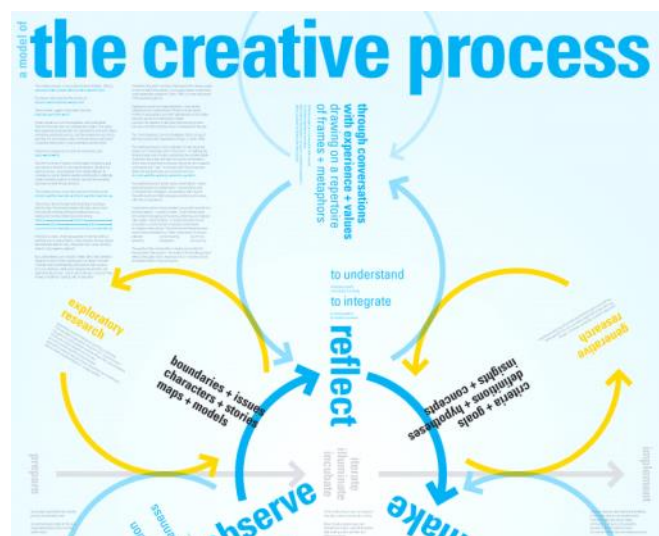


5.1 Art-marking is a continual process of planning, creating, and refining.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.1A, B, C</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Use symmetrical and asymmetrical balance in a composition. 2. Use radial balance in a composition. 3. Compare and contrast symmetrical, asymmetrical and radial balance. 4. Create compositions in which there is a clear center of interest. 5. Observe and discuss center of interest in works of art. 6. Discuss ways in which artists use the elements and principles to accomplish unity in a composition. 7. Discuss ways in which people use planning, creating and refining to produce work (Scientists, designers, architects, teachers, engineers). 	<ol style="list-style-type: none"> 1. Create a work of art that demonstrates symmetrical and asymmetrical balance. 2. Create a work of art that demonstrates radial balance. 3. Identify similarities and differences between the various forms of balance. 4. Create work of art that both them and their classmates can easily identify the center of interest. 7. Identify various professions that use the same process to creating a work. 	<p>Concepts (Know):</p> <ul style="list-style-type: none"> • Balance- symmetrical, asymmetrical • Radial balance • Focus (center of interest) • Unity • Making art is a process of planning, creating and refining • Artist continue to use elements and principles of design to create their work • Artists record and refine their observations. • Artists use thumbnail sketches, sketchbooks, and portfolios as planning tools. <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Apply understanding of symmetrical and asymmetrical balance in a composition. • Apply understanding of radial balance to a composition. • Compare and contrast symmetrical, asymmetrical and radial balance. • Create compositions in which there is a clear center of interest. • Observe and discuss center of interest in works of art. • Discuss ways in which artists use the elements and principles to accomplish unity in a composition. • Discuss ways in which people use planning, creating and refining to produce work (Scientists, designers, architects, teachers, engineers). 	<p>• Balance</p> <ul style="list-style-type: none"> • Symmetrical • Asymmetrical <p>• Radial balance</p> <p>• Focus (center of interest)</p> <p>• Unity</p> <p>• Thumbnail Sketches</p> <p>• Planning tools</p> <p>• Creative Process</p>	<p>Learning Task:</p> <p>The students will revisit a previous project from another class. The students will create a new work of art finding inspiration in the previous work. The students will add a new concept to the existing project.</p> <p>Example: 5th grade students will revisit 2nd grades symmetrical designs. The students will identify the process of planning, creating, and refining to create their own asymmetrical design inspired by the 2nd grade work of art.</p> <p>Essential Question:</p> <p>How does the planning, creating and refining inform a work of art?</p>

Materials and Resources

Decide and create your own process visual and description for the creative process for students within the district k-12



Creative Process

For days when ideas don't come quickly
For when you have too many projects and ideas aren't coming to mind
Process makes it easier to work with a team

Why Have A Process

Creative solutions come much easier to a mind prepared with knowledge
Showing your process gives you more credibility with your client

Determining purpose and direction
Building the brief
What does the client want
What exactly am I trying to create

First Insight

Searching out and discovering the problem to solve
Background reason and application for design
Who am I talking to

Research and observation
Read, look, and collect - quantify
Travel - look for the unexpected

Saturation

Editing information
Filling up with creative fuel
Be part of the culture, watch for trends and get off the main drag

Visual mind-mapping: build upon ideas
The "trailing over" of information
Searching out and discovering the problem to solve
Mind-map with images and color

Incubation

Sub-conscious processing
Brainstorming: there are no bad ideas, quantify over quality, keep involved, don't criticize, discuss, evaluate ideas, build on others, eliminate distractions

The sudden solution
A vision, the voice in your head

Illumination

If you inform your brain, it will start providing you with solutions

Putting the solution into concrete form
Polish: take away excess ideas that hold no real ground

Verification

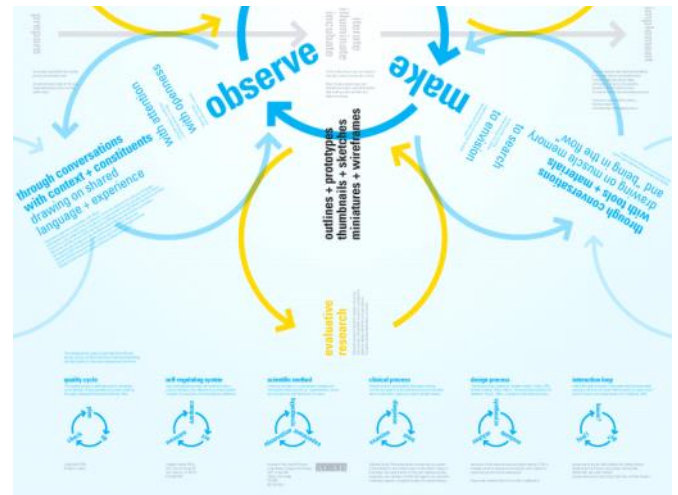
Checking for errors and usefulness

Find people to share ideas with, offer criticisms, and push each other's work further
Thoughts link to one another and branch out in an organic manner

Other Insight

Experiment: make personal work, try something different, take chances, make mistakes, and push yourself further
Identify and overcome fear - if you don't, your work will become safe, normal, uninspiring, and without personal vision
Work to define who you are, not how you fit in

Be unfashionable - don't be afraid of bad ideas - fashion dies quickly
Practice divergent thinking and you'll quickly get better



5.2 Both natural and man-made objects can stimulate artistic responses.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.1A, B, C</p> <p>Objectives:</p> <p>1. Distinguish between natural and man-made objects.</p> <p>2. Compare and contrast natural and man-made objects.</p> <p>3. Create compositions that are inspired by natural and/or man-made objects.</p>	<p>1. Identify and describe the similarities and difference between a natural and a man-made object.</p> <p>3. Create a work of art that is inspired by a specific natural and/or man-made object.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> Artists are inspired by natural and man-made objects. Artists observe the world around them and are influenced by what they see. Various natural forms and man-made designs can be inspirational to an artist. <p>Competencies (Do):</p> <ul style="list-style-type: none"> Create compositions from natural and man-made resources as inspiration. (Andy Goldsworthy sculptures inspired by natural found object and Louise Nevelson sculptures inspired by man-made found objects) 	<ul style="list-style-type: none"> Man-made objects Natural objects Influenced Inspired 	<p>Learning Task:</p> <p>The class will gather a variety of both natural and man-made objects. The class will respond with a collaborative Venn diagram describing the similarities and differences between the objects. Students will find inspiration in either a natural or man-made object. The students will create a composition that is inspired by natural, man-made or both objects.</p> <p>Essential Question:</p> <p>How are artists influenced and/or inspired by nature?</p> <p>How are artists influenced and/or inspired by man-made objects?</p>

Materials and Resources:

Computer, Venn diagram, natural objects, manmade objects

Nature- waterfall, sunsets, snowflakes, ocean waves, seashells, bark, leaves, sand, mountains, grass, desert, flowers, sky, clouds.....

Man-Made objects- spindles, building (architecture), spires on churches, chairs, stairs, windows, doors, cell phone cases, car, clothes, sunglasses, shoes, purses.....

5.3 Some artists create series of individual works that share a common theme or ideas.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.3A, B, C, D</p> <p>Objectives:</p> <p>1. Analyze a series of works and determine the common theme or idea.</p> <p>2. Analyze works of art and speculate regarding the inspiration.</p> <p>3. Use a self-designed work of art as inspiration for exploring a new idea.</p>	<p>1. Identify the common theme or idea in a series of works of art.</p> <p>2. Form a judgement based on the artists inspiration in a work of art.</p> <p>3. Revisit a work of art to serve as and build upon a new work.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> Artists often create series of works that share a common theme or idea. Artists are often inspired by others work to explore a theme or idea. Artists are often inspired by their own work to explore a theme or idea. <p>Competencies (Do):</p> <ul style="list-style-type: none"> Analyze a series of works and determine the common theme or idea. Analyze works of art and speculate regarding the inspiration. Use a self-designed work of art as inspiration for exploring a new idea. 	<ul style="list-style-type: none"> Series Theme Inspiration 	<p>Learning Task:</p> <p>The teacher will provide the students with multiple works of art with a common theme. The students will work together to brainstorm and identify the common theme and inspiration among the works.</p> <p>Essential Question:</p> <p>How are artists motivated to explore new themes and ideas?</p>

Materials and Resources:

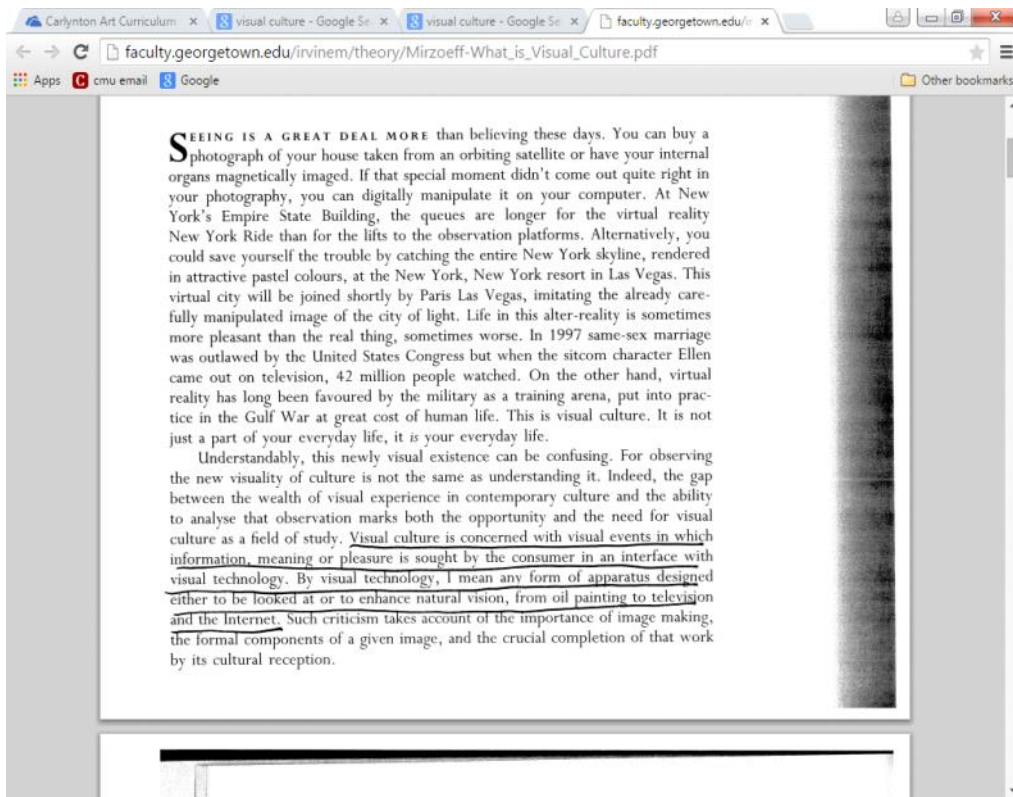
various works of art , computer and internet resources, projector

5.4 Artifacts of visual culture express experiences and ideas.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.2A, C, K</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop a personal definition of visual culture. 2. List examples of visual culture. 3. Convey experiences that relate to a specific piece of visual culture. 4. Tolerate other people's opinions related to their response to a specific piece of visual culture. 	<ol style="list-style-type: none"> 1. Personally define visual culture. 2. Collaboratively create a list of visual culture examples. 3. Share personal experiences that relate to a listed example of visual culture. 	<p>Concepts (Know):</p> <ul style="list-style-type: none"> • Visual cultural is everything we see around us from which we can make meaning. • Visual cultural can express experiences and ideas. • Visual culture can be a stimulus to people having various responses to the same thing. <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Identify examples of visual culture (logo, symbol, social media symbols, object structure and design, advertisements). • Analyze examples of visual culture and describe personal experiences stimulated by that example. • Develop a personal definition of visual culture. 	<ul style="list-style-type: none"> • Visual Culture • Tolerance • Logo • Symbols 	<p>Learning Task:</p> <p>The student will define visual culture. The students will collaboratively create a list of visual culture examples. The students will share personal experiences that relate to a listed example of visual culture.</p> <p>Essential Question:</p> <p>Why do people react differently to the same piece of visual culture?</p>

Materials and Resources:

visual images used in technology to promote social media



5.5 People must be able to articulate their thoughts and defend their position in order to engage in critical analysis.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.3A, B, E</p> <p>Objectives: 1. Use appropriate vocabulary when articulating your thoughts and defending your position about a work or art.</p> <p>2. Compare, contrast and practice formal and intuitive criticism.</p>	<p>1. Formally critique a work of art.</p> <p>2. Convey and defend their thoughts about the work using appropriate vocabulary.</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. <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Use appropriate language when critiquing a work of art. • Use formal criticism, elements and principles of design, when discussing a work of art. • Use intuitive criticism when discussing a work of art (how does a work of art make you feel). 	<ul style="list-style-type: none"> • Formal criticism • Intuitive criticism • Articulate 	<p>Learning Task: The students will formally critique a work of art. The students will express their thoughts and feelings about the work of art. The students will defend their thoughts to convey and defend their thoughts about the work using appropriate vocabulary.</p> <p>Essential Question: How can a well-articulated analysis of a work of art influence an audience?</p> <p>How can an understanding of formal and intuitive criticism inform a position regarding a work of art?</p> <p>What is expected of you when providing a criticism?</p>
Materials and Resources:				
art examples, computer, projector				

5.6 The setting in which an artwork is displayed can affect the viewer's response to that work.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.2A, C, G</p> <p>Objectives:</p> <p>1. Observe and describe a similar work of art when it is viewed in different settings.</p> <p>2. Compare and contrast a similar work of art when it is viewed in different settings.</p> <p>3. Form a response about a work of art based on the setting in which it is viewed. Justify the response you have made.</p> <p>4. Show respect for the opinions of others when engaged in class discussions.</p> <p>5. Develop divergent questions when engaged in class discussions</p>	<p>1.View the same work of art in various settings.</p> <p>2.Compare and contrast any similarities within the different setting.</p> <p>3.Respond to a work of art based on the setting it is viewed in. The student will support their response using appropriate vocabulary.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> • Art can be found and viewed in many settings • (Museum, train station, public space, online etc.). • People can have different responses to a work of art based on the setting in which it is viewed. • Observing and describing a work of art in its setting helps us form a response to the work of art. <p>Competencies (Do):</p> <ul style="list-style-type: none"> • Observe and describe works of art in a variety of settings. • Form a response to a work of art based on a setting in which it is displayed. • Discuss why you have that opinion. • Show respect for the opinions of others. 	<ul style="list-style-type: none"> • Divergent • Convergent • Constructive criticism • Destructive criticism • Setting (Location) 	<p>Learning Task:</p> <p>Students will observe and describe a similar work of art when it is viewed in different settings. They will respond with comparisons. Students will speculate the artist's setting. Students will use appropriate vocabulary when critiquing a work of art. Students will form an opinion about the setting and quality and justify their judgement.</p> <p>Essential Question: How does the setting in which a work of art is viewed, effect the audiences response?</p>
Materials and Resources:				
artists examples, computer, projectors				