

Englewood Public School District

Visual Art

HS Art Exploration

Unit 4: Mixed Media

Overview: In this unit, students will examine various artistic genres and styles in regards to mixed media. They will demonstrate mastery of previously learned techniques by demonstrating them in their mixed media pieces. Students will engage in research of historically significant artists.

Time Frame: One Marking Period

Enduring Understandings:

Art communicates ideas in ways that can be applicable to everyone.
Students can use Visual Art as a form of self-expression.

Essential Questions:

What meanings and principles determine a quality piece of Art?
What were the cultural influences that affected the pieces of Art studied?

Standards	Topics and Objectives	Activities	Resources	Assessments
1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis. 1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts	<ul style="list-style-type: none"> Examine the origination of the mixed-media genre Engage in Art History with a study of Pablo Picasso and George Braque Apply skills and techniques learned throughout the semester to the completion of individual pieces 	<ul style="list-style-type: none"> Students will create 3-D cut paper canvas using folded paper shapes (CRP2, CRP6, 9.3.12.AR-VIS.3) Students will create a Batik Composition on paper using wax resist (CRP2, CRP6, 9.3.12.AR-VIS.3) https://www.dharmatrading.com/techniques/batik/introduction-to-batik.html 	<p>Video: “How To: Masking Tape Art” https://www.youtube.com/watch?v=jIVCOVIYzFo</p> <p>How to make Stand-Up 3-D Shapes” https://www.youtube.com/watch?v=rLze-D-jAw4</p> <p>Companion Texts: “Natural History Surrealism” http://www.ecology.com/2015/03/26/natural-history- </p>	<p>Formative Assessments: Students will be evaluated on the completion of their individual pieces</p> <p>Students will be evaluated via a vocabulary quiz</p> <p>Summative Assessment: Students will be evaluated via an art history exam</p> <p>Benchmark Assessment:</p>

<p>disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p>1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p>1.3.12.D.1</p>		<ul style="list-style-type: none"> Students will create a small -scale sculpture tied to object's history, and write a 1 paragraph explanation. (CRP4, CRP6, NJSLA.W2, NJSLA.W4, 9.3.12.AR-VIS.3) Students will create a masking tape canvas. (CRP2, CRP6, 9.3.12.AR-VIS.3) https://www.dickblick.com/lessonplans/masking-tape-window-masterpieces/ Students will create a Picasso replica piece. (CRP2, CRP6, 9.3.12.AR-VIS.3) https://www.moma.org/momaorg/shared/pdfs/moma_learning/docs/Picasso_Full.pdf Students will create a personalized totem pole sculpture (CRP2, CRP6, 9.3.12.AR-VIS.3) https://www.dickblick.com/lessonplans/totem-sculpture-stack/ http://mrkay.org/projects/totems/index.html 	<p>surrealism-sculpture-ellen-jewett/</p>	<p>Common Formative Assessment</p> <p>Alternative Assessments: Students will complete a self-assessment on one of their pieces using a rubric.</p> <p>Students will share their portfolios with the class.</p> <p>Students will explain and present one of their pieces to a small group.</p>
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Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.

1.3.12.D.2

Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.

1.3.12.D.4

Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.

1.3.12.D.5

Identify the styles and artistic processes used in the creation of culturally

- Students will create an online portfolio of the unit's work. (**CRP2, CRP6, 9.3.12.AR-VIS.3, 8.1.12.A.1**)

and historically diverse two and three-dimensional artworks, and emulate those styles by creating an original body of work.

1.4.12.A.4

Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

1.2.12.A.1

Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

1.2.12.A.2

Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student choice.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Shorten assignments to focus on mastery of key concepts. ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Give directions/instructions verbally and in simple written format. ● Provide audiotapes of textbooks and have the student follow the text while listening ● Allow students to use a dual language dictionary 	<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student’s IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● Give directions/instructions verbally and in simple written format. ● Provide extra time to complete assignments. ● Adjust the pace of lessons 	<ul style="list-style-type: none"> ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and adjust for personal space or other behaviors as needed. ● Oral prompts can be given. 	<ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction

Integration of 21st Century Standards NJSL 9:

9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.

Interdisciplinary Connections:

English/Language Arts

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Integration of Technology Standards NJSLS 8:

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

Key Vocabulary:

Wax Resists

Imprints

Outlining

Slicing and Weaving

Doodling

Paint blowing

Diffusion

Replica