

MUIDS UNIT PLANNER 2018-19

CLASS_CORE ART

UNIT TITLE_INVISIBLE IMPRINT

Stage 1 Desired Learning Outcomes

Content Standards: Which content standards and benchmarks are taught and assessed in the unit?

Standards:

1.0 ARTISTIC PERCEPTION

- 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.

2.0 CREATIVE EXPRESSION

- 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.

3.0 HISTORICAL AND CULTURAL CONTEXT

- 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.

4.0 AESTHETIC VALUING

- 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.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

- 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

Benchmarks/Indicators:

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.

Impact of Media Choice

1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work.

Skills, Processes, Materials, and Tools

2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

2.1 Demonstrate an increased knowledge of technical skills in using more complex two-dimensional art media and processes (e.g., printing press, silk screening, computer graphics software).]

Communicating and Expressing Through Original Works of Art

2.7 Design a work of public art appropriate to and reflecting a location.

Role and Development of the Visual Arts

3.1 Examine and describe or report on the role of a work of art created to make a social comment or protest social conditions.

Diversity of the Visual Arts

3.4 Discuss the purposes of art in selected contemporary cultures.

Derive Meaning

4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.

Make Informed Judgments

4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.

Connections and Applications

5.2 Create a work of art that expresses personal opinions about current social or political issues.

ESLOs and Language Functions: What ESLOs and language functions are targets?

ESLOs_

Strategic Learners Articulate Communicators
Morally Intelligent Persons

LANGUAGE FUNCTIONS_

Inquiry
Summarizing/Informing/Describing
Analyzing
Evaluating

Knowledge and Skills: What will students know and be able to do?

KNOWLEDGE_

- Understand art's potential to communicate a specific idea
- Understand how art elements and principles can be utilized as forms of visual communication
- Understand and acknowledge the role of the audience and space of exhibition in relation to art's potential to communicate an intended meaning
- Understand how concepts explored in class are related to those being explored by contemporary Thai artists.
- Understand format and components of an art critique including description, analysis, interpretation and judgment.

SKILLS_

ART GOALS

- Create an original work of relief printmaking
- Employ art elements such as color, line, texture and shape to effectively communicate a specific idea
- Engage with an audience through 'exhibition' of one's work in a public space
- Facilitate conversation around a selected issue through utilization of art as tool of communication

LANGUAGE GOALS

- 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 works of art in terms of their ability to communicate a specific idea, engage an audience and facilitate conversation
- Develop a spoken artists' statement supported by key concepts related to audience engagement and art's ability to facilitate conversation around a specific issue.

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	<p>CRITICAL THINKING_</p> <ul style="list-style-type: none"> • Compare and contrast functions of art • Draw connections between society/culture and issues explored through artistic practice. • Respond to issues in society with a visual statement • Evaluate the effectiveness of different art elements/principles to communicate an intended idea. • Analyze and respect the role of the audience in artistic practice.
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Essential Understandings and Questions: What will students understand in this unit?

<p>ESSENTIAL UNDERSTANDINGS_</p> <p>Understand the potential of visual communication to engage an audience.</p> <p>Understand the potential of visual communication to facilitate conversation around a specific idea.</p> <p>Understand the ways in which the space where art is encountered affects its meaning and potential.</p> <p>Sharing our art with an audience increases its function and potential.</p> <p>Art practice can be used as a form of activism.</p> <p>Visual communication has multiple layers of meaning, and connects art to the greater culture it is derived from.</p> <p>Various art elements and principles can be used to strengthen the ability of art to communicate an intended message.</p> <p>Color can be utilized as a tool for communicating descriptive and expressive content.</p>	<p>ESSENTIAL QUESTIONS_</p> <p>What are the functions of art?</p> <p>What role does or can art play in our society?</p> <p>What role does the audience play in art practice?</p> <p>How does the space where a work of art is exhibited affect its meaning and /or potential?</p> <p>How does our ART reflect the values of our culture?</p> <p>How can I use my tools of visual communication to engage an audience?</p> <p>How can I use my art to facilitate 'conversation' with the viewer?</p>
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Stage 2 – Acceptable Evidence of Learning

Performance Task	Other Evidence
<p>Relief Print</p> <p>Students will develop a relief print that utilizes art elements such as line, texture, shape and color to communicate an issue they feel is invisible in society. Students will create sketches, engage in brainstorm sessions and participate in in-progress peer critiques as a part of the organization and stages of development for this project. Students will further explore the role that the audience plays in artistic practice through exhibition of their work in public spaces relevant to the issue that their work communicates.</p> <p>Students will be assessed using specific traits of the 4 point rubric.</p>	<p>Invisible Imprint brainstorm Invisible Imprint sketchbook exercise Relief print sketches Relief print Images/video of work 'exhibited' in a selected space relevant to the issue explored Critique - presentation/discussion [video]</p>

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Stage 3- Learning Plan

LEARNING EXPERIENCES_

- Discuss the significance of the audience within art practice
- Discuss the significance of the space of encounter in terms of the potential for art to convey its intended meaning.
- Introduction to color harmonies and complementary colors
- Experiment with complementary color exercise pairing colors with emotions / feelings
- Introduction to and discussion around the work of contemporary Thai artist, Thasnai Sethaseree
- Discuss significance of selected contemporary Thai artists connecting concepts explored in class to Thai society and culture.
- Invisible Imprint brainstorm exercise
- Practice employing knowledge of art elements and principles
- Practice employing complementary color scheme to effectively engage an audience
- Create relief-print
- Exhibit relief-print in a public space relevant to the issue the work communicates
- Respond to classmates' works and justify artistic intentions through role play as the 'audience' and the 'artist'
- Develop spoken artists' statements describing the intentions behind, and meaning of one's work.

RESOURCES_

- Complementary Color illusions
- Color-aid papers
- Thasnai Sethaseree – What You Don't See Will Hurt You.
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