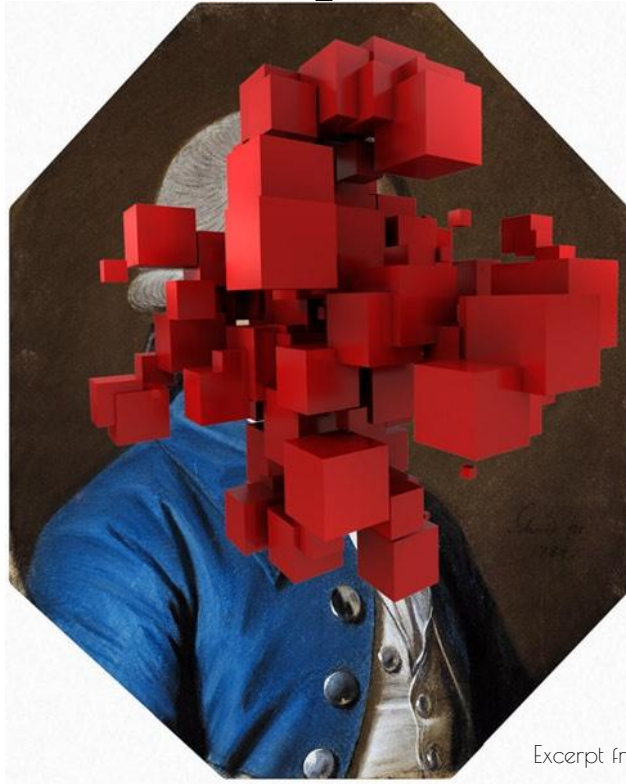


Remixin' Art Up

***A year long advanced art
Mixed Media & Digital Art Curriculum***



Excerpt from Collision Art by Thomas Robson

Madeline Mühlberg

April 2015

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Remixin' Art Up

Steal- Alter- Improve

The term **remix** generally refers to **altering** or changing something created by someone else. Often, there is a connotation of **stealing** involved. Hopefully, the artist has **improved** the work. **Remixin' Art Up** is a course that exposes high school students to themes such as **appropriation**, **transformation**, and personal, community, and social **change**. The class is heavily rooted in digital art and technology while also introducing various mixed media art. The class is seen as an exploration of these themes--sprouting new and innovative ideas through looking, making, altering and improving fine and contemporary art.



Unknown Artist



Allison Diaz



Unknown Artist

Curriculum Philosophy

Every student should have the opportunity to experience a multicultural art education that is deeply rooted in contemporary art. Art not only engages students and teaches critical thinking, but it also allows students to explore a sense of self and self-expression. A contemporary and multicultural art education transcends just discipline based art education by allowing students to explore mediums as well as themes, current events, and themselves.

As educators, it is important to stay current on issues, events and the culture that is surrounding our youth. It is essential for us to provide contemporary examples and learning analogies that explore the modern culture. Understanding what students are interested, and exploring it from all angles will create invested students who are eager to learn. Working thematically, students will navigate through many perspectives of the same theme. This investigation will prepare them to create emotionally and visually charged work that is supported by a deep understanding for the topic. A strong art education will develop research skills, problem solving skills, and empathy towards their fellow humans.

Art education arms our students with the ability to question and understand society in a critical way. By viewing, questioning, and discussing art that is responding to current culture, students learn critical thinking skills. Through creating work and overcoming the obstacles that comes with creation, students learn problem-solving skills. In turn, students will create work that responds to current culture, while solving problems through the creation of their own art. Developing these skills while they are still adolescents, prepares our students to become empathetic, understanding, and critically aware citizens.

As our schools grow more diverse, the information we share with our students and the ways in which we teach should be too. Activities that incorporate and inspire all students regardless of language differences and disabilities are necessary to bring success to all students. The contemporary and fine artwork that is shown to students should value all backgrounds and explore many cultures and themes. An art educator should be able to support their students while also giving them the freedom and space they need to work through their problems. By giving students the freedom to choose what they explore, create, and learn about, we as art educators are facilitating self-reliance and purpose for students. This freedom will allow students to understand their motifs for their education and create students who care about what they are learning about, looking at, and creating.

An art classroom should be student-centered and focused on creating success for each student. An educator should be in a constant state of learning--respecting and gaining insight from the opinions of students and ones' peers. Through mutual respect, freedom to explore and create, and inspiring integrated activities, students will become deeply involved in their own education.

Art education should provide students with a safe space to develop ideas, explore topics, and freely respond to modern issues. A safe multicultural classroom that cultivates respect and engagement will create empathetic artists who understand multiple perspectives and are eager to critically explore their world. As art educators, it is our job to provide students with a place where their opinions are heard and help foster strong-minded citizens. If art is a freedom of expression, the art classroom should cultivate the desire to express. Our students have so many things to say, and now it's time we listen.

Course Goals

- To encourage Critical Thinking, Divergent Thinking and Problem Solving Skills.
- To foster experimentation and exploration
- To create an understanding of the self and the community.
- To promote respect and understanding by creating empathetic artists and citizens.
- To expose students to contemporary art and contemporary ideas.
- To use relevant technology and ideas to create engaging curriculum that encourages students to be an active learner.



Course Enduring Understandings

- Students will know that great ideas are developed through exploration and the ideas of others.
- Humans are constantly changing, growing, and transforming.
- Art is a very inclusive subject that applies to many different kinds of works.
- We as humans can learn from the past to change the future.
- To think imaginatively and creatively is one way to make great ideas.

it's not where
you take things
from
it's where you
take them to

Jean-Luc Godard

Course Essential Questions

- What counts as art? What mediums can be used to create art?
- What is the difference between copying, stealing, and appropriating?
- How can I work with others to create art?
- How can I benefit my community?



Ortawater by Lucy + Jorge Orta

Remixin' Art Up

*An advanced art class for grades 10-12.
Mixed media & Digital Art*

Steal



*Sampling From the
Past*

Alter



*Improve, Augment,
Alter*

Improve



Changing the Future

Lesson 1:
Appropriate
Me

Lesson 1:
Product
Transformation

Lesson 2:
Rewire the
Western
Canon

Unit 1:
Sampling The
Past

Appropriation

Unit 2:
Improve
Augment
Alter

Transformation

Lesson 2:
Instruct
Construct

Lesson 3:
Translate &
Recreate

Lesson 3:
Animorph
Mel

Remixin' Art Up

Steal, Alter, Improve

Lesson 1:
Aspiration Tree

Unit 3:
Changing The
Future

Change

Lesson 3:
Changing for
the Greater
Good

Lesson 2:
PSA For
Change

Sampling The Past

Appropriation

Appropriate Me!

Self portraits as fine art paintings.
Acrylic Paintings

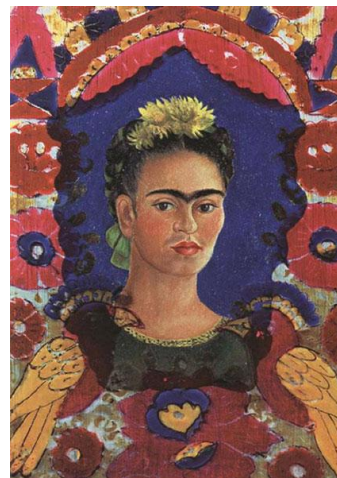


Rewire the Western Canon

Recontextualizing Western Canon paintings into
animated gifs that reference modern culture.
Collage, Photography, & Gifmakers

Translate & Recreate

Small group photography projects
that recreate classic Western Canon
paintings and photographs.
Props, Cameras/Phones, & Photoshop



State Standards and Frameworks

Unit 1

Visual Arts

Standard 1. Methods, Materials, and Techniques. Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.

Standard 5. Critical Response. Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

Standard 6. Purposes of the Arts. Students will describe the purposes for which works of dance, music, theater, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.

Standard 8. Concepts of Style, Stylistic Influence, and Stylistic Change. Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.

Standard 9. Inventions, Technologies and the Arts. Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work.

Standard 10. Interdisciplinary Connections. Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social sciences, mathematics, and science and technology/engineering.

English Language Arts

ELA 19.11. For informational/expository writing: Write brief summaries of information gathered through research.

Unit 1: Sampling The Past

Lesson 1: Appropriate Me

Self Portraits as Famous
Paintings

Dave MacDowell

Appropriation

Lesson 2: Back From The Past

Famous Works of Art
As Gifs

Modern Contexts in
Old Work

Appropriation

Lesson 3: Translate & Recreate

Self Portraits as Famous
Paintings

Juan de Ezcurrea

Appropriation

Unit 1: Sampling The Past

Unit Transfer Goal

Students will be able to independently use their learning to:

- Create great ideas, art, and products inspired by other art, ideas, and products.
- Think divergently

Enduring Understandings

Students will understand that...

- Students will have a deep understanding of what appropriation is within the context of art is.
- Students will gain an assortment of technological art making skills.
- Students will have an overarching understanding of fine history.
- Great ideas are derived from other great ideas.
- Artists create new contexts for work through appropriation.

Essential Questions

- What is appropriation art? Isn't it just stealing?
- How can artists use technology to create fine art?
- How can artists create portraits that reference other artwork?
- What are symbols and markers of contemporary culture? How do they differ from past cultures?



"Sea is for Cookie" by
PutItALLOn_Red via
Reddit

Unit 1:

Sampling The Past

Objectives

Lesson 1: Appropriate Me!

- Students will understand what appropriation is and how artists can use it to create original artwork.
- Students will understand the artwork of Dave MacDowell and other appropriation artists.
- Students will consider how they would like to portray themselves as a past work of art.

Lesson 2: Rewire the Western Canon

- Students will understand how to change the context of a piece of work and reference modern society.
- Students will be skilled at how to make collages and Gifs and the importance of digital artwork in today's contemporary society.
- Students will consider symbols, imagery, and markers of contemporary culture.

Lesson 3: Translate and Recreate

- Students will consider how to recreate fine artwork using a different medium.
- Students will be skilled at using photography and creating a staged image.
- Students will understand that no two pieces of art are the same.

Overarching Objectives:

Students will understand the importance of both appropriation art and digital artwork.
Students will know that great ideas are derived from other great ideas.

Unit 1

Assessment Evidence

Lesson 1:

Students must complete a summary and explanation of an Artist's work and the art period they were apart of. The final product is an acrylic self-portrait based upon a famous fine art painting that demonstrates student's understanding of the Elements and Principles of Design.

Lesson 2:

A recontextualized piece of Western Canon Art turned into a gif that show's the student's interpretation and perspective of modern culture. Students must complete an artist statement alongside this piece to explain how they applied their perspective of modern culture into this piece.

Lesson 3:

A portrait that recreates a famous piece of fine art that shows the student can apply their prior knowledge of appropriation and recreation. Students must be able to empathize with one another to work respectfully in their small groups.

Assessment for Lesson 2: Rewire the Western Canon

Unit 1

Student Artist Statement:

Please answer the following questions to help create your artist statement.

What is the title and artist of the pieces you animated? What contemporary symbols or markers did you choose to incorporate into the piece? Is your piece saying something specific? Is there a reason you made this piece (Other than the fact it is an assignment?) Did you enjoy making this piece? Do you feel it changed the way you originally saw the piece?

Name_____

Rubric

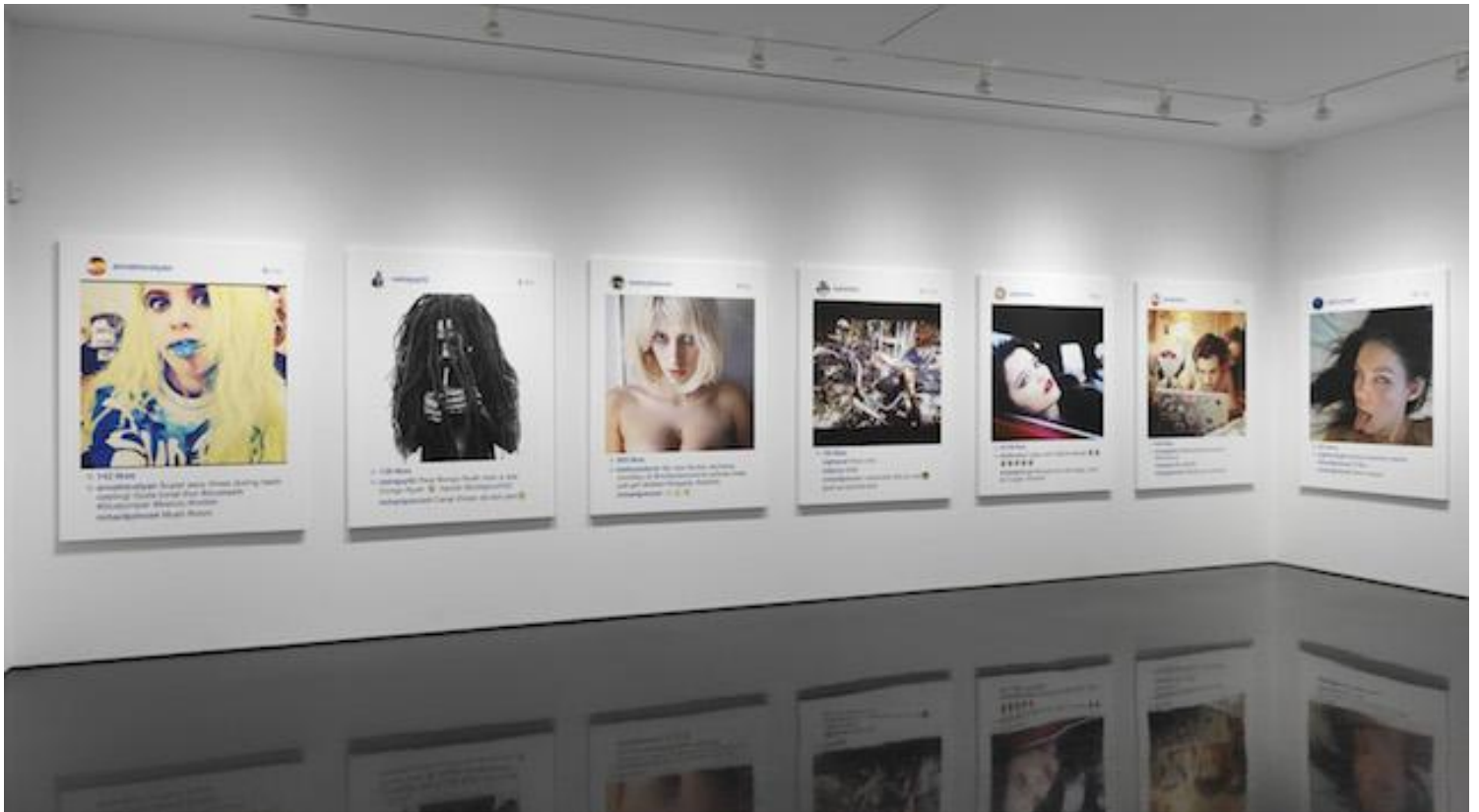
	Wonderful Job! 20-25 pts	Good Job! 15-20 pts	We need to talk... 10-15 pts	:(
Craftsmanship _____	Students created well made animated collages. Students had clean cuts and carefully placed the images. Students took the time to make sure their images turned out well and were lit well for the GIF. Students used enough images to create an animated gif.	Students created well made collages. They had some messy areas but overall the collages looked neat. The students did not fully consider how the images turned out or could have used more images to create their animated gif.	Students sloppily made their collage. They did not consider how the images turned out and did not use enough images to create their gif.	Students did not complete the assignment.
Creativeness _____	Students used interesting ideas to create their animated Gif. The students used relevant imagery to contemporary culture. Students experimented or tried something they wouldn't normally try!	Students used some relevant imagery to contemporary culture. Students did not take risks or experiment.	Students did not use relevant imagery. Students did not experiment.	Students did not complete the assignment.
Completion _____	Students created 3 animated gifs.	Students created 2 animated gifs.	Students created 1 animated gif.	Students did not complete the assignment.
Effort _____	Students were on task throughout the project. Students did not go on their phones or inappropriately use the computer when they were supposed to be working. Students worked diligently and tried their best.	Students were sometimes off task but worked very hard throughout the project. Students did not go on their phones or inappropriately use the computer when they were supposed to be working.	Students were often off task or disruptive. Students did not put effort into their work. Students used their phones or used the computers inappropriately.	Students were on their phones or used the computers inappropriately. Students did not complete the assignment.

Final Score



Unit 1

Learning Plan



Richard Prince displays stranger's public Instagram photos in a controversial gallery show about appropriation, digital media, and the rights of photographers and people once they publish their images to the web.

Lesson 1: *Appropriate Me*

Students will participate in learning a comprehensive overview of the western cannon art history. Students will research one artist and movement and create a 1 page summary. Students will then choose a piece to recreate using acrylic paint and input themselves into the piece.

Materials needed:

- A comprehensive knowledge and resources of art history
- Acrylic paint, brushes, palettes, and water.
- A printer for reference images



Resources:

- The Pearl Earring by Dorothee Gloz
- Steeple Hat Woman by Dorothee Gloz
- Maria with Blue Coat by Dorothee Gloz
- I get high with a little help from my friends by Dave MacDowell

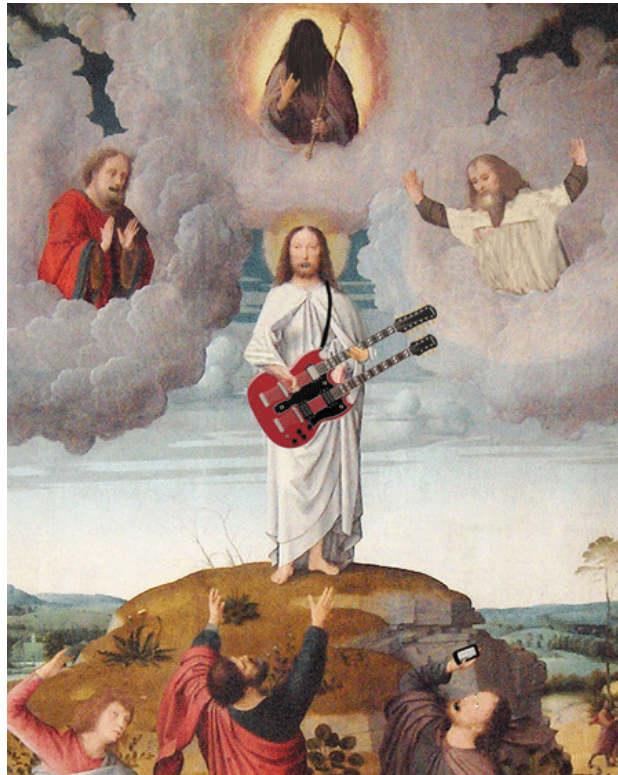
See Resources at end of document for APA formatted information

Lesson 2: Rewire the Western Canon

Students will use their previous knowledge of fine art to choose at least three pieces to recontextualize. Students must use collage, photography, and Gif-makers to create an animated Gif that represents the pieces in contemporary terms. Students must write an artist statement to explain why they chose their images and how they brought them into the contemporary context.

Materials Needed:

- Printer & images of Western Canon art
- Collage materials: glue, scissors, tape, etc.
- Wire to attach to paper to “make it move”
- Camera & tripod
- Access to computers
- Gif makers or iMovie



Digital Gif by Unknown Artist

Resources:

- Digital Gifs by AVBH
- Digital Gifs by James Kerr
- SwooshArt by Deeksha Metha
- Chewbacca as Mona Lisa by StefanoGentileArt

See Resources at end of document for APA formatted information

Lesson 3: Translate & Recreate

Students will work in small groups to decide on 1 fine art or contemporary artwork to recreate using photography. In their small groups, they must write a proposal that states which piece they are recreating and which objects and costumes they would need to create their image.

Materials Needed:

- Props decided upon by students in class
- Cameras, Tripods or Camera-Phones



Son of a Man by Magritte

Recreation by Juan de Ezcurra

Resources:

- Son of a Man by Jaun De Ezcurra
- Death of Myrat by Ewa Wiktorja Dyszlewicz
- American Gothic by Jesse John Hunniford
- Weeping Woman by Frances Adair McKenzie
- Self Portrait (Van Gogh) by Tadao Cern
- Bedroom in Arles by Joshua Louis Simon

See Resources at end of document for APA formatted information

Improve, Augment, Alter

Transformation

Product Transformation

3D modeling of multi-functional
everyday objects
SketchUp



PAINTING FOR THE WIND

Cut a hole in a bag filled with seeds
of any kind and place the bag where
there is wind.

1961 summer

Instruct / Construct

Collaborative instructional sculptures
Model Magic, Paper & Pen

Animorph Me!

Stop-motion animations of spirit animal
transformations.

Pencil / Charcoal, paper, and iMovie



State Standards and Frameworks

Unit 2

Standard 1. Methods, Materials, and Techniques. Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.

Standard 2. Elements and Principles of Design. Students will demonstrate knowledge of the elements and principles of design.

Standard 3. Observation, Abstraction, Invention, and Expression. Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.

Standard 4. Drafting, Revising, and Exhibiting. Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.

Standard 9. Inventions, Technologies and the Arts. Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work.

Unit 2: Improve, Augment, Alter

Lesson 1: Product Transformation

Transform an object
used daily by giving it
a second purpose using
3D modeling

"SketchUp"

Product Design &
Transformation

Lesson 2: Instruct / Construct

Collaborative 3D sculptures
through peer instructions

Sol Le Witt
&
Miranda July

Transformation

Lesson 3: Animorph Mel

Spirit Animal
Transformation Stop
Animation

Pencil / Charcoal &
Stop Motion Animation
via iMovie

Transformation

Unit 2: Improve, Augment, Alter

Unit Transfer Goal

Students will be able to independently use their learning to:

- Create and alter products and ideas.
- Work with others.
- Think Divergently.

Enduring Understandings

Students will understand that...

- Products and ideas can always be modified for improvement.
- Art can be recreated by different people but it will always change and transform.
- Artists use metaphorical symbolism to represent themselves.

Essential Questions

- How can you transform an object to have dual functions?
- Why does artwork change based on who created it?
- What personality traits can be expressed through the representation of animals?



Unknown Designer

Unit 2:

Improve, Augment, Alter

Objectives

Lesson 1: Product Transformation

- Students will understand how to transform everyday objects to have a second purpose.
- Students will be skilled at using 3D Modeling to create divergent designs.
- Students will consider how objects affect our daily lives and how they can improve them.

Lesson 2: Instruct / Construct

- Students will understand how to work creatively together.
- Students will know that a multitude of possible outcomes can arise from a basic idea.
- Students will consider how art is transformative and collaborative

Lesson 3: Animorph Me!

- Students will understand that humans are changing and growing constantly.
- Students will be skilled at creating drawings and stop motion animations.
- Students will consider how to represent themselves using symbols such as "Spirit Animals"

Overarching Objectives:

Students will understand how people, concepts, and ideas are in a constant state of transformation.

Unit 2

Assessment Evidence

Lesson 1:

Students must be able to use their self-knowledge and inventiveness to remaster a already existing daily object to have a dual function. Students must then be able to apply their knowledge of their own invention and how it can benefit others in a “Shark Tank” like presentation.

Lesson 2:

Students must be able to interpret their partner’s instructions to create an original sculpture piece. Students must then be able to apply their understanding of the instructions and explain their pieces to their partner in a questionnaire/ interview assessment.

Lesson 3:

Students must be able to use their prior knowledge of the Elements and Principles of design to create a self-portrait that they will later transform into their “spirit animal” through the use of stop-motion animation. Students must be able to interpret their personality traits to match those of their “spirit animal.”

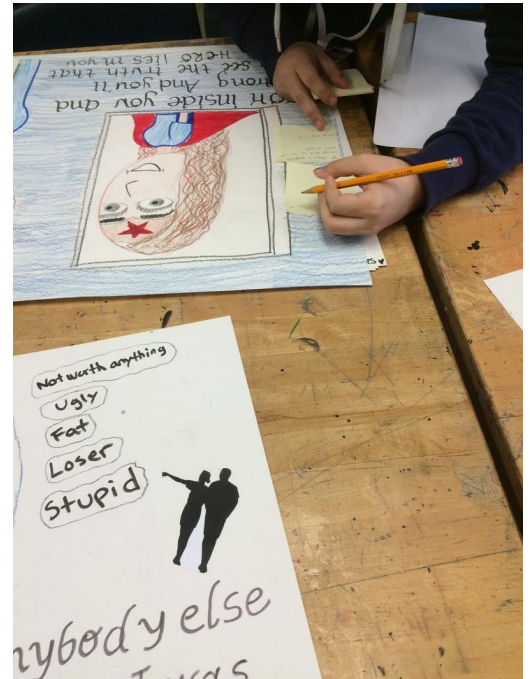
“Animorph Me” Post- It Critique

Unit 2 Assessment

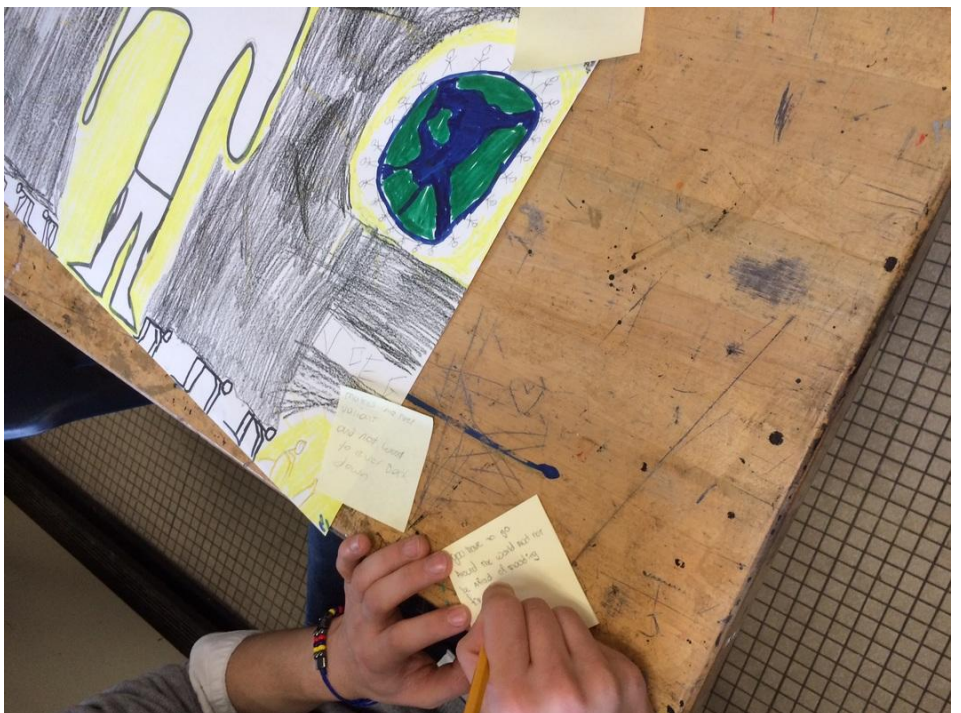
After the completion of the “Animorph Me” stop-motion animation lesson, students will participate in a “Post-It Critique.” Students will share post it notes that answers the questions.

“What does this make you think?” and

“What questions do you have?”



Images from Revere High School's Post-it Critique



Unit 2

Learning Plan



Polar Bear by Charlotte Caron

Lesson 1: Product Transformation

Students will investigate contemporary product design and redesign everyday object to have a second purpose through a sketch. Students will then use the 3D modeling program, SketchUp to digitally create their product. Students must then give a small “shark tank style” presentation to their class on why their product improves the original design and how it can improve the user’s life.

Materials Needed:

- Paper and Pencil for initial sketch
- Objects for observation
- SketchUp Program
- Computer Access



Rain Drum Umbrella by Unknown Designer

Resources

- SEIL Bag by Unknown Designer
- Rain Drum by Unknown Designer
- Bibliochoise Multifunctional Chair by Unknown Designer

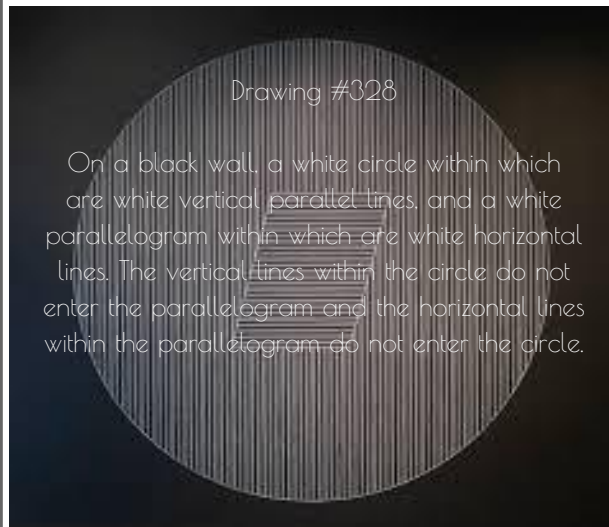
See Resources at end of document for APA formatted information

Lesson 2: Instruct / Construct

Students will be introduced to the work of conceptual artists Sol Le Witt, Yoko Ono, and Miranda July. Students will participate in a small activity and then break into pairs. Students must create instructs to create a 3D sculpture piece that then their partner must create using Model Magic. Students must fill out an interview questionnaire on what they thought of their partner's piece and how it differed from their original idea and concept.

Materials Needed:

- Paper and Pencil for instructions
- Model Magic for sculpture
- Paint if students are inclined to take their sculptures further



Drawing #328 by Sol Le Witt

Resources:

- Learning to Love You More by Miranda July
- Instructional Drawings by Sol Le Witt
- Instructions by Yoko Ono

See Resources at end of document for APA formatted information

Lesson 3: Animorph Me!

Students will take “Spirit Animal Quizzes” or choose an animal they feel represents their personality. Students will create a self-portrait using graphite or charcoal.. Through multiple pieces students will create a transformative or morphing self portrait into their spirit animal. Students will then document these pieces using photography. Then, students will create a stop-motion animation in iMovie. Students will share/exhibit these animations in the classroom on a monitor. Students will participate in a post-it critique of their animation to end the unit.

Materials Needed:

- Pencils
- Charcoal
- Fine Art Drawing Paper
- Erasers & Smudgers
- Camera & Tripod
- iMovie
- Computer Access
- Monitor for exhibition



Charlotte Cannon

Resources:

- Paintings by Charlotte Caron
- Stop Motion Animation by Savannah Pafchek

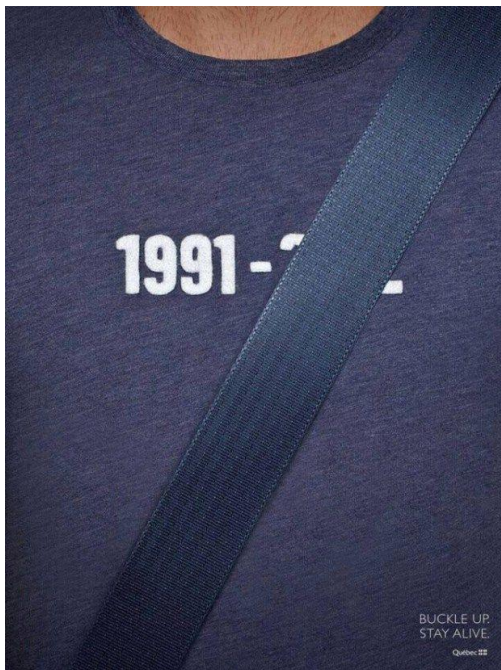
See Resources at end of document for APA formatted information

Changing the Future

Change

Aspiration Tree Project

Mixed-Media cards exploring
aspirations and goals
Mixed Media & 3D Sculpting



PSA For Change

Creating a PSA fighting against a school
community issue.
Cameras & iMovie

Inventions for the Greater Good

Divergent inventions that solve a
national or global social issue
Micropen & Watercolor



State Standards and Frameworks

Unit 3

Visual Arts

Standard 1. Methods, Materials, and Techniques. Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.

Standard 2. Elements and Principles of Design. Students will demonstrate knowledge of the elements and principles of design.

Standard 3. Observation, Abstraction, Invention, and Expression. Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.

Standard 4. Drafting, Revising, and Exhibiting. Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.

Standard 7. Roles of Artists in Communities. Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.

Standard 9. Inventions, Technologies and the Arts. Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work.

Standard 10. Interdisciplinary Connections. Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social sciences, mathematics, and science and technology/engineering.

English Language Arts

ELA 19.11. For informational/expository writing: Write brief summaries of information gathered through research.

ELA 19.24. For imaginative/literary writing: Write well-organized stories or scripts with an explicit or implicit theme and details that contribute to a definite mood or tone.

Unit 3: Changing the Future

Lesson 1: Aspiration Tree

Collaborative Mixed
Media

Yoko Ono

Personal Change

Lesson 2: PSA for Change

Creating a PSA about a
school community issue

iMovie

Community Change

Lesson 3: Changing for the Greater Good

Divergent inventions for
the greater good

Lucy + Jorge Orta

National / Global
Change

Unit 3: Changing the Future

Unit Transfer Goal

Students will be able to independently use their learning to:

- Give back to their communities!
- Think Divergently

Enduring Understandings

Students will understand that...

- Wishes are unattainable desires and aspirations are concrete and achievable goals.
- Students, artists, and people can change their community through speaking out about important matters.
- You can create divergent inventions for the greater good by being an empathetic citizen.
- It is important to be aware of community, national, and global issues.

Essential Questions

- What is an aspiration and what steps must you take to achieve your goals?
- Why is it important to give back and do good for your community and school?
- In what ways can you benefit your community and school?
- How can being an empathetic citizen help make steps towards changing the world?

Lucy + Jorge Orta



Unit 3:

Changing for the Future

Objectives

Lesson 1: Aspiration Tree

- Students will understand the importance of having concrete goals or aspirations.
- Students will know that multiple mediums used in one piece can create a unified sense of expression.
- Students will consider what steps they must take to achieve their goals.

Lesson 2: PSA for Change

- Students will understand that they can make a difference in their community.
- Students will be skilled at creating videos in iMovie..
- Students will consider what steps they and their peers can take to improve their school's community.

Lesson 3: Changing for the Greater Good

- Students will understand they can make a difference in society.
- Students will be skilled at creating divergent inventions to help the greater good.
- Students will consider what social issues are prominent in America and the global society..

Overarching Objectives:

Students will understand that they as citizens can transform their community into a better place for themselves and their community.

Unit 3

Assessment Evidence

Lesson 1:

Students must have their know self-knowledge of their goals and aspirations for after high school. Students must be able to interpret these goals and create a mixed-media postcard that represents these goals through symbols, imagery, and words.

Lesson 2:

Students must be able to use some of their prior knowledge of their school's social issues and iMovie to create a PSA that demonstrates their perspective towards these social issues. They must be empathetic towards the issues and the victims of these issues.

Lesson 3:

Students must be empathetic towards national and global social issues and aim to create an invention that could solve these issues. Students must use their prior knowledge of the Elements and Principles of Design and their understanding of divergent and creative thinking to create their invention.

Assessment For Lesson 2: PSA For Change

Unit 3

NAME _____

Did you enjoy working in groups? What were the challenges working in groups? What were the benefits?

Did you feel that you created a strong PSA? What were the challenges with this assignment? What were the benefits?

Did you feel that anyone in your group was a strong leader or did more work than others?

	Wonderful Job!	Great Job!	Not Cool, bro.	Student Score
Craftsmanship _____	Students created a well shot and well edited PSA that sent a strong message to the school community. Students used the techniques such as transitions and text in their PSA.	Students created and edited a PSA that sent a message to the school community. Students used some of the techniques learned.	Students did not help with the filming and did not edit a PSA. Students did not incorporate the techniques learned.	
Participation & Teamwork _____	Students actively participated in the interviewing process. Students were eager to work their their small groups to complete the PSA. Students acted as leaders in their small groups to complete tasks.	Students were generally active and participated throughout the project. Students worked well with their small groups.	Students did not participate or were not active team members. Students often distracted their small group or did not work well with them.	
Ownership & Responsibility _____	Students completed the tasks they were delegated within their small groups. Students were extremely helpful to their peers. Students worked hard and gave great input for the storyboard and proposal with their small groups.	Students completed most of the tasks that were delegated within their small groups. Students were often helpful to their peers. Students worked on the storyboard and proposal with their small groups.	Students did not complete all or any of the tasks delegated to them by their teammates. The students were not helpful. Students did not help with the storyboard or proposal with their small groups.	
Creativity _____	Students worked together to create a creative and well-shot PSA. Students used interesting imagery or techniques to create their PSA. Students took risks!	Students created a PSA that was informative but not very creative. Students did not use enough interesting imagery or techniques in their PSA. Students were hesitant to take risks or did not.	Students did not create an interesting PSA. Students did not take risks or include any imagery or techniques in their PSA.	
Effort _____	Students put their full effort into creating the PSA. Students were active team members and worked hard throughout the project. Students were always on task.	Students put some effort into their PSA. Students were sometimes distracted and did not work hard throughout the project.	Students were often distracted and distracted their groups. Students did not work hard or put effort into the project. Students used their small group opportunity to "coast" for an "easy A"	

Teacher Score & Student Score

Final Score

Unit 3

Learning Plan



Banksy

Lesson 1: Aspiration Tree

The class will work together to create a paper maché tree that will be the base of their collaborative project. To make the tree, students will be broken up into small groups and delegated different tasks. The tasks and the way the tree is broken up will be voted on by the class to ensure equal roles and power. Students will look at the project “Wish Tree” by Yoko Ono and Frank Warren’s “Postsecret Project.” Students will fill out questionnaires to assist them with discovering their aspirations for life after high school. Students will then create multi-media pieces that use symbols and imagery to represent their aspirations. When all students are completed, they will attach their aspiration cards to the branches of the tree.

Materials Needed:

- Paper Mache
- Newspapers
- Tape
- Paint
- String
- Black postcards
- Art Classroom supplies (pastels, paint, collage materials, glue, etc)



Photograph of
Revere High School's
Aspiration Tree

Resources:

- PostSecret by Frank Warren
- Wish Tree by Yoko Ono

See Resources at end of document for APA formatted information

Lesson 2: PSA For Change

In small groups, students interview their schoolmates to find issues, such as bullying or peer-pressure, that they feel is prominent at the school. Before filming, students must write a short script and storyboard for their PSA that informs and fights against the issue in their school. Students will use cameras to film their PSA in the school, and then use their prior knowledge and new editing techniques to create and edit their film in iMovie. Students will exhibit these PSAs to their class and display them on a monitor for their school to see.

Materials:

- Cameras
- Tripods
- Props decided upon and provided by student and teacher
- iMovie



Resources:

- Empty Seat PSA by Dan Gvozden
- PSA by the Israeli Food Bank
- PSA: Love Your Mother by David So
- It Can Wait by Random At Best
- PSA: Stop Bullying by Andrea Ou

See Resources at end of document for APA formatted information

Lesson 3: Changing For the Greater Good

Students will explore the work of Lucy + Jorge Orta. They must then research a social issue that is affect America or beyond. Students must write a short summary and proposal about ways they could fix these issues. Students must then create a micro-pen drawing of an invention that could solve these epidemics. Students must be creative when creating their inventions and will look at Hayao Miyazaki's "Howl's Moving Castle." Students will use colored pencil or watercolor paint to bring their inventions to life. Students must write an artist statement that explains why the world needs their invention and how it can help better our national or global community.

Materials Needed:

- Access to computer or newspapers to begin research in class
- Micropens
- Watercolor
- Colored Pencils
- Imagination



Howl's Moving Castle by Hiayao Miyazaki

Resources

- work by Lucy + Jorge Orta
- Howl's Moving Castle by Hiayao Miyazaki
- "Sweet Bites" Chewing Gum
- Solar Power Cooker by Infinity Bakery

See Resources at end of document for APA formatted information

Differentiation Plan

Student Needs	Possible Strategies
For ELL students or students with limited English proficiency	<ul style="list-style-type: none"> • Repeated instructions and modeling of skills and techniques • Visual imagery • Flexibility <i>per consultation of student's ELL teacher</i> on writing assignments and assessments.
For students struggling with motor control	<ul style="list-style-type: none"> • Accommodating with proper tools or assistance • Allowing alternate materials (colored pencil instead of watercolor, markers or wider pencils rather than micropens, computer based assignments instead of drawing assignments.
For students with hearing impairment or auditory processing disorders	<ul style="list-style-type: none"> • Microphone available in classroom • Written or visuals of lesson instructions displayed on board
For students with processing challenges	<ul style="list-style-type: none"> • Repeated instructions and reminders directly for that child • Written or Visuals of lesson instruction at student's desk • Repeated skill demonstration
For students on the autism spectrum	<ul style="list-style-type: none"> • Adjusting small group projects to fit student's personal needs & allowing independent projects instead • Keeping a clear routine throughout the classroom with repeated instructions and warnings • Allowing students to engage in their own interests if they are unengaged
For students struggling with attention disorders	<ul style="list-style-type: none"> • Incorporating movements and breaks • Allowing for short walks • Ensuring engaging curriculum • Varying classroom instruction
For students who struggle with reading/writing disorders	<ul style="list-style-type: none"> • Providing writing supports (Spelling and vocabulary lists, writing guides) • Allowing students to create oral or visually created summaries and assignments instead of writing assignments • Both oral and written instructions are given

Standards Based Scope & Sequence Chart

MA State Frameworks	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9
Standard 1	X	X	X	X	X	X	X	X	X
Standard 2				X		X	X		X
Standard 3				X		X			X
Standard 4				X		X		X	
Standard 5	X	X	X						
Standard 6	X	X	X						
Standard 7								X	X
Standard 8	X	X	X						
Standard 9		X	X	X		X		X	
Standard 10	X								X

Assessment

Students will be graded on...

9 Overall Projects

- **3** Self-Portrait projects
- **2** 3D projects
- **5** Technology based assignments
- **4** non-technology based assignments.

Check ins and Assessments

Students will always receive a rubric at the beginning of each lesson. Students will complete assessments and reflections at the end of each project. Students will have 5 minute one-on-one meetings with the teacher at the end of each unit.

Effort

Students are graded on a variety of different skills that is carefully modified for each lesson and unit.

Yet, **effort** is always the highest determining factor of your grade. If students work hard throughout this course, they will acquire new skills, have fun, learn new ideas about themselves and their community, and get a great grade!

Appendix



Girl with the ADT Earring, Banksy

Glossary

- **3D Modeling:** the process of developing a mathematical representation of any three-dimensional surface of an object (either inanimate or living) via specialized software
- **Acrylic Paint:** Acrylic paint is a fast-drying paint containing pigment suspension in acrylic polymer emulsion. Acrylic paints are water soluble, but become water-resistant when dry.
- **Aspiration:** An achievable goal
- **Alter:** change or cause to change in character or composition, typically in a comparatively small but significant way.
- **Appropriation:** the action of taking something for one's own use, typically without the owner's permission
- **Change:** make or become different.
- **Contrast:** Contrast is the juxtaposition of opposing elements eg. opposite colours on the colour wheel
- **Direction:** All lines have direction - Horizontal, Vertical or Oblique. Horizontal suggests calmness, stability and tranquillity. Vertical gives a feeling of balance, formality and alertness. Oblique suggests movement and action
- **Divergent Thinking:** Divergent thinking is a thought process or method used to generate creative ideas by exploring many possible solutions.
- **Dominance:** Dominance gives a painting interest, counteracting confusion and monotony. Dominance can be applied to one or more of the elements to give emphasis
- **elements and principles of visual arts** elements are generally considered to be line, color, shape or form, texture, space, and value; principles are generally considered to be unity, variety, harmony, balance, rhythm, and emphasis.
- **Foreground, middle ground, background** layers of implied space or planes in the picture space of a two-dimensional work. The foreground is closest to the viewer, then the middle ground, and, most distant, the background.
- **Improve:** To make something better
- **Inventing:** the action of inventing something, typically a process or device.
- **Gradation:** Gradation of size and direction produce linear perspective. Gradation of of colour from warm to cool and tone from dark to light produce aerial perspective. Gradation can add interest and movement to a shape. A gradation from dark to light will cause the eye to move along a shape.
- **Harmony:** Harmony in painting is the visually satisfying effect of combining similar, related elements. eg. adjacent colours on the colour wheel, similar shapes etc.
- **Line:** Line can be considered in two ways. The linear marks made with a pen or brush or the edge created when two shapes meet.

Glossary

- **PSA:** Public Service Announcement
- **Schematic layouts:** sketches or diagrams of works made for projecting the appearance of a final work.
- **Sculpture:** any work carried out in three dimensions, as opposed to drawing, painting, flat collage, and printmaking, which are usually two-dimensional.
- **Self Portrait:** a portrait of an artist produced or created by that artist.
- **Size:** Size is simply the relationship of the area occupied by one shape to that of another.
- **Shape:** A shape is a self contained defined area of geometric or organic form. A positive shape in a painting automatically creates a negative shape.
- **Spirit Animal:** An animal that metaphorically represents a person's personalit.
- **Social Issue:** A social issue (also called a social problem or a social illness or even a social conflict) refers to an issue that influences and is opposed by a considerable number of individuals within a society. It is often the consequence of factors extending beyond an individual's control and local geographical environment.
- **Steal:**take (another person's property) without permission or legal right and without intending to return it.
- **Stop Motion Animation:** In animation stop motion animation is a cinematic process, or technique used to makes static objects appear as if they were moving.
- **Style:** a manner of expression characteristic of an individual, national, or cultural group, genre, or historic period. Several key terms spanning all arts disciplines, and most often applied to Western art forms, include:
 - **Classical:** in Western art, forms that conform to Greek and Roman models, or highly developed and refined styles of any culture; those which aspire to an emotional and physical equilibrium, and which are rationally, rather than intuitively constructed. Classical forms have developed all over the world.
 - **Romantic:** in Europe and America, 18th-19th century forms that express the individual's right to expression and imagination. Modern: forms that broke with romantic and classical traditions in the late 19th and early 20th centuries and which established new approaches to creating and performing based on ideas and technologies that looked toward the future; forms are sometimes called avant-garde, or before their time.
 - **Postmodern:** forms that emerged in the 1970s, primarily in the United States and Europe. As a reaction to modernism, artists – and particularly architects – returned to borrowing from the classical tradition, often using allusions ironically.

Glossary

- **Symbol** something that stands for or suggests something else by reason of relationship, association, convention, or accidental resemblance. symmetry natural or manmade forms that are balanced around a line or a point: bilateral symmetry (forms like leaves or the human body); radial symmetry (forms like snowflakes or composite flowers).
- **Transformation:** a thorough or dramatic change in form or appearance.
- **Texture:** Texture is the surface quality of a shape - rough, smooth, soft hard glossy etc. Texture can be physical (tactile) or visual.
- **Unity:** Relating the design elements to the the idea being expressed in a painting reinforces the principle of unity. eg. a painting with an active aggressive subject would work better with a dominant oblique direction, course, rough texture, angular lines etc. whereas a quiet passive subject would benefit from horizontal lines, soft texture and less tonal contrast.
- **Value:** Value is the lightness or darkness of a colour. Value is also called Tone
- **Western Canon:** The term "Western canon" denotes a body of books and, more broadly, music and art that have been traditionally accepted by Western scholars as the most important and influential in shaping Western culture. As such, it includes the "greatest works of artistic merit."

State Standards Addressed in Curriculum

The Pre K-12 Learning Standards for the Visual Arts:

Standard 1. Methods, Materials, and Techniques. Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.

Standard 2. Elements and Principles of Design. Students will demonstrate knowledge of the elements and principles of design.

Standard 3. Observation, Abstraction, Invention, and Expression. Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.

Standard 4. Drafting, Revising, and Exhibiting. Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.

Standard 5. Critical Response. Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

The Pre K-12 Connections Strands for the Visual Arts:

Standard 6. Purposes of the Arts. Students will describe the purposes for which works of dance, music, theater, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.

Standard 7. Roles of Artists in Communities. Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.

Standard 8. Concepts of Style, Stylistic Influence, and Stylistic Change. Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.

Standard 9. Inventions, Technologies and the Arts. Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work.

Standard 10. Interdisciplinary Connections. Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social sciences, mathematics, and science and technology/engineering.

English Language Arts

ELA 19.11. For informational/expository writing: Write brief summaries of information gathered through research.

Resources

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