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 RolesCommon 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 CompositionCourse 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 ArtworkGuide and Graphic Organizer for Writing an Artist's StatementObservation Checkbric of Student Responses to ArtRubric 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 statementD-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 CritiqueGraphic Organizer for Writing an Art CritiqueRubric 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 |