# Art Lab

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| Curriculum/Content Area: ART & DESIGN | Course Length: 9 weeks |
| Course Title: Art Lab | Date last reviewed: 2020 |
| Prerequisites: enrolled in Art Seminar or AP Art & Design in the same calendar year | Board approval date: Feb. 2021 |
| Primary Resource:NA | |

# Desired Results

**Course description and purpose:** This course will enhance the Art Seminar and AP Studio Art course experiences. It will integrate portfolio development,art gallery displays and community art. Students will have their own studio space to develop ideas and art work.

**Career Clusters Connections:.**
➔ ARTS, AUDIO/VISUAL & COMMUNICATIONS

| Enduring Understandings: | Essential Questions: *big picture questions, aligned with enduring understandings* |
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| CREATING | |
| Creativity and innovative thinking are essential life skills that can be developed. | ❖ What conditions, attitudes, and behaviors support creativity and innovative thinking? <br> ❖ What factors prevent or encourage people to take creative risks? <br> ❖ How does collaboration expand the creative process? |
| Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals. | ❖ How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? <br> ❖ Why do artists follow or break from established traditions? <br> ❖ How do artists determine what resources and criteria are needed to formulate artistic investigations? |
| People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. | ❖ How do objects, places, and design shape lives and communities? <br> ❖ How do artists and designers determine goals for designing or redesigning objects, places, or systems? <br> ❖ How do artists and designers create works of art or design that effectively communicate? |
| Artists and designers develop excellence through practice and constructive critique, | ❖ What role does persistence play in revising, refining, and developing work? <br> ❖ How do artists grow and become accomplished in art |

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| reflecting on, revising, and refining work over time. | forms?<br>❖ How does collaboratively reflecting on a work help us experience it more completely? |

| PRESENTING | |
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| Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation. | ❖ How are artworks cared for and by whom?<br>❖ What criteria, methods, and processes are used to select work for preservation or presentation?<br>❖ Why do people value objects, artifacts, and artworks, and select them for presentation? |

| RESPONDING | |
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| People gain insights into meanings of artworks by engaging in the process of art criticism | ❖ What is the value of engaging in the process of art criticism?<br>❖ How can the viewer "read" a work of art as text? Howdoes knowing and using visual art vocabularies help us understand and interpret works of art? |

| CONNECTING | |
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| Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. | ❖ How does engaging in creating art enrich people's lives?<br>❖ How does making art attune people to their surroundings?<br>❖ How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? |

| PRIORITY STANDARDS |
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| WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work. |
| WSAD Standard AA2: Present- Students will develop,refine, and convey meaning through the production and presentation of artistic work. |
| WSAD Standard AA3: Respond- Students will criticallyinterpret intent and meaning in order to evaluate artistic work. |
| WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context. |

| Supporting Standard Clusters |
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- A.A.Cr.10.h: **Investigate.** Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.

- A.A.Cr.11.h: Plan. Formulate original concepts by practice, experimentation, and revision.

- A.A.Cr.12.h: Make. Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques.

- A.A.Pr.10.h: Develop. Meaning Curate a body of work incorporating personal, historical, and contemporary art to communicate one or more points of view.

- A.A.Pr.11.h: Communicate. Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.

- A.A.Pr.12.h: Share. Curate and exhibit artwork for presentation, portfolio development, or preservation.

- A.A.R.16.h: Describe. Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

- A.A.R.17.h: Analyze. Distinguish the qualities and relationships between the components, style, and preferences communicated by media, design, artworks, and artists.

- A.A.R.18.h: Interpret. Explain the intent, meanings and impacts of different media works of art and design, considering complex factors of context and perspective.

- A.A.R.19.h: Inquire. Hypothesize the intent behind a work or a collection of art works and cite evidence to support an interpretation.

- A.A.R.20.h: Evaluate. Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.

- A.A.Cn.10.h: Interdisciplinary. Apply interdisciplinary perspectives in own artistic work.

- A.A.Cn.11.h: Career. Connections Research or experience options in art and design careers.

- A.A.Cn.12.h: Cultural, Social, and Historical Awareness. Compare purposes of art in a variety of social, cultural, and historical contexts.

## Unit 1 - Sketchbook

### Essential Questions:

1. What role does persistence play in revising, refining, and developing work?
2. How do artists grow and become accomplished in art forms?
3. How does collaboratively reflecting on a work help us experience it more completely?

### Unit Standards

### Priority Standards
- WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.

- WSAD Standard AA2:  Present- Students will develop, refine, and convey meaning through the production and presentation of artistic work.
- WSAD Standard AA3:  Respond- Students will criticallyinterpret intent and meaning in order to evaluate artistic work.
- WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.

Supporting Standards
- A.A.Cr.11.h:  Plan.  Formulate original concepts bypractice, experimentation, and revision.
- A.A.Pr.11.h: Communicate. Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.
- A.A.R.17.h: Analyze.  Distinguish the qualities andrelationships between the components, style, and preferences communicated by media, design, artworks, and artists.
- A.A.R.18.h:  Interpret.  Explain the intent, meaningsand impacts of different media works of art and design, considering complex factors of context and perspective.
- A.A.Cn.10.h:  Interdisciplinary. Apply interdisciplinaryperspectives in own artistic work.

## Learning Targets

- I can generate multiple ideas and refine them using creative problem solving.
- I can create goals for myself based on rigorous standards.
- I can create and keep track of a calendar for my personal goals.
- I can reflect on my artistic process.

## Assessment Evidence

## Feedback & Scoring Rubric(s) based on Priority Standards
- Art Lab information and rubric
- Art Rubric Format

| Performance Assessment Options *May include, but are not limited to the following:* | Artistic Process *Check all that apply:* | Differentiation Strategies/ Strategies for Inclusion *May include, but are not limited to the following:* |
|---|---|---|
| Goal Setting | ❏ **Creating** <br> ❏ Presenting <br> ❏ Responding <br> ❏ Connecting | ● Reduce number of goals |
| Calendar Planning | ❏ **Creating** <br> ❏ Presenting <br> ❏ Responding <br> ❏ Connecting | ● Print out |
| Self-Reflection | ❏ Creating <br> ❏ **Presenting** <br> ❏ **Responding** <br> ❏ **Connecting** | ● Give outline |

## Digital Tools & Supplementary Resources

- Canvas Course, recorded demonstrations, course website, etc.
- Access to Adobe Photoshop, Adobe Illustrator and digital drawing tablets, etc.

## Unit 2 - Community Artwork

### Essential Questions:

1. How do objects, places, and design shape lives and communities?
2. How do artists and designers determine goals for designing or redesigning objects, places, or systems?
3. How do artists and designers create works of art or design that effectively communicate?
4. How does collaboration expand the creative process?

### Unit Standards

### Priority Standards
- WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.
- WSAD Standard AA2: Present- Students will develop, refine, and convey meaning through the production and presentation of artistic work.
- WSAD Standard AA3: Respond- Students will critically interpret intent and meaning in order to evaluate artistic work.
- WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.

### Supporting Standards
- A.A.Cr.11.h: Plan. Formulate original concepts by practice, experimentation, and revision.
- A.A.Cr.12.h: Make. Develop unique, well crafted works of art utilizing deliberate choice of media, tools, and techniques.
- A.A.Pr.12.h: Share. Curate and exhibit artwork for presentation, portfolio development, or preservation.
- A.A.R.20.h: Evaluate. Determine or develop relevant criteria and evaluate the effectiveness of design, media, and artworks to influence ideas, feelings, and reactions of specific audiences.
- A.A.Cn.10.h: Interdisciplinary. Apply interdisciplinary perspectives in own artistic work.
- A.A.Cn.12.h: Cultural, Social, and Historical Awareness. Compare purposes of art in a variety of social, cultural, and historical contexts.

### Learning Targets

- I can use the skills I have learned in art to creatively problem solve.
- I can use my knowledge and skills to communicate a specific message in my artwork.
- I can recognize how the visual arts create an increasing sense of responsibility with the community.
- I can evaluate techniques and processes to select appropriate methods to create art.
- I can generate art based on a creative exploration of a concept.
- I can create art using personal experiences and observation to represent my individual perspective.

- I can focus on the beautification of the school community with the intention of generating a more artistic and engaging learning environment for all students.
- I can work with various departments across the school to create community artworks involving cross curricular concepts.
- I can collaborate with staff, art peers and/or particular groups of students on an artistic problem that creates a sense of not only creative camaraderie but schoolwide relationships.
- I can create a large-scale and intensive project that produces a permanent installation or work of art.
- I can think independently to work on the task, organize supplies, use advanced artistic knowledge, work with collaborative instructors for intended goal, and to document their process as they involve the BCHS community.

## Assessment Evidence

### Feedback & Scoring Rubric(s) based on Priority Standards
- Art Lab information and rubric
- Art Rubric Format

| Performance Assessment Options *May include, but are not limited to the following:* | Artistic Process *Check all that apply:* | Differentiation Strategies/ Strategies for Inclusion *May include, but are not limited to the following:* |
|---|---|---|
| Community Art Proposal | ❏ Creating <br> ❏ Presenting <br> ❏ Responding <br> ❏ Connecting | ● May be written, verbal or digital |
| Community Art Creation | ❏ Creating <br> ❏ Presenting <br> ❏ Responding <br> ❏ Connecting | ● May be written, verbal or digital |
| Community Art Presentation | ❏ Creating <br> ❏ Presenting <br> ❏ Responding <br> ❏ Connecting | ● May be written, verbal or digital |

### Digital Tools & Supplementary Resources

- Canvas Course, recorded demonstrations, course website, etc.
- Access to Adobe Photoshop, Adobe Illustrator and digital drawing tablets, etc.

## Unit 3 - Portfolio

### Essential Questions:

1. How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
2. Why do artists follow or break from established traditions?
3. How do artists determine what resources and criteria are needed to formulate artistic investigations?
4. How do artists grow and become accomplished in art forms?
5. What criteria, methods, and processes are used to select work for preservation or presentation?

## Unit Standards

### Priority Standards
- WSAD Standard AA1: Create- Students will generate, develop, and refine artistic work.
- WSAD Standard AA2: Present- Students will develop,refine, and convey meaning through the production and presentation of artistic work.
- WSAD Standard AA3: Respond- Students will criticallyinterpret intent and meaning in order to evaluate artistic work.
- WSAD Standard AA4: Connect- Students will relate their artistic work with prior experience and external context.

### Supporting Standards
- A.A.Cr.10.h: **Investigate.** Engage in critical thinking, problem solving, and research through elements and principles of art and design studio practices and processes.
- A.A.Cr.11.h: Plan. Formulate original concepts bypractice, experimentation, and revision.
- A.A.Cr.12.h: Make. Develop unique, well crafted worksof art utilizing deliberate choice of media, tools, and techniques.
- A.A.Pr.10.h: Develop. Meaning Curate a body of workincorporating personal, historical, and contemporary art to communicate one or more points of view.
- A.A.Pr.12.h: Share. Curate and exhibit artwork for presentation, portfolio development, or preservation.
- A.A.R.19.h: Inquire. Hypothesize the intent behinda work or a collection of art works and cite evidence to support an interpretation.
- A.A.Cn.11.h: Career. Connections Research or experienceoptions in art and design careers.

### Learning Targets

- I can generate multiple ideas and refine them using creative problem solving.
- I can use various subjects, such as the human figure, landscape, still-life objects, etc.
- I can use various kinds of content, such as those derived from observation and expressionistic viewpoint, imaginary or psychological imagery, social commentary, political statements and other personal issues.
- I can use different tools, materials and processes to represent form and space, such as rendered or gestural, painterly, expressionist, stylized or abstract form.
- I can investigate expressive mark-making.
- I can reflect on my artwork during the creative process and make changes as needed.
- I can evaluate the quality and success of my personal artwork.

| Assessment Evidence | | |
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| **Feedback & Scoring Rubric(s) based on Priority Standards**<br>● Art Lab information and rubric<br>● Art Rubric Format | | |
| **Performance Assessment Options**<br>*May include, but are not limited to the following:* | **Artistic Process**<br>*Check all that apply:* | **Differentiation Strategies/ Strategies for Inclusion**<br>*May include, but are not limited to the following:* |
| Portfolio Development | ✓ Creating<br>✓ Presenting<br>✓ Responding<br>✓ Connecting | Students will collaborate with instructor to design unique artwork that exemplify their previous skills and knowledge while building on them, with the goal of creating a series/portfolio of high quality artworks.  Students are able to direct their learning and design based on their interests.  The instructor can modify the complexity/simplicity of the required assessment on an individual basis for each student. |
| Portfolio Art-Making | ✓ Creating<br>✓ Presenting<br>✓ Responding<br>✓ Connecting | Students will collaborate with instructor to design unique artwork that exemplify their previous skills and knowledge while building on them, with the goal of creating a series/portfolio of high quality artworks.  Students are able to direct their learning and design based on their interests.  The instructor can modify the complexity/simplicity of the required assessment on an individual basis for each student. |
| Portfolio Presentation | ✓ Creating<br>✓ Presenting<br>✓ Responding<br>❑ Connecting | May be written, verbal or digital |
| **Digital Tools & Supplementary Resources** | | |
| ● Canvas Course, recorded demonstrations, course website, etc.<br>● Access to Adobe Photoshop, Adobe Illustrator and digital drawing tablets, etc. | | |

# Unit 4 - Gallery

**Essential Questions:**

1. .How are artworks cared for and by whom?
2. What criteria, methods, and processes are used to select work for preservation or presentation?
3. Why do people value objects, artifacts, and artworks, and select them for presentation?

## Unit Standards

### Priority Standards
- WSAD Standard AA2: Present- Students will develop,refine, and convey meaning through the production and presentation of artistic work.

### Supporting Standards
- A.A.Pr.10.h: Develop. Meaning Curate a body of workincorporating personal, historical, and contemporary art to communicate one or more points of view.
- A.A.Pr.11.h: Communicate. Analyze and describe the impact that an exhibition or collection has on personal awareness of social and cultural beliefs, and contextual understandings.
- A.A.Pr.12.h: Share. Curate and exhibit artwork for presentation, portfolio development, or preservation.

### Learning Targets

- I can use various spatial systems, such as linear perspective, the illusion of three-dimensional forms, aerial views and other ways of creating and organizing space.
- I can plan and organize an art display with a selection process and a theme for a show.
- I can promote and commercialize an art show.

## Assessment Evidence

### Feedback & Scoring Rubric(s) based on Priority Standards
- Art Lab information and rubric
- Art Rubric Format

| Performance Assessment Options *May include, but are not limited to the following:* | Artistic Process *Check all that apply:* | Differentiation Strategies/ Strategies for Inclusion *May include, but are not limited to the following:* |
|---|---|---|
| Organization of show | ❏ Creating<br>✓ Presenting<br>❏ Responding<br>❏ Connecting | ● May be written, verbal or digital |
| Set up gallery display | ❏ Creating<br>✓ Presenting<br>❏ Responding<br>❏ Connecting | ● Assisted set up |
| Gallery Show Promotion | ❏ Creating<br>✓ Presenting<br>❏ Responding<br>❏ Connecting | ● May be written, verbal or digital |

## Digital Tools & Supplementary Resources

- Canvas Course, recorded demonstrations, course website, etc.
- Access to Adobe Photoshop, Adobe Illustrator and digital drawing tablets, etc.