contrast, function, history, culture and aesthetics. Artists brainstorm, research, plan and design works of art. All communication involves sound reasoning and some type of visual rendering.</p>

Unit Rationale

Investigate the necessary preparation to pursue various careers in visual arts.
 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 portfolios for art school and reflect on the strengths of their own art portfolio.
 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.
 Students will have the necessary information to create their own visual art.

Unit Overview

Students will create and analyze their own art by participating in discussion, research, observation, projects and problem solving.

Authentic Learning Experiences

Research colleges and universities art majors and portfolio requirements.
 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.

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 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 careers, 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.

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

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

<p>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</p>
<p>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 admission requirements information through catalogs, Internet and by telephone contact Research various art careers Develop and execute project ideas based on specific requirements for college admission Keep a sketchbook with all information and sketches for projects Life drawing assignments in sketchbook on a weekly basis Complete self critique handout for projects Establish a set of evaluative criteria for assessing personal art work, that of others and in life experiences Teacher lecture, demonstration and examples of student and professional work. Class will discuss work. Visiting professional artists and representatives from art colleges lecturing about continuing education in the arts Complete definitions of art terms and vocabulary</p>
<p>Unit Timeline Suggested- first and second marking periods (eighteen weeks)</p>

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
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21st Century Skills

- 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