

Fail Hard - DP II

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Team

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Stage 1: Learning Goals

Established Goals

Transfer

Long-Term Transfer Goals

What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...

- Build goals from what you haven't done.
(T1)

Meaning

Enduring Understanding(s)

Essential Questions

What specifically do you want students to understand? What inferences should they make? Students will understand that...

- Process portfolio assessment criteria is wide and deep.
(U1)

What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...

- What do I want to try out?
(Q1)
- How can I build off of my previous ideas?
(Q2)
- How do I edit the work I already have?
(Q3)
- What criteria will I use to keep and eliminate process screens?
(Q4)

- How can I fill out my process portfolio better?
(Q5)

Acquisition of Knowledge & Skill

Essential Knowledge

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

- Skills, techniques, and processes assess best when explored with your intentions in mind.
(K1)
- Critical investigation should be centered around what you can learn and appropriate from other artists.
(K2)
- Communicating ideas and intentions includes brainstorming, sketches, designs, and experimentation with formal elements/principles.
(K3)
- Review, refine, and reflect includes thinking about what you learned through making art, re-visiting your ideas and designs, and enumerating your successes and failures and how you can build off of them.
(K4)

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)
- Express concepts, ideas and meaning through visual communication. (S2)
- Analyse artworks from a variety of different contexts. (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)
- Demonstrate the use of critical reflection to highlight success and failure in order to progress work. (S6)
- Evaluate how and why art-making evolves and justify the choices made in their own visual practice. (S7)

- Experiment with different media, materials and techniques in art-making. (S8)
- Make appropriate choices in the selection of images, media, materials and techniques in art-making. (S9)
- Demonstrate technical proficiency in the use and application of skills, techniques, media, images, forms and processes. (S10)

Stage 2: Assessment Evidence

Formative Assessment

Alignment	Code	Assessment Evidence
	FA1	Process Portfolio Quiz A non-assessed quiz on process portfolio.
	FA2	Process portfolio assessment form A completed process portfolio assessment form.

Summative Assessment

Alignment	Code	Assessment Evidence
	SA1	Artwork and process screens Complete at least one work of art and make appropriate process screens.

Stage 3: Learning Plan

Learning Activities

Alignment	Code	Learning Activity
	LA1	<p>Process portfolio assessment</p> <p>Content Objective: I can demonstrate I have a strong understanding of the process portfolio requirements.</p> <p>Language Objective: I can organize my current work in a way to guide my future work.</p> <p>Culture Objective:</p> <p>Thinking skill questions:</p> <p>Activating working memory: How does the previous work guide my future work?</p> <ul style="list-style-type: none">• Take process portfolio quiz• Compile all process portfolio screens into one document• Review process portfolio slide show• Fill in process portfolio evaluation document.• evaluate document
	LA2	<p>Question brainstorm</p> <p>Content Objective: I can create a balanced process portfolio.</p> <p>Language Objective: I can use questions to generate ideas.</p> <p>Culture Objective: I can evaluate my past to make a plan for the future.</p> <p>Think skill questions:</p> <p>Sacred: What's out there that I don't know about?</p>

		<p>Flow: How can I open my mind through writing questions?</p> <p>Make at least 25 questions based off of your other brainstorms in the process portfolio.</p>
	LA3	<p>Make a plan</p> <p>Content Objective: I can organize materials for making art.</p> <p>Language Objective: I am cognizant of what I need to report on.</p> <p>Culture Objective: I can make art which explores new areas for me.</p> <p>Thinking skill questions:</p> <p>Technical: What do I need to make this art?</p> <p>Communications: What process screens do I need to make?</p> <ul style="list-style-type: none"> • Create the process screens which will be required for you to complete this task. • Make it happen <p>Make a plan for what you will do next. Include the following:</p> <ul style="list-style-type: none"> • media • concept • process portfolio assessment criteria you will address • description of visual impression you hope to impact. <p>Make this description 200 words more or less and place it on the first screen of your latest process portfolio</p>
	LA4	<p>Seven Habits (minus a few)</p> <p>Content Objective: I can do idea development and critical investigation in twenty minutes.</p>

Language Objective: I can find art I like and steal from it.

Culture Objective: I use an approach to making art that has been successful for others.

Thinking skill questions:

Activating working memory: What do I want to steal? What do I like to look at?

- Make a five bullet point list of things you like to look at.
- Do an internet search of some of the things on your list.
- Make a thumbnail sketch.
- Make a marker drawing of your sketch.

LA5

Put the parts together

Content Objective: I can develop a well balanced process portfolio.

Language Objective: I can use images to explore my process.

Culture Objective: I can see the scope of my art making practice.

Thinking skill questions:

Flow: How do my emotional and intellectual self come together in the art I make?

- Assemble your process portfolio, make three screens for the assessment criteria you will address.
- Make a fourth screen where you place copies of your process portfolio assessment forms.
- If you have images of the process for this unit, place them into your process portfolio. Move on to the next bullet point. If you do not have images, do something in class in which you create images.
- Use some of the prompts below to respond to your images and fill in your process portfolio.
- I am going to check next class.

Prompts

Skills Techniques and process

- How is my use of this media different from and an evolution of what I have done with it in the past?
- How does this media help communicate my message and intentions?
- How have I used this media in a non-traditional way?

Critical Investigation

- Which of the follow ways has the artist/artwork informed my practice? Skills, techniques, concept, process, composition, style
- Where can you find the above in my own art?

Communicating Ideas and Intentions

- How have I built off of previous ideas?
- Which of the following aspects have I committed to paper (any substrate is fine as long as it exits outside your brain?) Developing of idea and concept, composition, design, style
- To what extent do I have a wide-reaching and balanced range of ways I communicate through art?

Review Refine Reflect

- Which of the following aspects of my art making practice have I reflected on? Developing ideas, design, composition, execution, learning as an artist while I am making
- To what extend have you documented the above aspects?