

MUIDS UNIT PLANNER 2018-19

CLASS_CORE ART

UNIT TITLE_ EVERYDAY IN A NEW WAY

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 Use artistic terms when describing the intent and content of works of art.

Analyze Art Elements and Principles of Design

- 1.2 Analyze and justify how their artistic choices contribute to the expressive quality of their own works of art.
- 1.3 Analyze the use of the elements of art and the principles of design as they relate to meaning in video, film, or electronic media.

Skills, Processes, Materials, and Tools

- 2.1 Create an original work of art, using film, photography, computer graphics, or video.
- 2.2 Develop and refine skill in the manipulation of digital imagery (either still or video).

Role and Development of the Visual Arts

- 3.1 Identify similarities and differences in the purposes of art created in selected cultures.

Diversity of the Visual Arts

- 3.2 Identify major works of art created by women and describe the impact of those works on society at that time.

Derive Meaning

- 4.1 Develop a theory about the artist's intent in a series of works of art, using reasoned statements to support personal opinions.
 - 4.2 Construct an interpretation of a work of art based on the form and content of the work.
- Make Informed Judgments
- 4.3 Present a reasoned argument about the artistic value of a work of art and respond to the arguments put forward by others within a classroom setting.

Careers and Career-related Skills

- 5.1 Work collaboratively with a community artist to create a work of art

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

ESLOs_

Innovative Thinkers
Articulate Communicators
Altruistic Global Citizens

LANGUAGE FUNCTIONS_

Interpreting
Describing
Evaluating
Inquiry

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

KNOWLEDGE_

- Understand how performance and time-based media can be utilized as tools of communication and expression
- Understand the ways in which action, gesture and performance can convey meaning
- Understand the potential of art to cause the viewer to think in a new or different way
- 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

- Communicate an idea/concept through the use of action and performance
- Create art that causes the viewer to think in a new way.
- Identify art elements and principles as utilized in time-based mediums such as video

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' works
- Interpret and discuss classmates' works of video art, investigating the ways in which the works succeed in causing the viewer to think in a new way
- Develop a written artists' statement utilizing appropriate art vocabulary to communicate the works intentions through written language.

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	<p>CRITICAL THINKING_</p> <ul style="list-style-type: none"> • Discuss the aspect of audience interpretation and the effect such has on the effectiveness of a work of art to communicate a specific idea • Draw connections between the diversity of interpretations and the diversity of the audience / society a work of art engages with. • Revisit / elaborate upon the reasons 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>I can utilize the narrative elements that time-based media supports to express a specific idea.</p> <p>Art can be used as a tool to investigate issues relevant to my own life.</p> <p>Art can be used to communicate and share one person's experience and perspective with another.</p> <p>People can garner meaning from art in different ways depending upon their own experiences and points of view.</p> <p>Visual communication has multiple layers of meaning that can be interpreted in various ways.</p> <p>Interpretations of a work of art are often as diverse as the audiences they encounter.</p>	<p>ESSENTIAL QUESTIONS_</p> <p>How can I utilize art practice to visualize an issue that has relevance to my own life?</p> <p>How can I use performance and action as tools of communication?</p> <p>How can art practice broaden and diversify our understanding of our own world?</p> <p>How do diverse interpretations of a work of art strengthen or weaken its potential?</p> <p>Do works of art requiring a singular interpretation to succeed disregard the diversity of the viewers/cultures they encounter? How can I use art to cause the viewer to think in a new way about the - importance - result - potential of an everyday aspect of teen life?</p> <p>How can I create art that causes the viewer to think in a new way?</p>
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Stage 2 – Acceptable Evidence of Learning

Performance Task	Other Evidence
<p>Video art</p> <p>Students will develop a work of video art utilizing performance and action to cause the viewer to think in a new way about the importance/result/potential of an everyday action of teen life. Students will research the work of contemporary Thai video artist, Kawita Vatanajyankur, develop sketches and work collaboratively to create their works as part of the organization and stages of development for this project. Students will further investigate the role that interpretation plays in the potential of a work of art to cause the viewer to think in a new way.</p> <p>Students will be assessed using specific traits of the 4 point rubric.</p>	<p>Questions for visiting artist - Kawita Vatanajyankur Everyday in a New Way sketch storyboard Everyday in a New Way video still storyboard Everyday in a New Way written description Everyday in a New Way written peer-critique comments Everyday in a New Way video art Critique - presentation/discussion</p>

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Stage 3- Learning Plan

LEARNING EXPERIENCES_

- Pre-visiting artist introduction and question brainstorm session
- Presentation by and discussion with visiting artist, Kawita Vatanajyankur
- Everyday in a New Way storyboard sketching exercise
- Experimentation with time-based media through creation of video art
- Consider and Discuss –
 - How can art practice broaden and diversify our understanding of our own world?
 - How do diverse interpretations of a work of art strengthen or weaken its potential?
 - Do works of art requiring a singular interpretation to succeed disregard the diversity of the viewers/ cultures they encounter?
- Discuss significance of selected contemporary Thai artists connecting concepts explored in class to Thai society and culture.
- Develop written artists' statements describing the intentions behind one's work of art to cause the viewer to think in a new way about the importance/potential/ results of a specific action.
- Develop spoken artists' statement describing the intentions behind, and meaning of one's work.
- Engage in discussion around classmates works of art celebrating diverse interpretations and perspectives to be shared.

RESOURCES_

- Kawita Vatanajyankur – visiting artist
- Kawita Vatanajyankur - 'Tools'
- Accountable Talk Resources- Interpretation and Description