Unit Plan Title:\_Creating Time\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Length:\_\_\_18 classes\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Course Name** | Art Education | **Grade Level** | High School |

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| **Standards** | **Grade Level Expectations** |
| 1. Observe and Learn to **Comprehend** | 1. Visual art has inherent characteristics and expressive features  2. Historical and cultural context are found in visual art  3. Art and design have purpose and function |
| 2. Envision and Critique to **Reflect** | 1. Reflective strategies are used to understand the creative process  2. A personal philosophy of art is accomplished through use of sophisticated language and studio art processes  3. Interpretation is a means for understanding and evaluating works of art |
| 3. Invent and Discover to **Create** | 1. Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas  2. Assess and produce art with various materials and methods  3. Make judgments from visual messages |
| 4. Relate and Connect to **Transfer** | 1. The work of art scholars impacts how art is viewed today  2. Communication through advanced visual methods is a necessary skill in everyday life  3. Art is a lifelong endeavor |

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| **Colorado 21st Century Skills**  **Critical Thinking and Reasoning**: *Think Deep, Think Different*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Owning Your Learning*  **Invention:** *Creating Solutions* | **Creative Process in Visual Art** | **Studio Thinking**  **Develop Craft:** *Learning to use materials, tools and techniques*  **Engage and Persist:** *Learning to embrace problems and not give up*  **Envision***: Imagine the possible next steps; see what is not there*  **Express:** *Convey an idea, feeling, personal meaning*  **Observe:** *Seeing things that otherwise might not be seen*  **Reflect:** *think, talk and evaluate your work and the work of others*  **Stretch and Explore:** *Reach beyond one’s perceived capacities*  **Understand Art World:** *Learn about contemporary and past art(ist)* |

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| **Lesson Titles and Description** | **Lesson Length** | **Sequence** |
| **How do you collect TIME?** - In this lesson one of the hook would be “Seasons of Love” from the RENT musical, as it asks “How do you measure, measure a year?” and “How do you measure, a year in the life?” students will be researching process art and how artists make art giving themselves a set of guidelines. Tony Orrico makes drawings using specific body motions. Artists also want to make a statement about people’s ways of life by showing something shocking like a sculpture made from trash found in our oceans by Claudio Garzon. Other artists being introduced in this lesson would be Jason deCaires Taylor, Joseph Beuys, and Johanna Martensson. For example, students could collect all their trash for a month, or draw every item of food they eat in one week, or take a picture of your credit card/cash every time you buy something. Students will likely surprise themselves by their collections.What might another culture collect, or how could other cultures view time? The same, or not? | 4 classes | 1 |
| **Frozen in TIME** - Students will be exploring “a moment in time,” and depict this using a drawing or painting medium. Students will be shown photographs from history and look at the characteristics that make the photograph frozen in time (for example “V-J Day in Times Square” by Alfred Eisenstaedt. Then, we look at some more modern photographs that we decipher to be frozen in time (such as a skydiving still). Does a decade define time? Or can time be depicted through an action, or visible tension? Students will need to take a series of photographs and narrow it down to their favorite depiction of being frozen in time. They will take this photograph and turn it into a drawing or painting based on what might be most effective to represent time. | 6 classes | 2 |
| **Clocks of TIME** - As the final project for focusing on the concept of time, students will creating a clock that reflects their own interpretation of time. If the students wish, the school will buy supplies to make the clock actually functional. However, if their representation does not allow for the clock to work, then the clock does not have to work in the end. Using the laser etcher and 3D Printer students will make their clock face and clock hands, respectively. Students will plan their ideas through various sketches, with teacher approval to make sure the clock is actually feasible. A few days of the lesson will be dedicated to learning essential tools in the Rhino program for creating hands for their clocks Artists to look at for this lesson will include Salvador Dali “The persistence of memory,” Xetobyte from deviantart. And images and symbols such as clocks, sun dials, hour glasses, and phases of the moon. Also images from the great wall of china, or the egyptian pyramids that took hundreds of years (lot of time) to build. | 8 classes | 3 |

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| **Unit: Focusing Lens/Lenses: Timeless, Transferrable and Universal (I.E. Beliefs/Values, Identity, Relationships. Tension/Conflict, Freedom, Design, Aesthetic, Patterns, Origins, Transformation, Change, Influence, Collaboration, Intention, Play/Exploration, Synergy/Flow, Choices, Balance, Inspiration, System, Structure/Function, Reform)** | TIME | **Unit: Prepared Graduate**  **Competencies** | **Comprehend**   * Recognize, articulate, and debate that the visual arts are a means for expression * Make informed critical evaluations of visual and material culture, information, and technologies * Analyze, interpret, and make meaning of art and design critically using oral and written discourse * Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives   **Reflect**   * Transfer the value of visual arts to lifelong learning and the human experience * Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas   **Create**   * Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research * Develop and build appropriate mastery in art-making skills, using traditional and new technologies and an understanding of the characteristics and expressive features of art and design * Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies * Recognize, compare, and affirm that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives   **Transfer**   * Use specific criteria to discuss and evaluate works of art * Critique personal work and the work of others with informed criteria * Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information |

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| **Unit: Standards and Grade Level Expectations**  **(Unit must have all standards; NOT all GLEs.)** | (Visual Arts Standard # - Name; GLE #, # and #)  VA-GR.HS-S.1-GLE.1, GLE.3  VA-GR.HS-S.2-GLE.1, GLE.2, GLE.3  VA-GR.HS-S.3-GLE.1, GLE.2, GLE.3  VA-GR.HS-S.4-GLE.1, GLE.2, GLE.3 |

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| **Unit: Inquiry Questions**  **(Engaging-Debatable: In art, what does it mean when something is beautiful? How can something be so ugly it is beautiful?)** | (3-5 questions; at least 2 from each lesson)   * Should art be everlasting? Defend your opinion * How does our culture interpret time through art? How important is it to explore time in art? * Why create an artwork representing time * How can you represent time visually? |

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| **Unit Strands** | Comprehend/Reflect/Create/Transfer |

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| **Unit: Concepts: Timeless, Transferrable and Universal (I.E. Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, Observation)** | Personal Expression  Technology  Purpose/Function  Perspectives  Process  Discovery  Analyze  Interpret  Design | Artists use new **technologies** to **discover** different ways of making art  **Interpret** and **analyze** artwork created by an artists **personal expression** from different **perspectives**  The **process** of artwork involves **discovery** and dimension  **Functionality** and **design** reflect the **purpose** of an artwork |

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| **For each statement you create below align with Standard (S), Grade Level Expectation (GLE), and Evidence Outcome (EO). Include Numeracy, Literacy and Technology, when appropriate, at the end of the alignment.) : It would be written as S.#-GLE.#-EO(s).\_,\_-GLE.#-EO(s).\_,\_ (Literacy/Technology) or separate with ; and begin with new standard. Refer to Inquiry Questions, Relevance and Application and Nature of Statement when writing statements.** |

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| **Enduring Understandings: My students will UNDERSTAND...**  **(Timeless, Transferrable and Universal. Shows a relationship between two or more concepts. Cover each lesson, NOT necessarily each standard. Does not have to use every concept.)** | **Conceptual Guiding Questions** | **Factual Guiding Questions (can be yes or no, has real answers)** |
| Artists use new **technologies** to **discover** different ways of making art (**GLE HS.3.1.**) | * How is art old, or how is art new? * How does material influence artistic decisions? | * What do you need in order to use the laser engraver? * What materials can be used on the laser engraver? * What file type will the 3D Printer read? |
| **Interpret** and **analyze** artwork created by an artists **personal expression** from different **perspectives** (**GLE HS.2.2.**) | * What does time mean to you? * How would you visually represent time? * How might others interpret the work? | * What do you see in the piece that reflects time? Defend and explain your answer. |
| The **process** of artwork involves **discovery** and dimension(**GLE HS.4.3**) | * What problem solving skills are employed in making works of art? * How does creating art differ from viewing art? | * Why might Jason deCaires Taylor, Joseph Beuys, and Johanna Martensson’s work be considered ‘process art’? * What is process art? |
| **Functionality** and **design** reflect the **purpose** of an artwork (**GLE HS.1.3**) | * Why create? * What is the purpose of art? * To what extent does good design integrate form with function? | * Why do artists produce preliminary plans? * Is intended purpose always functional? * Are all functional objects art? Explain. |

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| **Critical Content: My students will KNOW...**  **(NOT Timeless, Transferrable and Universal. Factual information in the unit [topics] that students must know.)** | **Key Skills: What my students will be able to DO...**  **(Timeless, Transferrable and Universal. What students will do AND be able to transfer to new learning experiences as a result of learning the unit.)** |
| My students will KNOW   * The meaning and practice of ‘process art’   + Artists who create process art including Claudio Garzon and Tony Orrico   + How to create their own process art * The uses of a 3D printer and laser etcher   + Troubleshoot technologies including Illustrator, 3D printer, and laser etcher. * How to visually represent their personal meaning of time * The meaning of purpose and function in art | My students will DO:   * Plan an artwork * Using modern technologies * Can run applications across systems * Manipulate traditional art materials: Paints, pencils, * Reading directions carefully * Analyze meanings and purposes * Research * Troubleshoot |

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| **Academic Vocabulary (Universal)** | Time, Planning, Aesthetic, Compare/Contrast, technology |
| **Technical Vocabulary** | Process art, style, composition, raster, vector, shape, form, NURBS, mesh, render |