

## 7.1 The artist's creative process is reflective; happening over time, to integrate knowledge, solve problems, and synthesize ideas.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.1A, B, C, G</p> <p>Objectives: 1. Define and practice the creative process. 2. Set and achieve goals. 3. Practice artistic skills. 4. Experiment with media and techniques. 5. Maintain a working portfolio. 6. Strengthen and expand artistic techniques, media, and vocabulary. 7. Make artistic choices to achieve a desired affects. 8. Develop initial sketches, refine sketches, and use as a basis for a final work of art.</p>	<p>1.Students will create preliminary sketches, select, and refine work to create a finished piece.</p> <p>2.Students will select and apply media appropriately.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> <li>• Artists use a creative process.</li> <li>• The creative process includes observer, reflect, refine, make.</li> <li>• Art is hard work requiring dedication and commitment.</li> <li>• Artists integrate knowledge, solve problems and synthesize ideas.</li> <li>• An important part of making art is experimenting.</li> </ul> <p>Competencies (Do):</p> <ul style="list-style-type: none"> <li>• Practice observing, reflecting, refining and making.</li> <li>• Practice and evaluate artistic experiments.</li> <li>• Develop initial sketches, refine sketches, and use as a basis for a final work of art.</li> <li>• Maintain a working portfolio.</li> <li>• Strengthen and expand artistic techniques, media, and vocabulary. Example stippling, cross hatching.</li> <li>• Make artistic choices to achieve a desired affects.</li> </ul>	<ul style="list-style-type: none"> <li>• Creative Process</li> <li>• Dedication</li> <li>• Commitment</li> <li>• Artistic Experiment</li> <li>• Observe</li> <li>• Reflect</li> <li>• Refine</li> <li>• Goals</li> <li>• Synthesize</li> <li>• Evaluate</li> <li>• Portfolio</li> <li>• Technique Media</li> <li>• Artistic choices</li> </ul>	<p>Learning Task: Teacher will provide an array of examples of illustrations done by American artist Virgil Finlay utilizing the scratchboard technique. Students will list subjects that the illustrator used, and select 3 themes. Students produce preliminary sketches in their sketchbook. Teacher will demonstrate the scratchboard technique. Students will select one of their images for a final composition in which they explore scratchboard in which they use crosshatching and stippling.</p> <p>Essential Question: What is creativity?</p>

### Materials and Resources

*Potentially explore Myths of Creativity David Burkus*

Capitalize on developmentally appropriate interests such as visual culture, clothing, media, music, sports, and contemporary heroes.

Materials and tools for creating two and three dimensional work (ex. paper, pencils, paint, brushes, clay, tools, scissors, adhesives)

## 7.2 Artists produce work that is influenced by their experiences, emotions, ideas, and cultures.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.1E, F, 9.2A, D, J, 9.4D</p> <p>Objective:</p> <p>1. Identify personal sources of inspiration.</p> <p>2. Identify multiple cultures that one experiences.</p> <p>3. Track how each culture affects behavior, emotions personality etc.</p> <p>4. Analyze examples of art to speculate on the source of inspiration.</p>	<p>1.Students will list sources of inspiration.</p> <p>2.Students will select an emotion or idea to illustrate in a work of art.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> <li>• An important part of making art is inspiration.</li> <li>• Not all artists are inspired in the same why.</li> <li>• Some sources of inspiration include experiences, emotions, ideas, cultures and cultural elements.</li> <li>• Artists are often inspired by other art forms, there is a relationship between and among the arts (literature, music, dance, theater, history, creative writing).</li> <li>• People are a part of multiple cultures within their day and their lives.</li> </ul> <p>Competencies (Do):</p> <ul style="list-style-type: none"> <li>• Identify personal sources of inspiration.</li> <li>• Analyze examples of art to speculate on the source of inspiration.</li> <li>• Express emotions within an artwork to reflect a personal experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Inspiration</li> <li>• Influence (<i>compare inspiration and influence</i>)</li> <li>• Cultures</li> </ul>	<p>Learning Task:</p> <p>Have students identify a list of sources of personal inspiration.</p> <p>Have students make a list of all the emotions they experience over three days.</p> <p>Design a class Venn-diagram that compares and contrasts inspiration and influence.</p> <p>Essential Question: What inspires you?</p> <p>What influences you?</p>
<b>Materials and Resources</b>				
Computer/internet resources, projector				

## 7.3 Artists sometimes create artwork to call attention to a social issue.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.1E, 9.4D</p> <p>Objectives:</p> <p>1. Identify social issues.</p> <p>2. Create an artwork in response to a social issue.</p> <p>3. Decode a work of art to uncover the social issue portrayed by the artist.</p>	<p>1. Students will create a list of 5 to 10 social issues.</p> <p>2. Given a work of art, students will be able to identify the social issue that is portrayed.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> <li>Artists sometimes create artwork to call attention to a social issue such as war, hunger, addiction, gender, environment, racism, religion, violence, accessibility, bullying, internet safety, social media.</li> </ul> <p>Competencies (Do):</p> <ul style="list-style-type: none"> <li>Identify social issues.</li> <li>Create an artwork in response to a social issue.</li> <li>Decode a work of art to uncover the social issue portrayed by the artist.</li> </ul>	<ul style="list-style-type: none"> <li>Social issue</li> </ul>	<p>Learning Task:</p> <p>Teacher will generate a list of social issues for discussion. Teacher will elicit student feedback about the social issues and suggesting other social issues relevant to their lives.</p> <p>Teacher will introduce posters which use effective visual imagery to convey ideas related to social issues. Students analyze the poster effectiveness in regards to design and principles using contextual and formal criticism.</p> <p>Students will create three thumbnail sketches based on social issues from the list. Students will work with a partner to critique and select the most effective sketch to enlarge for a final piece.</p> <p>Essential Question:</p> <p>How do social issues influence artwork?</p> <p>How can art illuminate a social issue?</p>

### Materials and Resources

Toulouse Lautrec- can-can dance, nursery rhymes, contemporary music etc.  
Sheppard Fairey

## 7.4 The historical and cultural context of a work art influences both how it is made and how it is interpreted.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standard: 9.2A, D, E, K, 9.4C</p> <p>Objective: 1. Define historical and cultural context.</p> <p>2. Identify a technology that has influenced artistic expression.</p> <p>3. Compare and contrast different cultural responses to the same work of art.</p>	1. Students will identify the historical and cultural context represented in a work of art.	<p>Concepts (Know):</p> <ul style="list-style-type: none"> <li>Emerging technologies often influence artists' choices about the materials and tools that they use.</li> <li>Over time opinions about the same work of art have changed.</li> <li>Opinions about the same work of art may be different dependent on time and place.</li> </ul> <p>Competencies (Do):</p> <ul style="list-style-type: none"> <li>Define historical and cultural context.</li> <li>Identify a technology that has influenced artistic expression.</li> <li>Compare and contrast different cultural responses to the same work of art.</li> </ul>	<ul style="list-style-type: none"> <li>Historical Context</li> <li>Cultural Context</li> <li>Opinion</li> <li>Creation</li> <li>Interpretation</li> <li>Technology</li> </ul>	<p>Learning Task: Using the social issues portrayed in the posters, identify the historical and cultural context for the artwork.</p> <p>Essential Question: How does time and culture influence the interpretation of a work of art?</p>
<b>Materials and Resources</b>				
Examples; 1960's- usage of plastic leads to sculpture, Tupperware, medical, furniture etc.				

## 7.5 Artists engage in critical response to describe, analyze, interpret and evaluate works of art.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standard: 9.3A, B, C, D</p> <p>Objective: 1. Research historical artifacts to determine how an artist's work changes over time.</p> <p>2. Practice the steps of critical response.</p>	<p>1.Students will compare and contrast works by the same artist and create a Venn Diagram to note the similarities and differences.</p> <p>2.Students will use a rubric to make notes for each step of critical response.</p>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> <li>• Critical response includes describing, analyzing, interpreting and evaluating.</li> <li>• Artists engage in critical response.</li> <li>• Artists work over time to develop their skills and knowledge.</li> <li>• Artists work frequently changes over time as they analyze, interpret and evaluate their own work.</li> </ul> <p>Competencies (Do):</p> <ul style="list-style-type: none"> <li>• Research historical artifacts to determine how an artist's work changes over time.</li> <li>• Practice the steps of critical response.</li> </ul>	<ul style="list-style-type: none"> <li>• Artifacts</li> </ul>	<p>Learning Task: Teacher will generate a list of social issues for discussion. Teacher will elicit student feedback about the social issues and suggesting other social issues relevant to their lives. Teacher will introduce posters which use effective visual imagery to convey ideas related to social issues. Students analyze the poster effectiveness in regards to design and principles using contextual and formal criticism. Students will create three thumbnail sketches based on social issues from the list. Students will work with a partner to critique and select the most effective sketch to enlarge for a final piece.</p> <p>Essential Question: How do works of art change as the result of critical response?</p>

### Materials and Resources

Various poster examples and internet resources.

## 7.6 Personal experiences influence a person's response to works of art.

Standard(s) Objective(s)	Performance Task/ Assessment	Concepts (Know) Competencies (Do)	Essential Vocabulary	Learning Task Essential Question(s)
<p>Standards: 9.4A, C</p> <p>Objectives:</p> <ol style="list-style-type: none"> <li>1. Form and articulate an opinion about a work of art.</li> <li>2. Demonstrate tolerance for others peoples' opinions about a work of art.</li> <li>3. Reflect on a personal experience to determine how that experience influenced something in your life.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students written responses will reflect their understanding of social issues.</li> <li>2. Model respect during class critique.</li> </ol>	<p>Concepts (Know):</p> <ul style="list-style-type: none"> <li>• People's experience influence their opinions.</li> <li>• People's experience influence their response to a work of art.</li> <li>• Multiple people can have different responses to the same piece of art based on their own personal experiences.</li> </ul> <p>Competencies (Do):</p> <ul style="list-style-type: none"> <li>• Form and articulate an opinion about a work of art.</li> <li>• Demonstrate tolerance for others peoples' opinions about a work of art.</li> <li>• Reflect on a personal experience to determine how that experience influenced something in your life.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect</li> <li>• Tolerance</li> <li>• Articulate</li> <li>• Research</li> <li>• Personal Experience</li> </ul>	<p>Learning Task:</p> <p>Students will write a response to any other classmates' social issue poster to which they feel a personal connection. Students will reflect, describe and articulate why that poster has meaning for them.</p> <p>Essential Question:</p> <p>How do personal experiences influence an individual's responses to a work of art?</p>

### Materials and Resources

Focus on positive experiences, provide prompts