

MUIDS UNIT PLANNER 2018-19

CLASS_CORE ART

UNIT TITLE_DO YOU SEE ME LIKE I SEE YOU?

Stage 1 Desired Learning Outcomes	
Content Standards: Which content standards and benchmarks are taught and assessed in the unit?	
<p>Standards:</p> <p>1.0 ARTISTIC PERCEPTION</p> <ul style="list-style-type: none"> Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations. <p>2.0 CREATIVE EXPRESSION</p> <ul style="list-style-type: none"> Creating, Performing, and Participating in the Visual Arts Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. <p>3.0 HISTORICAL AND CULTURAL CONTEXT</p> <ul style="list-style-type: none"> Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists. <p>4.0 AESTHETIC VALUING</p> <ul style="list-style-type: none"> Responding to, Analyzing, and Making Judgments About Works in the Visual Arts Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities. <p>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS</p> <ul style="list-style-type: none"> Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts 	<p>Benchmarks/Indicators:</p> <p>Develop Perceptual Skills and Visual Arts Vocabulary</p> <p>1.1 Use artistic terms when describing the intent and content of works of art.</p> <p>Analyze Art Elements and Principles of Design</p> <p>1.2 Analyze and justify how their artistic choices contribute to the expressive quality of their own works of art.</p> <p>Skills, Processes, Materials, and Tools</p> <p>2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.</p> <p>2.5 Interpret reality and fantasy in an original two-dimensional work of art.</p> <p>2.7 Create a work of art that express a personal statement demonstrating skill in applying the elements of art and the principles of design.</p> <p>Role and Development of the Visual Arts</p> <p>3.1 Identify similarities and differences in the purposes of art created in selected cultures.</p> <p>Diversity of the Visual Arts</p> <p>3.4 Discuss the purposes of art in selected contemporary cultures.</p> <p>Derive Meaning</p> <p>4.1 Describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer.</p> <p>4.2 Analyze the form (how a work of art looks) and content (what a work of art communicates) of works of art</p> <p>Make Informed Judgments</p> <p>4.4 Develop and apply specific and appropriate criteria individually or in groups to assess and critique works of art.</p> <p>Visual Literacy</p> <p>5.3 Examine art, photography, and other two and three-dimensional images, comparing how different visual representations of the same object lead to different interpretations of its meaning, and describe or illustrate the results.</p>
ESLOs and Language Functions: What ESLOs and language functions are targets?	
<p>ESLOs_</p> <p>Innovative Thinkers Articulate Communicators</p>	<p>LANGUAGE FUNCTIONS_</p> <p>Inquiry Summarizing/Informing/Describing Analyzing Predicting Evaluating</p>
Knowledge and Skills: What will students know and be able to do?	
<p>KNOWLEDGE_</p> <ul style="list-style-type: none"> Understand key vocabulary and concepts related to observational drawing and conceptual drawing Understand how art elements and principles can be utilized as forms of visual communication conveying both descriptive and expressive information. Understand how and why art elements and the principles of art can be utilized to convey the artist's intent. Understand how concepts explored are related to those being explored by contemporary Thai artists. Understand format and components of an art critique including description, analysis, interpretation and judgment. 	<p>SKILLS_</p> <p>ART GOALS</p> <ul style="list-style-type: none"> Create an original self-portrait utilizing observational and conceptual drawing. Employ various types of descriptive and expressive visual languages Differentiate between and recognize descriptive and expressive visual languages in the works of others Identify art elements and principles in drawing <p>LANGUAGE GOALS</p> <ul style="list-style-type: none"> Utilize appropriate art vocabulary to speak about the intentions and goals of ones' art Utilize description, analysis, interpretation and judgment to analyze classmates work Critique and discuss drawings in terms of their strengths and weaknesses Develop a spoken artists' statement supported by key concepts related to observational and conceptual drawing.

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	<p>CRITICAL THINKING_</p> <ul style="list-style-type: none"> • Compare and contrast qualities of observational and conceptual drawing • Draw thematic connections between the artist's intentions and descriptive/expressive visual communication • Evaluate the effectiveness of different art elements/principles in drawing • Analyze reasons for and value of both creating and looking at art
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Essential Understandings and Questions: What will students understand in this unit?

<p>ESSENTIAL UNDERSTANDINGS_</p> <p>Art can be used to expand one's experience and perspective.</p> <p>Art practice requires both technical skill and innovative thinking</p> <p>self-expression requires freedom of expression</p> <p>Art can be used to manifest one's experience and perspective in a physical form.</p> <p>Art is a way of interpreting and representing the external world through our own, unique expression.</p> <p>People can garner meaning from art by responding both personally and critically.</p> <p>Visual communication has multiple layers of meaning, and connects art to the greater culture it is derived from.</p> <p>Art employs various tools to create narrative, texture, and meaning.</p> <p>Art is a tool that can be used by the artist to facilitate self-expression.</p> <p>Various art elements and principles can be used to strengthen this expression.</p>	<p>ESSENTIAL QUESTIONS_</p> <p>What is art? Who is an artist? Why should we create art? What should we look at art?</p> <p>What is descriptive? What is expressive?</p> <p>How can descriptive and expressive content complement one another to support greater understanding?</p> <p>How can are elements such as line, shape, value, form and texture act as tools of visual communication?</p> <p>How can one define themselves through an image?</p> <p>How can I utilize observational and conceptual drawing to create a self-portrait depicting not only what I look like, but also who I am?</p>
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Stage 2 – Acceptable Evidence of Learning

Performance Task	Other Evidence
<p>Self-portrait</p> <p>Students will develop a self-portrait that utilizes both observational and conceptual drawing, descriptive and expressive content to depict not only what they look like but also who they are. Students will create sketches, engage in peer critiques, explore the potential of art elements and art principles as part of the organization and stages of development for this project. Students will further investigate the potential of art to act as a means of communication and self-expression.</p> <p>Students will be assessed using specific traits of the 4 point rubric.</p>	<p>Why Art? quiz Pre-instruction drawings Line-as-Language sketchbook exercise Line-as-Language photographs Contour Line drawings Blind contour drawings Value studies Light Logic exercise Critique - presentation/discussion</p>

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Stage 3- Learning Plan

LEARNING EXPERIENCES_

- Pre-instruction drawing exercise comparing and contrasting the challenges of drawing from observation vs drawing from memory
- Line as Language sketchbook exercise exploring the potential of Line to communicate both descriptive and expressive content
- Line-as-Language photography exercise relating concepts explored in class to real-life experiences.
- Observational drawing exercises - contour and blind contour line drawings
- Light logic exercise exploring charcoal medium and the potential of value to communicate shape and form.
- Consider and Discuss -
 - What is Art?
 - Who is an Artist?
 - Why should we look at art?
 - Why should we create art?
- Discuss significance of selected contemporary Thai artists connecting concepts explored in class to Thai society and culture.
- Practice employing knowledge of art elements and principles
- Practice employing knowledge of descriptive and expressive content, observational and conceptual drawing to develop a self-portrait.
- Discuss self-portraits in small groups, solidifying understanding of art elements, principles, content and themes
- Develop spoken artists' statement describing the intentions behind, and meaning of one's work.

RESOURCES_

- Kamin Lertchaiprasert – What is Art?
- Chalermchai Kosipitipat – Who is an Artist?
- Korakrit Arunanondchai - Painting with History in a Room Filled with People with Funny Names
- Douglas Diaz - Everything As it Is
- William Kentridge - Let the Drama Begin at the End
- Bryan Lewis Saunders - Under the Influence