Unit Plan Title:\_\_\_\_\_\_\_Visual/Material Culture\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Length:\_\_\_3 (3 hours classes)\_\_\_\_\_\_\_

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| **Course Name** | Art Education Studio | **Grade Level** | High School |

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| **Standards** | **Grade Level Expectations**  |
| 1. Observe and Learn to **Comprehend** | 1. Visual art has inherent characteristics and expressive features
2. Historical and cultural context are found in visual art
3. Art and design have purpose and function
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| 2. Envision and Critique to **Reflect** | 1. Reflective strategies are used to understand the creative process
2. A personal philosophy of art is accomplished through use of sophisticated language and studio art processes
3. Interpretation is a means for understanding and evaluating works of art
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| 3. Invent and Discover to **Create** | 1. Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas
2. Assess and produce art with various materials and methods
3. Make judgments from visual messages
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| 4. Relate and Connect to **Transfer** | 1. The work of art scholars impacts how art is viewed today
2. Communication through advanced visual methods is a necessary skill in everyday life
3. Art is a lifelong endeavor
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| **Colorado 21st Century Skills****Critical Thinking and Reasoning**: *Think Deep, Think Different***Information Literacy:** *Untangling the Web***Collaboration:** *Working Together, Learning Together***Self-Direction:** *Owning Your Learning***Invention:** *Creating Solutions* | **Creative Process in Visual Art** | **Studio Thinking****Develop Craft:** *Learning to use materials, tools and techniques***Engage and Persist:** *Learning to embrace problems and not give up***Envision***: Imagine the possible next steps; see what is not there***Express:** *Convey an idea, feeling, personal meaning***Observe:** *Seeing things that otherwise might not be seen***Reflect:** *think, talk and evaluate your work and the work of others***Stretch and Explore:** *Reach beyond one’s perceived capacities***Understand Art World:** *Learn about contemporary and past art(ist)* |

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| **Lesson Titles and Description** | **Lesson Length**  | **Sequence** |
| Advertising: Students will view several advertisements before breaking into groups to define culture, visual culture, and material culture. Then they will create a mixed media piece incorporating appropriation to express a way an advertisement has effected them. | 3 hours (1 class period) | 1 |
| Exploration of street art: students will explore multiple street artists and the impact they make in a community. Then they will work in groups of three to create a nondestructive piece of street art on campus expressing an intended message. | 6 hours (2 class periods) | 2 |

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| **Unit: Focusing Lens/Lenses: Timeless, Transferrable and Universal (I.E. Beliefs/Values, Identity, Relationships. Tension/Conflict, Freedom, Design, Aesthetic, Patterns, Origins, Transformation, Change, Influence, Collaboration, Intention, Play/Exploration, Synergy/Flow, Choices, Balance, Inspiration, System, Structure/Function, Reform)** | Visual/ Material Culture-How we read or come to understand images | **Unit: Prepared Graduate****Competencies** | -Recognize, articulate, and debate that the visual arts are a means for expression-Make informed critical evaluations of visual and material culture, information, and technologies-Analyze, interpret, and make meaning of art and design critically using oral and written discourse-Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives-Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies-Use specific criteria to discuss and evaluate works of art-Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information |

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| **Unit: Standards and Grade Level Expectations****(Unit must have all standards; NOT all GLEs.)** | Comprehend:1. Historical and cultural context are found in visual art
2. Art and design have purpose and function

Reflect:1. Interpretation is a means for understanding and evaluating works of art

Create:1. Assess and produce art with various materials and methods
2. Make judgments from visual messages

Transfer:1. Communication through advanced visual methods is a necessary skill in everyday life
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| **Unit: Inquiry Questions****(Engaging-Debatable: In art, what does it mean when something is beautiful? How can something be so ugly it is beautiful?)** | (3-5 questions; at least 2 from each lesson)How does advertising effect you? How can advertising have a lasting effect?What makes and effective advertisement? How does the context of an advertisement differ from other viewed images?Should street art be legal? Why or why not?Is some street art more moral than others? Why?Is public art more powerful or have a different effect then art seen in a more gallery type setting?Should offensive or controversial works be censored?What makes an artwork or image appropriate or inappropriate? |

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| **Unit Strands** | Comprehend/Reflect/Create/Transfer |

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| **Unit: Concepts: Timeless, Transferrable and Universal (I.E. Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, Observation)** | Image, **symbols**, expression, **culture**, **interpretation,** **intent**, appropriation, **composition, space** |

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| **For each statement you create below align with Standard(s), Prepared Graduate Competencies, and Grade Level Expectations. Refer to Standards: Inquiry Questions, Relevance and Application and Nature of Statement when writing understandings.** |

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| **Enduring Understandings: My students will UNDERSTAND...****(Timeless, Transferrable and Universal. Shows a relationship between two or more concepts.)** | **Conceptual Guiding Questions** | **Factual Guiding Questions** |
| A **culture** can *influence* the meaning behind **symbols.** | why do artists use symbols? | what are symbols?what is culture? |
| The **composition** of an artwork *communicates* it’s **intent**.  | is intent always needed in a piece of artwork? | What factors make up an effective composition? |
| The **space** in which an artwork occupies *determines* its **interpretation**. | how does the placement of an artwork affect its viewer? | how would you explain interpretation? |
| **Appropriation** *supports* expression in **images**. | why would an artists use other peoples images in their work? | what is the meaning of appropriation? |

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| **Critical Content: My students will KNOW...****(NOT Timeless, Transferrable and Universal. Factual information in the unit [topics] that students must know.)** |  | **Key Skills: What my students will be able to DO...****(Timeless, Transferrable and Universal. What students will do AND be able to transfer to new learning experiences as a result of learning the unit.)** |
| * The role and of advertisements
* definition of appropriation
* specific street artists and mixed media artists
* artists who make controversial work
 | * Interpret ima
 | * Interpret imagery by reading the composition, the space the work is located, and expressive features such as symbolism and appropriation
* Recognize the effect of imagery
* Journal as a response to experiences
* Collaborate with others towards a goal
* Evaluate and discuss censorship
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| **Vocabulary** |  | Appropriation, Visual Culture, Material Culture, culture, symbolism, censorship, site specific |
| **Literacy Integrationk** |  | Writing a definition, Watching videos, Discussions |
| **Numeracy Integration** |  | Sequencing and order |