Art Seminar

Curriculum/Content Area: ART & DESIGN	Course Length: 18 weeks
Course Title: Art Seminar	Date last reviewed: 2021 Link to Previous UbD
Prerequisites: One completed strand in a medium (i.e Ceramics/Sculpture) or 4 art classes including one Level 2 course	Board approval date: Feb. 2021
Primary Resource:NA	

Desired Results

Course description and purpose:

The purpose of this class is to provide students with an opportunity to expand and explore their knowledge of art & design media by creating original works of art from observation and their imagination. They will develop a concept, see it through a variety of processes, and evaluate the success of the final product. Students will also study the work and influences of various artists of the past and present, in addition to creating a conceptualizing their own focus and theme for a series of artwork and portfolio development. This course is repeatable.

Career Clusters Connections:.

➜ ARTS, AUDIO/VISUAL & COMMUNICATIONS

Enduring Understandings:	Essential Questions: *big picture questions, aligned with enduring understandings*
CREATING	
Creativity and innovative thinking are essential life skills that can be developed.	❖ What conditions, attitudes, and behaviors support creativity and innovative thinking? ❖ What factors prevent or encourage people to take creative risks? ❖ 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? ❖ Why do artists follow or break from established traditions? ❖ 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,	❖ How do objects, places, and design shape lives and communities? ❖ How do artists and designers determine goals for

and empower their lives.	❖ designing or redesigning objects, places, or systems? ❖ How do artists and designers create works of art or design that effectively communicate?
Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	❖ What role does persistence play in revising, refining, and developing work? ❖ How do artists grow and become accomplished in art forms? ❖ How does collaboratively reflecting on a work help us experience it more completely?
PRESENTING	
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? ❖ What criteria, methods, and processes are used to select work for preservation or presentation? ❖ Why do people value objects, artifacts, and artworks, and select them for presentation?
RESPONDING	
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? ❖ 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	
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? ❖ How does making art attune people to their surroundings? ❖ How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

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 Standard Clusters

- 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 - Broad Investigation of Visual Concepts/Composition, 2D Design Principles, or 3D Principles

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 objects, places, and design shape lives and communities?
5. How do artists and designers determine goals for designing or redesigning objects, places, or systems?
6. How do artists and designers create works of art or design that effectively communicate?

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.

Learning Targets

Drawing
- 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 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.

2D Design
- I can create work that employs line, shape, or color to create unity or variety in a composition.
- I can create work that demonstrates symmetry/asymmetry, balance or anomaly.
- I can create work that explores figure/ground relationships
- I can develop a modular or repeat pattern to create rhythm.

- I can organize color using primary, secondary, tertiary, analogous or other color relationships for emphasis or contrast in a composition.
- I can create work that investigates or exaggerates proportion or scale.

3D Design
- I can create work that employs line, plane, mass, volume, or motion to activate form in space.
- I can create work that suggests rhythm through modular structure.
- I can create work that uses light or shadow to determine form, with particular attention to surface and interior space.
- I can create work that demonstrates an understanding of symmetry and asymmetry.
- I can create assemblage or constructed work that transforms materials or object identity through the manipulation of proportion/scale.
- I can create work in which the color and texture unify or balance the overall form of the piece.
- I can create work in which color or texture is integral to the overall form of the piece.
- I can create work that explores the transition from organic to mechanical form.

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards
Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"
- [UNIVERSAL ART RUBRIC](#)
- [Art Seminar Rubric](#)

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:*
Drawing: Line Quality Surface Manipulation Light and Shade The Illusion of Depth Rendering of Form Mark Making Composition	✓ Creating ❏ Presenting ❏ Responding ❏ Connecting	● Emphasis on student voice and choice to direct learning based on interests ● Adaptive tools can be used to assist with techniques ● Collaboration between instructor and students to build on previous knowledge and skills ● Assessment and/or criteria can be modified on an individual basis
2D Design: Unity Balance Variety Emphasis Rhythm Contrast Proportion Repetition Scale Figure/Ground	✓ Creating ❏ Presenting ❏ Responding ❏ Connecting	● Emphasis on student voice and choice to direct learning based on interests ● Adaptive tools can be used to assist with techniques ● Collaboration between instructor and students to build on previous knowledge and skills ● Assessment and/or criteria can be modified on an individual basis

Relationship		
3D Design: Unity Rhythm Variety Repetition Balance Proportion Emphasis Scale Contrast Occupied/Unoccupied Space Time	✓ Creating ❑ Presenting ❑ Responding ❑ Connecting	● Emphasis on student voice and choice to direct learning based on interests ● Adaptive tools can be used to assist with techniques ● Collaboration between instructor and students to build on previous knowledge and skills ● Assessment and/or criteria can be modified on an individual basis

Digital Tools & Supplementary Resources

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

Unit 2 - Ideas, Thinking and Decision-Making
❑ Decision Making in Terms of Experimentation, Risk Taking or Both
❑ Originality and Innovative Thinking
❑ Intention, Purpose, and Direction
❑ Confident, Evocative Work that Engages the Viewer
❑ Appropriation and the Students "Voice"

Essential Questions:

1. What conditions, attitudes, and behaviors support creativity and innovative thinking?
2. What factors prevent or encourage people to take creative risks?
3. 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.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.Cn.10.h: Interdisciplinary. Apply interdisciplinary perspectives in own artistic work.

Learning Targets

- I understand the use of digital or photographic sources.
- I can create work that addresses sophisticated/complex ideas with confidence and verve.
- I can create work that demonstrates successful experimentation, risk-taking, and/or ambition.

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards
Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"
- UNIVERSAL ART RUBRIC
- Art Seminar Rubric

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:*
Social Commentary	✓ Creating ❏ Presenting ❏ Responding ❏ Connecting	● Emphasis on student voice and choice to direct learning based on interests ● Adaptive tools can be used to assist with techniques ● Collaboration between instructor and students to build on previous knowledge and skills ● Assessment and/or criteria can be modified on an individual basis
Chain Reaction	✓ Creating ❏ Presenting ❏ Responding ❏ Connecting	● Emphasis on student voice and choice to direct learning based on interests ● Adaptive tools can be used to assist with techniques ● Collaboration between instructor and students to build on previous knowledge and skills ● Assessment and/or criteria can be modified on an individual basis
Personal Narrative	✓ Creating ❏ Presenting ❏ Responding ❏ Connecting	● Emphasis on student voice and choice to direct learning based on interests ● Adaptive tools can be used to assist with techniques ● Collaboration between instructor and

		• students to build on previous knowledge and skills • Assessment and/or criteria can be modified on an individual basis
Mood/Emotion	✓ Creating ❏ Presenting ❏ Responding ❏ Connecting	• Emphasis on student voice and choice to direct learning based on interests • Adaptive tools can be used to assist with techniques • Collaboration between instructor and students to build on previous knowledge and skills • Assessment and/or criteria can be modified on an individual basis
Mind Map	✓ Creating ❏ Presenting ❏ Responding ❏ Connecting	• Emphasis on student voice and choice to direct learning based on interests • Adaptive tools can be used to assist with techniques • Collaboration between instructor and students to build on previous knowledge and skills • Assessment and/or criteria can be modified on an individual basis
Series	✓ Creating ❏ Presenting ❏ Responding ❏ Connecting	• Emphasis on student voice and choice to direct learning based on interests • Adaptive tools can be used to assist with techniques • Collaboration between instructor and students to build on previous knowledge and skills • Assessment and/or criteria can be modified on an individual basis

Digital Tools & Supplementary Resources

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

Unit 3 - Materials and Techniques
- ❏ Technical Competence and Skill with Materials and Media
- ❏ Quality
- ❏ Composition
- ❏ Concept
- ❏ Execution

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.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.

Learning Targets

- I can create work that is technically accomplished and uses materials effectively.
- I can show purposeful and successful composition.
- I can show an imaginative, inventive, and confident use of the elements and principles of design.

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards
Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"
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- Art Seminar Rubric

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:*
Surface Manipulation + Mark Making	✓ Creating ❏ Presenting ❏ Responding ❏ Connecting	• Emphasis on student voice and choice to direct learning based on interests • Adaptive tools can be used to assist with techniques • Collaboration between instructor and

		● students to build on previous knowledge and skills ● Assessment and/or criteria can be modified on an individual basis
Unconventional Surfaces and Materials	✓ Creating ❏ Presenting ❏ Responding ❏ Connecting	● Emphasis on student voice and choice to direct learning based on interests ● Adaptive tools can be used to assist with techniques ● Collaboration between instructor and students to build on previous knowledge and skills ● Assessment and/or criteria can be modified on an individual basis

Digital Tools & Supplementary Resources

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

Unit 4 - Research
- ❏ Interpretation
- ❏ Connection
- ❏ Critical Analysis
- ❏ Elements & Principles of Art & Design
- ❏ Meaning
- ❏ Visual Literacy

Essential Questions:

1. What is the value of engaging in the process of art criticism?
2. How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?
3. How does engaging in creating art enrich people's lives?
4. How does making art attune people to their surroundings?
5. How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

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.

- 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.

Learning Targets

- I can reflect on my views of the world, relate them to art in order to deepen my understanding of the art world, the human condition, and my connection to it, and express this process in writing.

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards
Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"
- UNIVERSAL ART RUBRIC
- Art Seminar Rubric

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:*
Artist Investigation	❏ Creating ❏ Presenting ✓ Responding ❏ Connecting	● Emphasis on student voice and choice to direct learning based on interests ● Adaptive tools can be used to assist with techniques ● Collaboration between instructor and students to build on previous knowledge and skills ● Assessment and/or criteria can be modified on an individual basis
Critique	❏ Creating ❏ Presenting ✓ Responding ❏ Connecting	● Emphasis on student voice and choice to direct learning based on interests ● Adaptive tools can be used to assist with techniques ● Collaboration between instructor and students to build on previous knowledge

		and skills ● Assessment and/or criteria can be modified on an individual basis

Digital Tools & Supplementary Resources

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

Unit 5 - Presentation
❏ Evaluation
❏ Critique
❏ Interpretation
❏ Meaning

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 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.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.

Learning Targets

- I can effectively explain my artistic inspiration.
- I can effectively describe how the formal elements of art and design impact the meaning of a work of art.
- I accomplish the above through references to my preliminary work, written reflection and

artwork.		

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards
Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"
- [UNIVERSAL ART RUBRIC](#)
- [Art Seminar Rubric](#)

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:*
Portfolio Development	❏ Creating ✓ Presenting ❏ Responding ❏ Connecting	● Emphasis on student voice and choice to direct learning based on interests ● Adaptive tools can be used to assist with techniques ● Collaboration between instructor and students to build on previous knowledge and skills ● Assessment and/or criteria can be modified on an individual basis
Artist Statement	❏ Creating ✓ Presenting ❏ Responding ❏ Connecting	● Emphasis on student voice and choice to direct learning based on interests ● Adaptive tools can be used to assist with techniques ● Collaboration between instructor and students to build on previous knowledge and skills ● Assessment and/or criteria can be modified on an individual basis
Gallery Shows	❏ Creating ✓ Presenting ❏ Responding ❏ Connecting	● Emphasis on student voice and choice to direct learning based on interests ● Adaptive tools can be used to assist with techniques ● Collaboration between instructor and students to build on previous knowledge and skills ● Assessment and/or criteria can be modified on an individual basis

Digital Tools & Supplementary Resources

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