

Beginning a body of work

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Unit Description			
<p>This unit we will begin looking at the exhibition and how to plan and create and respond upon a coherent body of work. We will simultaneously be addressing all three assessment instruments: The Comparative Study, the Process Portfolio, and the Exhibition.</p>			
<h2>Stage 1: Learning Goals</h2>			
Established Goals	Transfer		
	Long-Term Transfer Goals		
	<p>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> ■ Interesting questions create interesting products. (T1) 		
	Meaning		
	Enduring Understanding(s)	Essential Questions	
<p>What specifically do you want students to understand? What inferences should they make? Students will understand that...</p> <ul style="list-style-type: none"> ■ A body of work is more than a thing, it is a series of ideas, artifacts, research, and products. (U1) ■ Imagery, media, and technique need to work together. (U2) 	<p>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</p> <ul style="list-style-type: none"> ■ What language do I need to use to best create and present my work? (Q1) 		

- Technical competence is the result of many hours of work. (U3)
- Subtle imagery results from continuous revision. (U4)
- The sooner you start documenting your work, the better. (U5)
- Learn from how other artists work. (U6)

- How do I simultaneously ask questions of myself and the viewer? (Q2)
- Which media is best suited to my concept? (Q3)
- What can I learn from other artists? (Q4)
- What are the steps going from an idea to multiple works of art? (Q5)
- What criteria do I use to evaluate a resource? (Q6)

Acquisition of Knowledge & Skill

Essential Knowledge

What facts and basic concepts should students know and be able to recall? Students will know...

- Terms: Experimentation and manipulation (ib,) brainstorm, sketch, design, iteration, coherent body of work (ib,) thematic (ib,) stylistic (ib,) elements of art and principles of design - you should be able to recite them; any terminology specific to your media (K1)

Essential Skill

What discrete skills and processes should students be able to use? Students will be skilled at...

- Recognize the skills, techniques, media, forms and processes associated with the visual arts (S1)
- Present work, using appropriate visual arts language, as appropriate to intentions. (S2)
- Express concepts, ideas and meaning through visual communication. (S3)
- Apply knowledge and understanding of skills, techniques, media, forms and processes related to artmaking. (S4)
- Formulate personal intentions for the planning, development and making of artworks that consider

how meaning can be conveyed to an audience. (S5)

- Experiment with different media, materials and techniques in art-making. (S6)
- Make appropriate choices in the selection of images, media, materials and techniques in art-making. (S7)
- Produce a body of resolved and unresolved artworks as appropriate to intentions. (S8)
- Evaluating resources for effective application in one's practice. (S9)
- Justify materials, techniques, and processes appropriate to intentions. (S10)
- Refining work based on principles of design. (S11)

Stage 3: Learning Plan

Learning Activities

Alignment	Code	Learning Activity
	LA1	<p>Cycle One Class One</p> <ul style="list-style-type: none"> • Introduce specifics from assessment criteria and subject report. • Students review sample exhibits and consider answers to the following: Describe what stands out to you. What surprised you? What relationships are there between the pieces? • Theme and style Concept Attainment model

Class Two

- Review definition for theme and style
- Students should have a brainstorm or a mind map. Give them a few minutes to tidy this up
- Filters - Function, purpose, culture, Say something personal, say something about art, say something to the world, the "try these" questions
- Find images that relate to your brainstorms and

Class Three

- Brainstorm with questions - Write questions about art and the art you want to make. You can ask these of yourself, of visual art, of your environment, and your viewer(s). Some good question starters are: What if ... How do I ... Where do I find ... How do I know ... You can also use the classic Who, what, where, when, why. Like with the previous brainstorming, don't edit yourself, let it all come out. After you have a page filled, choose three or four questions you find most interesting and well balanced and use image searches to answer them. Collect the images into a screen of your process portfolio. Make certain you are citing your sources.
- Using the images you found, analyze them for concept, function/purpose, media, technique, and/or composition.
- https://www.getty.edu/education/teachers/building_lessons/formal_analy...

Class Four

- Terminology quiz
- Synectics

- brainstorm with questions
- What are my strengths as a visual artist?
- What techniques and media do I find naturally appealing?
- Do I like to work with design?
- Does my work have a narrative content?
- Am I interested in conceptual art?
- Am I drawn to figurative representation?
- Do I enjoy craftsmanship?

- Do I work slowly and methodically, or quickly and impulsively?
- What matters to me when I make art?
- What artists do I love?

Class five