

**Course:** *Foundations of Art*  
**Unit #:** *Unit 1 (Creating)*

**Year of Implementation:** 2021-2022

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## Stage One - Desired Results

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

*{provide all applicable links to standards here}*

<https://www.state.nj.us/education/cccs/2020/>

### **Unit Standards:**

#### **Anchor Standard 1: Generating and conceptualizing ideas**

*Performance Expectations:*

##### *Proficient*

- *1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.*
- *1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.*
- *1.2.12prof.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.*
- *1.2.12prof.Cr1d: Apply aesthetic criteria in developing, refining and proposing media arts artwork.*

##### *Accomplished*

- *1.2.12acc.Cr1a: Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.*
- *1.2.12acc.Cr1b: Organize and design artistic ideas for media arts productions.*
- *1.2.12acc.Cr1c: Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.*
- *1.2.12acc.Cr1d: Apply aesthetic criteria in developing and refining media arts artwork.*

##### *Advanced*

- *1.2.12adv.Cr1a: Fluently integrate generative methods, aesthetic principles and innovative thinking to form original ideas and solutions.*
- *1.2.12adv.Cr1b: Fluently integrate a sophisticated personal aesthetic for media arts productions.*
- *1.2.12adv.Cr1c: Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources, and personal limitations.*

*Career Readiness, Life Literacies, and Key Skills:*

- 9.4.12.Cl.1: *Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).*

**Anchor Standard 2: Organizing and developing ideas**

*Performance Expectations*

*Proficient*

- 1.2.12prof.Cr2a: *Organize and design artistic ideas for media arts productions.*
- 1.2.12prof.Cr2b: *Critique plans, prototypes and production processes considering purposeful and expressive intent.*
- 1.2.12prof.Cr2c: *Apply aesthetic criteria in developing, refining and proposing media arts artwork.*

*Accomplished*

- 1.2.12acc.Cr2a: *Organize and design artistic ideas for media arts productions.*
- 1.2.12acc.Cr2b: *Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.*
- 1.2.12acc.Cr2c: *Apply aesthetic criteria in developing and refining media arts artwork.*

*Advanced*

- 1.2.12adv.Cr2a: *Fluently integrate a sophisticated personal aesthetic for media arts productions.*
- 1.2.12adv.Cr2b: *Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources and personal limitations.*

*Career Readiness, Life Literacies, and Key Skills:*

- 9.4.12.CT.2: *Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).*

**Anchor Standard 3: Refining and completing products**

*Performance Expectations*

*Proficient*

- 1.2.12prof.Cr3a: *Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.*
- 1.2.12prof.Cr3b: *Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences.*

*Accomplished*

- 1.2.12acc.Cr3a: *Apply ideas with deliberate choices in organization, integrating content and stylistic conventions.*
- 1.2.12acc.Cr3b: *Demonstrate an understanding of media art principles through a selection of tools and production processes.*

- *1.2.12acc.Crc: Refine and elaborate aesthetic elements and technical components. Intentionally form impactful expressions in media artworks for specific purposes, intentions, continuity, juxtaposition, audiences and contexts.*

**Advanced**

- *1.2.12adv.Cr3a: Synthesize ideas with content, processes and components to express compelling purpose, demonstrating mastery of media arts principles such as hybridization.*
- *1.2.12adv.Cr3b: Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences and contexts.*

**Career Readiness, Life Literacies, and Key Skills:**

- *9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).*

<https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CLKS.pdf>

**Transfer Goal:** Students will be able to independently use their learning to *look, think and work like an artist.*

**LRHSD Long Term Learning Goals**

- 1. Creatively and independently problem-solve using a variety of methods while incorporating influences from art history and modern culture.*
- 2. Complete and create a variety of tasks and works in a given time frame in order to prepare to work under a deadline.*
- 3. Understand and apply the elements and principles of art in a variety of ways to create unique and diverse works of art.*
- 4. Understand and interpret the effect society has on art and in return art on society.*

Enduring Understandings

Students will understand that . . .

EU 1

- *the artists process, creativity and intuition compel the work and lead to unpredictable outcomes.*
- *creativity and innovative thinking are essential life skills that can be developed.*

EU 2

- *artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.*
- *artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks.*
- *people create and interact with objects, places and design that define, shape, enhance, and empower their lives*

EU 3

- *artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.*

Essential Questions

EU 1

- *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?*

EU 2

- *How do artists work?*
- *How do artists and designers determine whether a particular direction in their work is effective?*
- *How do artists and designers learn from trial and error?*
- *How do objects, places and design shape lives and communities?*

EU 3

- *What role does persistence play in revising, refining and developing work?*
- *How do artists grow and become accomplished in art forms?*

Knowledge

Students will know . . .

EU 1

- *the vocabulary needed to communicate and apply the elements of art and principles of design. (1)*

EU 2

Skills

Students will be able to . . .

EU 1

- *apply the elements of art and principles of design in visual artworks.*
- *use the creative process to brainstorm, develop and synthesize the production of artwork.*

- *what characteristics make a quality piece of artwork. (1,3)*

*EU 3*

- *the parts of the creative process and how to use them to develop, revise and refine artwork. (1,2,3)*
- *that there are a number of sources for inspiration in the creation of ideas for art. (1,2,3)*

*EU 2*

- *investigate and identify various artists and art movements from a variety of cultures and societies.*
- *create a quality piece of artwork using creativity, discipline and skills.*

*EU 3*

- *apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress*
- *engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.*
- *reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.*

**Stage Two - Assessment**

*Other Evidence:*

- Teacher generated assessments
- 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.** {place A, M and/or T along with the applicable EU number in parentheses after each statement}

- Teacher will model how the elements of art and principles of design are used in the creation of both 2D and 3D artworks. **(A, EU 1)**
- Students will analyze selected artwork to identify the elements and principles of designs and to identify the given purpose of that individual piece (enlightenment, education, entertainment). **(M, EU 2)**
- Students will be introduced to a variety of cultural artworks reflecting the elements of art and principles of design, with equal emphasis on 2D and 3D concepts and techniques. **(A, EU 1)**
- Students will create a preliminary sketch/maquette (miniature version of the final 3D sculpture), which reflects the elements and principles of art necessary for the creation of artwork. **(T, EU 1)**
- Teacher will demonstrate ways the selected medium and materials can be added to the composition. Students select, refine, and enlarge ideas from their sketches that fulfill criteria established by the class, teacher, and personal interests. 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. Students experiment/explore with medium/materials to parts of their sketches before applying them to the final composition. Students will reflect on the process and progress of their work. **(A,M, EU 1,2,3)**
- Students will be introduced to a variety of movements from art history throughout various cultures, and students will then create artworks that are impacted by those art movements. **(A, EU 1,2,3)**
- Students will work in a variety of both 2D and 3D media to create an entry level portfolio to be displayed and built upon. The portfolio should include equal parts 2D and 3D works. 2D works/skills/techniques should include but not be limited to basic observation drawing, basic perspective (1 and possibly 2 point), and color theory using 2D media such as but not limited to graphite, color pencil, marker, ink, acrylic and watercolor. 3D works/skill/techniques should include additive, subtractive and manipulative sculpture methods. Sculptural media should include but not be limited to clay, wood, plaster and wire. There should be evidence of knowledge of the elements and principles of design. The pieces should be fully complete works of art. **(T, EU 1,2,3)**
- Students will create ideas for original works from studying art from various cultures to serve multiple functions. While in the creative process students share works in progress, discuss processes and techniques, and consult with peers to determine what areas still need work, modification, or changes. **(T, EU 1,2,3)**
- Students will complete and prepare several works, demonstrating their ability to go through the creative process, for a school art show which will culminate towards the end of the year where their work will be displayed and judged. **(T, EU 1,2,3)**