Community Art- 8

Curriculum/Content Area: ART & DESIGN	Course Length: 1 quarter
Course Title: Community Art 8	Date last reviewed: 2021 Link Previous UbD
Prerequisites: none	Board approval date: July 2021
Primary Resource:NA	

Desired Results

Community Art is an art course designed for students who are looking to expand their art outside the classroom. Within this course, students will be exposed to a variety of artmaking strategies and will explore how images have been used throughout art history and within the contemporary world. Students will have the opportunity to collaborate with instructors and peers to create works of art that will have a positive impact on the community. Students will utilize a design thinking process to create artworks using traditional and non-traditional art forms in a professional studio environment.

Enduring Understandings:	Essential Questions: *big picture questions, aligned with enduring understandings*
CREATING	
Creativity and innovative thinking are essential life skills that can be developed.	❖ What conditions, attitudes, and behaviors support creativity and innovative thinking? ❖ What factors prevent or encourage people to take creative risks? ❖ How does collaboration expand the creative process?
Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.	❖ How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? ❖ Why do artists follow or break from established traditions? ❖ How do artists determine what resources and criteria are needed to formulate artistic investigations?
People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	❖ How do objects, places, and design shape lives and communities? ❖ Does culture influence art, or does art influence culture? ❖ How can one draw inspiration from other artists to help create original ideas for one's own work? ❖ How do artists and designers create works of art or design that effectively communicate?
Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and	❖ What role does persistence play in revising, refining, and developing work? ❖ How do artists grow and become accomplished in art forms?

refining work over time.	❖ How does collaboratively reflecting on a work help us experience it more completely? ❖ What is the importance of persistence in revising, refining, and developing a work of art?
PRESENTING	
Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.	❖ How are artworks cared for and by whom? ❖ What criteria, methods, and processes are used to select work for preservation or presentation? ❖ Why do people value objects, artifacts, and artworks, and select them for presentation?
RESPONDING	
People gain insights into meanings of artworks by engaging in the process of art criticism	❖ What is the value of engaging in the process of art criticism? ❖ How can the viewer "read" a work of art as text? Howdoes knowing and using visual art vocabularies help us understand and interpret works of art?
CONNECTING	
Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	❖ How does engaging in creating art enrich people's lives? ❖ How does making art attune people to their surroundings? ❖ How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

PRIORITY STANDARDS
WSAD Standard AA1: **Create**- Students will generate, develop, and refine artistic work.
WSAD Standard AA2: **Present**- Students will develop, refine, and convey meaning through the production and presentation of artistic work.
WSAD Standard AA3: **Respond**- Students will critically interpret intent and meaning in order to evaluate artistic work.
WSAD Standard AA4: **Connect**- Students will relate their artistic work with prior experience and external context.

Supporting Standards and Learning Targets
WI Common Career and Technical Standards- *Supporting Standards* ➔ **CCT.4C1** Students will think and work creatively to develop innovative solutions to problems

and opportunities.
- ➔ **CCT.4C2** Students will formulate and defend judgments and decisions by employing critical thinking skills.
- ➔ **CCT.4C3** Students will communicate and collaborate with others to accomplish tasks and develop solutions to problems and opportunities.

Learning Targets
Empathy
- I can analyze a problem through observation, engagement, and active listening to better understand how the problem impacts people, places, and things. (CCT.4C1.A, CCT.4C2.A)
- I can communicate and collaborate with others to gain a better understanding of a common problem (4C3.B).

Define
- I can analyze the needs of an end user(s) to clearly define a problem (CCT.4C2.B)
- I can use what I already know to define a problem.(CCT.4C2.B)
- I can communicate and collaborate with others to gain a better understanding of a common problem (4C3.B).
- I can explain a process or criteria for evaluating competing solutions to a problem (CCT.4C2.A)

Ideate
- I can analyze the root cause of a problem and develop multiple potential solutions (CCT.4C2.A)
- I can communicate and collaborate with others to develop multiple potential solutions (4C3.B).

Prototype
- I can communicate and collaborate with others to develop multiple prototypes (4C3.B).
- I can develop prototype solutions to a defined problem by applying knowledge based on my past experiences & new learning. (CCT.4C2.B)

Test
- I can communicate and collaborate with others to develop and test multiple prototypes (CCT.4C3.B).

I can evaluate the positive or negative impact of one or more solutions to a given problem decision or opportunity (CCT.4C2.A) .

Unit 1 - Creative Spaces

Essential Questions:

1. How can the Elements of Art and the Principles of Design enhance a work of art?
2. How does collaboration expand the creative process?
3. What responsibilities come with the freedom to create?

Unit Priority Standards	Learning Targets
WSAD Standard AA1: **Create**- Students will generate, develop, and refine artistic work.	• I can create art using societal, cultural, and historical context, along with my own voice to visually communicate original ideas in my artwork. (NCAS.1, 2, 7, 11) • I can grow and refine artistic techniques of my choice through research & experimentation and apply feedback while problem solving and persevering (NCAS.3,) • I can complete my artwork showing strong craftsmanship and a strong developed composition through the idea development process (NACS.3,5)
WSAD Standard AA2: **Present**- Students will develop, refine, and convey meaning through the production and presentation of artistic work.	• I can showcase my artwork in the school community and in a digital format using proper online etiquette. (NACS.4,6)
WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.	• I can describe and reflect on the making of my artwork, interpret the meaning of my artwork, and explain how my ideas make real world connections (NACS.7, 8, 9,10,11)
WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.	• I can describe and reflect on the making of my artwork, interpret the meaning of my artwork, and explain how my ideas make real world connections (NACS.7, 8, 9,10,11)

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards
Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"
- [Common Rubric](#)

Performance Assessment Options *May include, but are not limited to the following:*	Artistic Process *Check all that apply:*	Differentiation Strategies/ Strategies for Inclusion *May include, but are not limited to the following:*

Formative:
  • One-on-one conferring
  • Small Group Discussions
(in class, and with people the
	❏ Creating
	❏ Connecting
		• Tasks would be broken up into more manageable chunks, tools would be modified, processes would be simplified or pushed for higher level technical abilities based on individual student needs.

artwork will impact)
   ● Sketch notes
   ● Vocabulary quizzes
   ● Connections to master artists throughout history
   ● Exit slips
 	
Summative:
   ● Painting
   ● Drawing
   ● Sculptures
(in the round or relief)
Mediums may include Clay, Plaster, Paper Mache, found objects, Charcoal, Pencil, Watercolor, Acrylic Paint, etc...
		● Final project would be differentiated or modified to meet the needs of the individual learner, including oral, written, or visual options.

Portfolio completion, reflection	❏ Responding ❏ Connecting ❏ Presenting	● Portfolios and reflections would showcase the students individual celebrations

Digital Tools & Supplementary Resources
● Ipads ● Chromebooks ● Projectors/Smart Boards ● Desktop Computer ● Classroom tools/supplies

Unit 2- Community Connection

Essential Questions:
1. Does culture influence art, or does art influence culture? 2. How can engaging in creating art enrich people's lives?

Unit Priority Standards	Learning Targets
WSAD Standard AA1: **Create**- Students will generate, develop, and refine artistic work.	● I can create art using societal, cultural, and historical context, along with my own voice to visually communicate original ideas in my artwork. (NCAS.1, 2, 7, 11) ● I can grow and refine artistic techniques of my choice through research & experimentation and apply feedback while problem

	• I can complete my artwork showing strong craftsmanship and a strong developed composition through the idea development process (NACS.3,5)
WSAD Standard AA2: Present- Students will develop, refine, and convey meaning through the production and presentation of artistic work.	• I can showcase my artwork in the school community and in a digital format using proper online etiquette. (NACS.4,6)
WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.	• I can describe and reflect on the making of my artwork, interpret the meaning of my artwork, and explain how my ideas make real world connections (NACS.7, 8, 9,10,11)
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Performance Assessment Options *May include, but are not limited to the following:*	Artistic Process *Check all that apply:*	Differentiation Strategies/ Strategies for Inclusion *May include, but are not limited to the following:*

Formative:
  • One-on-one conferring
  • Small Group Discussions (in class, and with people the artwork will impact)
  • Sketch notes
  • Vocabulary quizzes
  • Connections to master artists throughout history
  • Exit slips
 	
Summative:
	❏ Creating
	❏ Connecting
		• Tasks would be broken up into more manageable chunks, tools would be modified, processes would be simplified or pushed for higher level technical abilities based on individual student needs.
		
		• Final project would be differentiated or modified to meet the needs of the individual learner, including oral, written, or visual options.

● Painting ● Drawing ● Sculptures (in the round or relief) Mediums may include Clay, Plaster, Paper Mache, found objects, Charcoal, Pencil, Watercolor, Acrylic Paint, etc…		
Portfolio completion, reflection	❏ Responding ❏ Connecting ❏ Presenting	● Portfolios and reflections would showcase the students individual celebrations

Digital Tools & Supplementary Resources
● Ipads ● Chromebooks ● Projectors/Smart Boards ● Desktop Computer ● Classroom tools/supplies

Unit 3- Student Installation

Essential Questions:
1. What factors prevent or encourage people to take creative risks? 2. How does collaboration expand the creative process? 3. How can one draw inspiration from other artists to help create original ideas for one's own work?

Unit Priority Standards	Learning Targets
WSAD Standard AA1: **Create**- Students will generate, develop, and refine artistic work.	● I can create art using societal, cultural, and historical context, along with my own voice to visually communicate original ideas in my artwork. (NCAS.1, 2, 7, 11) ● I can grow and refine artistic techniques of my choice through research & experimentation and apply feedback while problem solving and persevering (NCAS.3,) ● I can complete my artwork showing strong craftsmanship and a strong developed composition through the idea development process (NACS.3,5)

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Performance Assessment Options *May include, but are not limited to the following:*	Artistic Process *Check all that apply:*	Differentiation Strategies/ Strategies for Inclusion *May include, but are not limited to the following:*
Formative: • One-on-one conferring • Small Group Discussions (in class, and with people the artwork will impact) • Sketch notes • Vocabulary quizzes • Connections to master artists throughout history • Exit slips Summative: • Painting • Drawing • Sculptures (in the round or relief) Mediums may include Clay, Plaster, Paper Mache, found objects, Charcoal, Pencil,	❏ Creating ❏ Connecting	• Tasks would be broken up into more manageable chunks, tools would be modified, processes would be simplified or pushed for higher level technical abilities based on individual student needs. • Final project would be differentiated or modified to meet the needs of the individual learner, including oral, written, or visual options.

Watercolor, Acrylic Paint, etc...		
Portfolio completion, reflection	❏ Responding ❏ Connecting ❏ Presenting	● Portfolios and reflections would showcase the students individual celebrations

Digital Tools & Supplementary Resources

- Ipads
- Chromebooks
- Projectors/Smart Boards
- Desktop Computer
- Classroom tools/supplies