

Course: Art Major
Unit #1: Creative Process

Year of Implementation: 2019-2020

Curriculum Team Members: Katie Cichon, Deana Guittar, Melanie Gessman, Rocky Canonica
kcichon@lrhsd.org; dguittar@lrhsd.org; mGessman@lrhsd.org; rcanonica@lrhsd.org

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

2009 NJCCC Standard(s), Strand(s)/CPI#
<http://www.nj.gov/education/cccs/2009/final.htm>

1.1 The Creative Process- All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.1.1.A.1 Visual Arts- Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.

1.1.1.A.2 Visual Arts- Stimuli for the creation of artworks can come from many places, including other arts disciplines.

Unit Standards: <http://www.nj.gov/education/cccs/2014/career/>

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence.

CRP10. Plan education and career paths aligned to personal goals.

Unit standards: Career ready practices

9.2 Career Awareness, Exploration, and Preparation

9.3 Career and Technical Education

Transfer Goal(s): Students will be able to independently use their learning to cultivate critical thinking, self-expression and problem solving skills like an artist

Enduring Understandings

Students will understand that. . .

EU 1

- The artist's process, creativity and intuition compel the work and can lead to unpredictable outcomes.

EU 2

- Art requires skills and discipline to turn creative ideas into quality products.

EU 3

- Various cultures influence an artist's work.

EU 4

- The arts serve multiple functions of inspiration: expression, education, career paths, mindfulness and cultural awareness.

Essential Questions

EU1

- How does the artist use internal and external experiences to guide the creation of art works?

EU 2

- What art skills and disciplines do artists consider when developing decisions about their work?

EU 3

- How is your culture influencing you as an artist?

EU 4

- Where does artistic inspiration come from and how do artists gather their ideas?

Knowledge

Students will know that. . .

EU1

- The vocabulary needed to communicate and apply the elements of art and principles of design.

EU2

- What characteristics make a quality product.

EU 3

- The art history and values of cultural influences.

EU 4

- That there are a number of sources for inspiration in the creation of ideas for art.

Skills

Students will be able to. . .

EU1

- Apply the elements of art and principles of design in visual artworks.

EU2

- Create a quality product using creativity, discipline and skills.

EU 3

- Research and identify various artists and art movements from a variety of cultures and societies.

EU 4

- Integrate multiple sources of inspiration in the creation of artwork.

Stage Two - Assessment

Other Evidence:

- Teacher generated test
- Sketchbook work (Explanation, Interpretation, Application, Perspective, Empathy, and Self-Knowledge)
- Student written critiques.
- Class participation
- Activators and Summarizers
- Textbook questions and essays

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Teacher guides students analyzing a selected artwork to identify the elements and principles of design. (A) (EU 1)
- Using a visual prompt, the student will analyze the use of the elements and principles in a class discussion and a written response. Students will research and identify various artists and art movements from a variety of cultures and societies by written comparison. (M,T) (EU 1, 3)
- Students will be introduced to various artworks. They will be asked to determine which one best shows a well-designed creative process and to identify what in the work contributes to the Elements and Principles of Design. (M) (EU 1, 3)
- Students will work in groups to analyze and compare artists' works to identify similarities and differences in themes or subject matter, use of the elements and principles of art, and unique characteristics of their style. Based upon their group analysis and discussions, students will work from writing prompt to draft a summary of their analysis. (M) (EU 1, 2, 3)
- Students will be given the performance task activity and criteria for creating a creative process piece. They will discuss themes and subjects that have significance to them and plan through the creative process sketches that incorporate stylistic elements and/or media choices observed in their analysis of the various artists. Students will critique their sketches to determine which one most effectively transfers originality, elements and principles of design, and the stylistic elements or medium observed in their analysis various artists. (M) (EU 1, 4)
- Students will share sketches of ideas for an original work of art, and discuss how the elements and principles are incorporated. (A,M) (EU 1, 2)
- Students select and refine one idea from their sketches that fulfills criteria established by the class, teacher, and personal interests. (EU 1)
- Students work in pairs or individually to review enlarged sketches and give feedback regarding the creative process techniques and visual impact through choice of art elements and design principles. (EU 2)
- The teacher demonstrates ways the selected medium and materials can be added to the composition. (EU 1, 2)
- Students experiment/explore with medium/materials to parts of their sketches before applying them to the final composition. (EU 1)
- Students will reflect on the process and progress of their work. (M,T) (EU 1, 2)