

Course Creativity + Innovation 1 The skills, techniques, elements, and principles of the arts can be learned, studied, refined, and practiced.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.1A,B</p> <p>Objectives: 1.Solve problems using the elements and principles to create novel and useful solutions.</p> <p>2.Develop expertise in a range of media.</p> <p>3.Generate multiple solutions to a given problem.</p> <p>4.Be self-motivated to engage.</p> <p>5.Develop their own definition of creativity.</p> <p>6/Identify that external influences affect creative expression.</p>	<p>1.Using a rubric with established criteria students will demonstrate their proficiency.</p> <p>2.Self-reflection and peer reviews will be used to determine growth over time and across media.</p> <p>3.Sketches will be reviewed by the teacher to determine strength of plausible solutions.</p> <p>4.Use a student/teacher developed checklist of desired behaviors as a tool to determine degree of self-motivation and engagement.</p> <p>5.List external influences that can affect creative expression (peers, teacher, physical room space, media)</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> There is no precise and agreed-on definition of creativity despite nearly one hundred years of research on the subject Creativity is seen by most experts as the process of developing ideas that are both novel and useful Creativity is the starting point for all innovation Amabile's model for creativity <ul style="list-style-type: none"> <i>Domain-relevant skills</i> (expertise) <i>creativity-relevant processes</i> (methods used to approach a problem and generate solutions) <i>task motivation</i> (willingness to engage) <i>social environment</i> (only influencer outside of the individual and can positively or negatively affect creative expression) <p>Competencies (Do):</p> <ul style="list-style-type: none"> Produce ideas in 2D and 3D form that are both novel and useful <ul style="list-style-type: none"> Painting Drawing Ceramics Sculpture Graphic design Contemporary Crafts 	<ul style="list-style-type: none"> Creativity Myths Theory of Creativity Creative Problem Solving Novel 	<p>Learning Task:</p> <p>Lego building competition - Students will be presented with a problem and solution guidelines to create novel and useful sculptures that satisfy the established criteria. For example: Design a model for a new amusement park ride that incorporates three simple machines that demonstrates their understanding of three dimensional form and physical laws.</p> <p>Criteria for success may include:</p> <ul style="list-style-type: none"> Three sketches to solve the problem Rationale for chosen solution Execution of solution Reflection on the final product <p>(this exemplar may be presented as an individual or small group project)</p> <p>Artist and engineer will serve as resource judge s for the competition</p> <p>Ai Weiwei Lego Controversy http://www.bbc.com/news/world-35299069</p> <p>Essential Question:</p> <p>What is Creativity?</p> <p>What materials can be used when creating art?</p>

Materials and Resources

Teacher computer, internet access, projector

<http://davidburkus.com/MythsWorkbook.pdf>

Ai Weiwei Lego Controversy

<http://www.bbc.com/news/world-35299069>

Joy Mangano-- product invention

<http://www.cbsnews.com/videos/joy-mangano-a-modern-day-cinderella/>

Creativity + Innovation .2 Artists use tools and resources, as well as their own experiences and skills, to create art.

Thursday, October 15, 2015 8:02 AM

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.1 A, B, C, F, G, J, 9.2 D</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Use their own experiences and skills in order to solve a problem. 2. Select media to best interpret a solution to a problem. 3. Create a narrative that connects their personal experiences to the solution of a problem. 	<p>Given a problem, students will select media, focus, and strategy to pose three options to the solution of the same problem. Students will then evaluate the three possible solutions and select one to pursue. (product reinvention learning task)</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> • Artists can use more than one tool or media to solve the same problem • People draw on their personal experience and skills when attempting to find solutions to problems <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Identify problems and develop multiple solutions • Given a problem, students will develop multiple solutions • Describe the personal experiences that influence their solutions 	<ul style="list-style-type: none"> • Media • Personal experience • Problem solving • Narrative • Mixed Media 	<p>Learning Task:</p> <p>Product Reinvention</p> <p>Teacher introduces a product redesign lesson that begins by watching the video on Joy Mangano joy-mangano-a-modern-day-cinderella/ . Students select an object from home to redesign. Students will identify the problem with the object, and then create three designs which solve that problem. Students will then evaluate and identify the best solution and construct a prototype (in 2 or 3 dimensions). Finally, students will share their working portfolio with the class.</p> <p>Essential Question:</p> <p>How can one problem have multiple solutions?</p>

Materials and Resources

Creativity + Innovation .3 The arts provide a medium to understand and exchange ideas.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.4D, 9.2K</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Decode an artwork that conveys an idea or makes a social commentary. 2. Use visual imagery to interpret, exchange or explain an idea. 3. Make aesthetic choices when solving a given problem. 4. Identify personal strengths and skill sets that can be used when contributing as a member of a team. 	<p>1. Using work from another class, students will decode the visual cues conveyed in the artwork for the correct time period.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> • Visual imagery can frequently be used to interpret, exchange or explain an idea (geometry, scientific and mechanical models, illustrations, charrettes, architectural and landscape design) • Visual imagery can provide social commentary, influence public opinion, present original and/or innovative ideas <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Make aesthetic choices consistent with the presented problem <p>Identify personal strengths and skillsets</p>	<ul style="list-style-type: none"> • Visual imagery • Aesthetic choices • Social commentary • Aesthetic choices 	<p>Learning Task:</p> <p>Installation Art</p> <p>In a designated space (ex: shoebox, locker), working in teams of at least three, students will identify an historical period (50's, 60's, 70's, Civil War), and interpret multiple elements of the time using visual imagery enhanced by multimedia. Students encouraged to identify individual skills that are necessary to complete the assignment from within their team.</p> <p>Essential Question:</p> <p>How is innovation necessary in an ever changing world?</p>

Materials and Resources

Creativity + Innovation .4 Humans have expressed experiences and ideas through the arts throughout time and across cultures.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.1K, 9.2I</p> <p>Objectives:</p> <p>1. Identify a technology and research the way that technology evolved and was exploited by an artists.</p> <p>2. Decode visual symbolism in an artwork.</p>	<p>1. Organize and present a fashion show. Students will write their runway copy for their creation based on the criteria for success established by the class.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> Artists are frequently the first to use and apply new technology to create art (camera, 3D printer, digital imagery, printing press, shrinky-dinks, video cameras, touchscreen computers, video games, etch-a-sketch, pencil, acrylic paint, charcoal) Visual symbols to represent beliefs, customs, ideas, and experiences of a culture <p>Competencies (Do):</p> <ul style="list-style-type: none"> Explain the connection between a new technology and the way artist have integrated that technology into the creation of the work of art <p>Research meaning of visual symbols from a specific time period</p>	<ul style="list-style-type: none"> Technology Symbols Culture Integration Decode 	<p>Learning Task:</p> <p>Project Runway</p> <p>Students will be asked to design wearable apparel constructed of at least one unconventional media or found object (duct tape, gum wrappers, k-cups). Preliminary sketches for the project must include historical references that influenced their design choices.</p> <p>Criteria for success may include:</p> <ul style="list-style-type: none"> Unifying element Historical influence Personal interpretation <p>Technology components may include creating a virtual magazine, a planned fashion show which could include invitation design, advertisement design, musical accompaniment, visual video accompaniment, video recording, video editing for a compiled video (youtube potential)</p> <p>Essential Question: How can technology be reflected in common artifacts of any given period?</p>

Materials and Resources

Creativity + Innovation .5 There are formal and informal processes used to assess the quality of works in the arts.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.3 B, C, E, F</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Practice formal, intuitive and contextual criticism. 2. Use appropriate vocabulary when critiquing works of art. 3. Compare and contrast various works of art using formal, intuitive, and contextual criticism. 4. Form judgments about the quality of various works of art and support your rationale. 	<p>1. Form a judgment about quality and identify if it is formal, informal, intuitive or contextual criticism.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> • People use specific vocabulary that references the elements and principles of art when articulating their thoughts and defending their position. • People can engage in formal criticism. • People can engage in intuitive criticism. • People can engage in contextual criticism. <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Use formal, intuitive and contextual criticism to compare and contrast various works of art to judge quality. • Form judgments about the quality of various crafts and support your rationale. 	<ul style="list-style-type: none"> • Criticism: <ul style="list-style-type: none"> • Formal • Informal • Intuitive • Contextual • Compare and Contrast • Judgment • Form Judgment • Rationale 	<p>Learning Task: Select three chairs from the Carnegie Museum of Art. Select three chairs and analyze each</p> <p>Essential Question: How does a vocabulary of critical analysis inform judgement about quality?</p>

Materials and Resources

Chairs from the Carnegie:

<https://www.flickr.com/photos/carnegiemuseumofart/5376071141>

<http://www.cmoa.org/CollectionTheme.aspx?id=17630>

Ellen's Design Challenge:

<https://www.youtube.com/watch?v=36dMJCvrdBA>

Creativity + Innovation .6 People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.1J, 9.4D</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Analyze works of art to identify choice of media and technique used by an artists in their work and how those choices affected the meaning of the final work. 2. Control choice of media and application to achieve a desired effect in work. 	<p>1.Students create 6 trivia questions about the structures they have selected. Students will create a game to be played with the class. (scavenger hunt, board game, video game) Success of the game design will be determined by a rubric designed by the class.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> • Artists use different media, including techniques, to control how their artwork will look • Media and application can influence the meaning and significance of a work of art <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Identify choice of media and technique used by an artists in their work and how those choices affected the meaning of the final work. • Control choice of media and application to achieve a desired effect in artwork. 	<ul style="list-style-type: none"> • Media • Application • Meaning • Technique 	<p>Learning Task: Pick a category of building to investigate. (ex. homes, places of worship, malls, bridges) Research three different examples. Students will then construct a visual organizer to compare and contrast the buildings. How do the materials selected and design concept affect the structure and reflect the purpose?</p> <p>Essential Question: How do the artist's choices affect the quality, meaning and value of a work?</p> <p>How is value determined in a work of art?</p> <p>How do we show we value something?</p>

Materials and Resources

Course Description

Tuesday, December 8, 2015 8:58 AM

Title: Creativity and Innovation

What is creativity? How is innovation necessary in an ever changing world? What materials can be used in making art?

- Provide strong foundation on elements and principles of design
- Explore definition and myths of creativity
- Experiment with a variety of materials and applications of 2-D and 3-D design (ex. Interior Design, Fashion Design)

Prerequisite for all other 9-12 art electives