Content Area: Visual Arts

Course Title: Visual Studies I

Grade Level: 9 – 12

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| **Related documents:**  Assessment Rubric of Museum Curator Project Student Roles  Common Rubric for 21st Century Skills | | | | **Assessments:**  **formative (F)**  **summative (S)**  **performance (P)**  **common rubrics (CR)**  **diagnostic (D)** | **Miscellaneous:**  **materials (M)**  **anchors (A)**  **differentiation (D)**  **trouble shooting(TS)**  **resources (R)** |
| **Unit Title & Duration** | **Content**  **Standards** | **Enduring Understandings** | **Essential**  **Questions** |
| **Observing Art**  (3 weeks)  *Museum Curator Scenario*  -What is art?  -Who decides?  -What makes art valuable?  -How is value determined?  -How is unity created?  *Week 1:*  guided practice,  collect art,  and make advertising and invitations  *Week 2:*  research works, build museums  *Week 3:*  present “Grand Opening” of museum to guests and finalize accounting details | **National Art**  **Content Standard 3**  Choose and evaluate a range of subject matter, symbols, and ideas.  **National Art**  **Content Standard 5**  Reflect upon and assess the characteristics and merits of their work and the work of others. | **CS3** An artist’s choices in subject matter, symbols, and ideas affect the visual communication of the meaning of an artwork.  **CS3** Individual perspectives affect the perceived meaning on an artwork.  **CS5** The interpretation and evaluation of works of art is influenced by knowledge, cultural background, individual perspective, and personal experience. | **CS3** How do artists’ choices for subject matter, symbols, and ideas communicate meaning in art?  **CS3** Why do art forms and ways of making art stay the same? Why do they change?  **CS3** How does an artist find inspiration for work without copying others’ work?  **CS5** Why do people make art?  **CS5** What makes an artwork successful?  **CS5** What is art?  **CS5** What is the difference between a personal interpretation and a historical interpretation? | **D**-write preliminary answers to scenario essential question  **P**-look at, discuss, assess, buy, sell, and trade works of art  **F**-reflection on activities  **S**-written and visual documentation of assessing, buying, selling, and trading works of art  **F**-observation of small group and whole class discussions about art  **P**-make museum diorama of art collection, rubric  **F**-observation of small group presentations of art collections; their value, meaning, unity  **S**-defend written or verbal summary of beliefs about art  **F**-teacher and peer assessment of student roles within group  **CR**-ICC skill sets inventory for 21st Century Skills  **D**-write post-activity answers to scenario essential questions | **M**- collection of printed artwork for looking at, buying, selling, and trading  **D**-students work in assigned mixed-ability groups: artsy, mathematical, social  **D**-many different ways to succeed in learning  **TS**-small group and whole group guided practice in looking at, assessing, discussing, buying, selling, trading art  **TS**-small group preliminary planning and goal setting  **R**-collaboration with other teachers who will show, discuss, buy, sell, and trade art with students  **A**-online tours of actual museums |

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| **Related documents:** “How’s it Made and What’s it Made Out of”  Checklist Rubric Assessment of Composition  Course Level Framework and Course Summaries | | | | **Assessments:**  **formative (F), summative (S), performance (P), common rubrics (CR) diagnostic (D)** | **Miscellaneous:**  **Materials (M),**  **differentiation (D),**  **trouble shooting(TS),**  **anchors (A),**  **resources (R)** |
| **Unit Title & Duration** | **Content**  **Standards** | **Enduring**  **Understandings** | **Essential**  **Questions** |
| **Creating Art**  (all year)  *Drawing*  *Painting*  *Ceramics*  *Sculpture* | **National Art**  **Content Standard 1**  Understand and apply media, techniques, and processes.  **National Art**  **Content Standard 2**  Use knowledge of structures and functions.  **National Art**  **Content Standard 3**  Choose and evaluate a range of subject matter, symbols, and ideas. | **CS1** Informed decisions regarding the appropriate choice and use of media, techniques, and processes directly affect the quality and meaning of an artist’s work.  **CS2** The elements of art and principles of design shape the aesthetic choices artists make in the composition and production of works of art.  **CS2** Artists communicate specific ideas through informed and knowledgeable use of visual structures and functions of art.  **CS3** An artist must be flexible with choices in subject matter, symbols, and ideas as the work of art develops and unfolds. | **CS1** Why do artists have to experience a variety of media, techniques, and processes?  **CS1** How do media, techniques, and processes affect meaning in an artwork?  **CS1** How do artists create meaning in their works of art?  **CS1** Why do media have to be used carefully and responsibly?  **CS2** Why do students need to know about the elements of art and principles of design?  **CS2** How do different expressive features and organizational principles communicate different ideas?  **CS3** How does an artist know when a mistake can be considered an opportunity? | **F**-daily verbal assessment of work among peers and with teacher  **F**-observation of artistic efficacy with checklist rubric  **P**-“rubric assessment of a composition” of drawings, paintings, ceramics, and sculptures  **S**-checklist assessment of completed works of art that show artistic efficacy in various areas  **CR**-cornerstone assessment of student portfolio | **M**-play the “How’s it Made and What’s it Made Out of” game  **M**-art media and resources for research of ideas  **D**-students work on personal ideas at individual skills levels  **TS**-practice new skills independently before use in an artwork  **A**-published works of former students on school web site or Artsonia  **R**-magazines, books, camera, computer, Internet for pictures of subject matter and ideas to work with |

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| **Related documents:** Assessment Rubric of Enduring Qualities of Artwork  Guide and Graphic Organizer for Writing an Artist's Statement  Observation Checkbric of Student Responses to Art  Rubric for Writing an Artist's Statement | | | | **Assessments:**  **formative (F)**  **summative (S)**  **performance (P)**  **common rubrics (CR)**  **diagnostic (D)** | **Miscellaneous:**  **Materials (M),**  **differentiation (D),**  **trouble shooting(TS),**  **anchors (A),**  **resources (R)** |
| **Unit Title & Duration** | **Content**  **Standards** | **Enduring**  **Understandings** | **Essential**  **Questions** |
| **Responding to Art**  (3 weeks)  *Week 1*  Identify artist, works, and time periods  *Week 2*  Discuss artists, works, content, cultural influences, and enduring qualities of art  *Week 3*  Write personal artist statement | **National Art**  **Content Standard 4**  Understand the visual arts in relation to history and cultures.  **National Art**  **Content Standard 6**  Make connections between the visual arts and other disciplines. | **CS4** The visual arts serve as a record of the history and culture in which it is produced.  **CS4** Artists often challenge established conventions.  **CS4** Great works of art transcend time and place.  **CS6** Visual art is related to other arts disciplines as well as to the sciences and humanities. | **CS4** What are the themes and purposes that connect works of art from various times and places?  **CS4** How do history and culture influence each other in works of art?  **CS4** What has made certain works of art transcend time and place?  **CS6** Why is art important in people’s daily lives?  **CS6** How does an artist’s work reflect knowledge in other disciplines? | **D**-preliminary observation checkbric of student responses to art  **F**-teacher assessment whole and small group discussions about art, artists, and art history  **S**-matching quiz identifying famous artists, works, and time periods  **S**- self- and peer-assessment rubric of enduring qualities of own work and peers’ work  **P**-teacher assessment notes of student roles in group critique  **S**-written personal artist statement rubric  **S**-publish statement  D-post-activity observation checkbric of student responses to art | **R**-slide shows of famous works of art, artists, and art history published on school web site  **D**-print slide show for students without Internet access  **M**-graphic organizers to plan artist statement content  **D**-writing assistants when necessary  **TS**-guided practice in writing artist statements  **A**-former students’ written artist statements |

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| **Related documents:** Guide for Writing an Art Critique  Graphic Organizer for Writing an Art Critique  Rubric for an Art Critique | | | | **Assessments:**  **formative (F)**  **summative (S)**  **performance (P)**  **common rubrics (CR)**  **diagnostic (D)** | **Miscellaneous:**  **Materials (M),**  **differentiation (D),**  **trouble shooting(TS),**  **anchors (A),**  **resources (R)** |
| **Unit Title & Duration** | **Content**  **Standards** | **Enduring**  **Understandings** | **Essential**  **Questions** |
| **Critiquing Art**  (2 weeks)  *News Cast Scenario*  *Week 1*  Critique another’s work  -podcast of small or whole group verbal news cast  *Week 2*  Critique of own work  -written or recorded  -publish on school web site  -place in assessment portfolio | **National Art**  **Content Standard 1**  Understand and apply media, techniques, and processes.  **National Art**  **Content Standard 2**  Use knowledge of structures and functions.  **National Art**  **Content Standard 5**  Reflect upon and assess the characteristics and merits of their work and the work of others. | **CS1** Informed decisions regarding the appropriate choice and use of media, techniques, and processes directly affect the quality and meaning of an artist’s work.  **CS2** Artists communicate specific ideas through informed and knowledgeable use of visual structures and functions of art.  **CS5** The interpretation and evaluation of works of art is influenced by knowledge, cultural background, individual perspective, and personal experience. | **CS1** How do media, techniques, and processes affect meaning in an artwork?  **CS1** How do artists create meaning in their works of art?  **CS1** Why do media have to be used carefully and responsibly?  **CS2** How do different expressive features and organizational principles communicate different ideas?  **CS5** What affects people’s interpretation and evaluation of artwork? | **F**-teacher assessment with observation notes of whole and small group verbal critiques  **F**-peer feedback with rubric on verbal and written critique  **P**-rubric assessment by teacher of podcast of art critique  **P**-rubric assessment by teacher of written self-critique  **S**-publish self-critique | **R**-guide to art critique techniques and terms  **M**-graphic organizers to plan critique  **TS**-guided practice in art critique techniques  **D**-writing assistants when necessary  **D**-allow for recorded verbal self-critique in lieu of written  **A**- written critiques of former students’  **A**-podcasts of former students’ verbal critiques |