

Art Metals III

Curriculum/Content Area: ART & DESIGN	Course Length: 9 weeks; 1 term
Course Title: Art Metals III	Date last reviewed: 2020 Link to Previous UbD
Prerequisites: Art Metals II	Board approval date: Feb. 2021
Primary Resource:NA	

Desired Results

Course description and purpose: Students in this course will continue to work and refine the technical skills used with metal. An increasing emphasis will be placed on original design, conceptual development, critical thinking, and craftsmanship, as well as the science behind a variety of metals and processes. Advanced design skills and originality will be emphasized as students will be encouraged to find their own style and area of focus in metal and design a series of pieces around that focus.

Career Clusters Connections:

- ARTS, AUDIO/VISUAL & COMMUNICATIONS
- ARCHITECTURE & CONSTRUCTION
- MANUFACTURING
- TRANSPORTATION, DISTRIBUTIONS, & LOGISTICS

Opportunities for industry based certifications:

- National Institute for Metalworking Skills (NIMS)
- American Welding Society (AWS)

Enduring Understandings:	Essential Questions: <i>big picture questions, aligned with enduring understandings</i>
CREATING	
Creativity and innovative thinking are essential life skills that can be developed.	<ul style="list-style-type: none"> ❖ 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.	<ul style="list-style-type: none"> ❖ 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	<ul style="list-style-type: none"> ❖ How do objects, places, and design shape lives and

objects, places, and design that define, shape, enhance, and empower their lives.	<p>communities?</p> <ul style="list-style-type: none"> ❖ How do artists and designers determine goals for designing or redesigning objects, places, or systems? ❖ 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 refining work over time.	<ul style="list-style-type: none"> ❖ What role does persistence play in revising, refining, and developing work? ❖ How do artists grow and become accomplished in art forms? ❖ How does collaboratively reflecting on a work help us experience it more completely?
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.	<ul style="list-style-type: none"> ❖ 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	<ul style="list-style-type: none"> ❖ What is the value of engaging in the process of art criticism? ❖ How can the viewer "read" a work of art as text? How does 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.	<ul style="list-style-type: none"> ❖ 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 Standard Clusters

- A.A.Cr.10.h: **Investigate.** Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.
- A.A.Cr.11.h: Plan. Formulate original concepts by practice, experimentation, and revision.
- A.A.Cr.12.h: Make. Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques.
- A.A.Pr.10.h: Develop. Meaning Curate a body of work incorporating personal, historical, and contemporary art to communicate one or more points of view.
- A.A.Pr.11.h: Communicate. Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.
- A.A.Pr.12.h: Share. Curate and exhibit artwork for presentation, portfolio development, or preservation.
- A.A.R.16.h: Describe. Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
- A.A.R.17.h: Analyze. Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.
- A.A.R.18.h: Interpret. Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.
- A.A.R.19.h: Inquire. Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.
- A.A.R.20.h: Evaluate. Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.
- A.A.Cn.10.h: Interdisciplinary. Apply interdisciplinary perspectives in own artistic work.
- A.A.Cn.11.h: Career. Connections Research or experience options in art and design careers.
- A.A.Cn.12.h: Cultural, Social, and Historical Awareness. Compare purposes of art in a variety of social, cultural, and historical contexts.

Unit 1 - Idea Development & Design

Essential Questions:

1. What conditions, attitudes, and behaviors support creativity and innovative thinking?
2. How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
3. How do artists and designers determine goals for designing or redesigning objects, places, or systems?
4. Why do artists follow or break from established traditions?
5. How do artists determine what resources and criteria are needed to formulate artistic investigations?
6. How do artists and designers create works of art or design that effectively communicate?
7. How does making art attune people to their surroundings?
8. How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Unit Standards

Priority Standards

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Learning Targets

- I can apply the elements and principles of design to develop original, creative and strong compositions.
- I can generate multiple and unique solutions.
- I can use personal ideas and experiences to create works of art.
- I can create a series of pieces that share the same idea, theme or concept

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

<ul style="list-style-type: none"> <u>UNIVERSAL ART RUBRIC</u> 		
Performance Assessment Options <i>May include, but are not limited to the following:</i>	Artistic Process <i>Check all that apply:</i>	Differentiation Strategies/ Strategies for Inclusion <i>May include, but are not limited to the following:</i>
<i>Sketchnotes (visually demonstrating metalworking skills/techniques)</i>	<ul style="list-style-type: none"> ✓ Creating ✓ Presenting ✓ Responding ✓ Connecting 	Sketchnotes can be presented in the following ways: handdrawn in sketchbook, digitally rendered, using photographs, orally discussed with instructor, etc.
<i>Thumbnail Sketches</i>	<ul style="list-style-type: none"> ✓ Creating ✓ Presenting ✓ Responding ✓ Connecting 	Thumbnail sketches can be created in the following ways: handdrawn in sketchbook or digitally rendered. Quantity and complexity of thumbnail sketches can be modified for individual students.
<i>Reflections</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Creating <input type="checkbox"/> Presenting ✓ Responding ✓ Connecting 	Reflections can be presented in the following ways: handwritten/handdrawn, digitally rendered, orally discussed with instructor, taped presentation, etc.
<i>Artist Study</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Creating <input type="checkbox"/> Presenting ✓ Responding ✓ Connecting 	Artist Studies can be presented in the following ways: handwritten/handdrawn, digitally rendered, orally presented to instructor, taped presentation, etc.
<i>Design Research</i>	<ul style="list-style-type: none"> ✓ Creating ✓ Presenting ✓ Responding ✓ Connecting 	Design Research can be presented in the following ways: shared digital inspiration board, collection of drawings/paintings, photographic inspiration, list of art styles or historical examples, etc.

Unit 2 - Advanced Metalworking Techniques

Essential Questions:

1. How do artists grow and become accomplished in art forms?
2. What factors prevent or encourage people to take creative risks?
3. How do artists and designers create works of art or design that effectively communicate?

Unit Standards

Priority Standards

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- A.A.R.20.h: Evaluate. Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.
- A.A.Cn.10.h: Interdisciplinary. Apply interdisciplinary perspectives in own artistic work.

Learning Targets

- I can strategically select appropriate media, skills, and techniques to create complex and original art.
- I can use art tools, media, and equipment safely and appropriately.
- I can demonstrate increased knowledge and attainment of advanced level metalworking skills, materials, techniques, and safety practices

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- [UNIVERSAL ART RUBRIC](#)

Performance Assessment Options <i>May include, but are not limited to the following:</i>	Artistic Process <i>Check all that apply:</i>	Differentiation Strategies/ Strategies for Inclusion <i>May include, but are not limited to the following:</i>
<i>Series of work/Portfolio Quality Artwork, Sculptural Metalworks, Jewelry Designs</i>	<ul style="list-style-type: none"> ✓ Creating ✓ Presenting ✓ Responding ✓ Connecting 	Students will collaborate with instructor to design unique metalworks that exemplify their previous skills and knowledge while building on them, with the goal of creating a series/portfolio of high quality artworks. Students are able to direct their learning and design based on their interests. The instructor can modify the complexity/simplicity of the required assessment on an individual basis for each student.

Digital Tools & Supplementary Resources

- ☐ Canvas Course, YouTube Demonstrations, etc.

