Unit Plan Design Template

Course Title: Portfolio Preparation   Unit Name: Perceptual Awareness   Grade Level: 11 to12

Content Statements In this unit students will refine critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.	**NJSLS:** **9.1 A. Critical thinking and Problem Solving** 9.1.12.A.1-4, B.1-3, C.1-5 **1.1 The Creative Process:** 1.1.12.D.1-3 **1.2: History of the Arts and Culture:** 1.2.12.A.,B.1,2 **1.3 Performance:** 1.3.12.D.1 -5 **1.4 Aesthetic Responses & Critique Methodologies:** 1.4.12.A.1 -4, B.1-3 **Companion Standards:** RST 9-12.5
Overarching Essential Questions How can techniques and processes be refined? How does an artist defend and judge the characteristics and structures or other purposes of art?	**Overarching Enduring Understandings** Art provides an opportunities for lifelong learning.
Unit Essential Questions How can I apply and evaluate the use of elements of art in an aesthetic composition? How do I recognize, apply and evaluate the design principles used in composition. How do I assess the value of intuitive perceptions in the problem-solving process? What is the value of experimentation in the problem-solving process? What is the purpose and value of critical thought and analysis in the problem-solving process?	**Unit Enduring Understandings** Using sound reasoning, the learner will reflect upon and assess the characteristics and merits of their work and the work of others. Plan and organize for creating art. Recognize, differentiate and evaluate the existence of art movements, periods, themes and styles. Develop strategies for imagining and implementing images. Develop multiple solutions, discuss their quality, and apply to creative problem solving. Evaluate and refine concepts and images from a variety of sources to create original art. Show and evaluate how ideas develop and evolve over a period of time. Continue to develop perceptual awareness through sensory stimuli. Cultivate a working knowledge of the vocabulary of art.
Unit Rationale Focus exploration on the unique properties and potential of materials and media. Refine techniques and processes for working with each material.	**Unit Overview** Students will continue to develop with a more in-depth approach to the study of art processes and techniques, aesthetic issues, art criticism and art history.

Communicate and express ideas through a variety of materials and techniques.

Evaluate and select materials, techniques and processes to facilitate the creation of artwork.

Demonstrate the safe and responsible use of tools and materials.

The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.

Recognize, apply and evaluate the use of elements of art in an aesthetic composition.

Recognize, apply and evaluate the design principles used in composition.

Authentic Learning Experiences

Continue to explore unique properties and potential of materials and media.

Utilize techniques and processes for working with each material.

Communicate and express ideas through a variety of materials and techniques.

Evaluate and select materials, techniques and processes to facilitate the creation of artwork.

Describe and analyze how people's experiences influence the development of specific artworks.

21st Century Skills and Themes

Global: research world events, issues, cultures, politics, religion, art and history of art from around the world

Collaboration: all activities are collaborative in nature

Problem solving: answering research questions, learning to translate ideas into visual form

Technology: utilizing the internet to access and analyze information; utilizing computer art programs and the tools associated with these programs

Unit Learning Targets/Scaffolding to CPIs

This unit applies enables the learner to organize and evaluate the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements..

Key Terms

Aesthetics - The appreciation of, and sensitivity towards, works of art, designs, products, objects or artifacts. (vels.vcaa.vic.edu.au/dct/glossary.html)

Color Wheel - A radial diagram of colors in which primary and secondary, and sometimes intermediate colors are displayed as an aid to color identification, choosing, and mixing. A color wheel with primary (red, yellow, blue) and secondary (orange, green, and violet) colors can be seen to the left below. The complement to each color is the color opposite that color on the color wheel. To the right below are diagrams of complementary colors, demonstrating the ratios devised by Johannes Itten, in response to these colors' relative intensities and values. (http://www.artlex.com)

Complimentary – Those colors that are directly opposite each other on the color wheel. (www.maycocolors.com)

Composition: The organization of the art elements in a drawing or painting. These art elements include shape, color, movement, line, tone, color, edges and perspective. (http://www.creativeglossary.com) Cross Hatch – Criss-cross scratched marks where two pieces of clay are to be joined. Also refers to the application of glaze, forming 45 degree angles to the previous coat. (www.maycocolors.com)

Figure and ground - positive and negative shape

Foreshortening - A way of representing a subject or an object so that it conveys the illusion of depth so that it seems to thrust forward or go back into space. (http://www.artlex.com)

Form and content - In art and art criticism, form and content are considered distinct aspects of a work. The term form usually refers to the work's style or methods and content to its "core" or essence. (en.wikipedia.org/wiki/Form_and_content)

Opaque – Not transparent; completely covers any other color underneath. (www.maycocolors.com)

Perspective and proportion - Scale in drawing refers to the proportion or ratio that defines the size relationships. Models, architectural plans, maps and paintings/drawings all use scale to create the illusion of correct size relationships between objects and figures. (http://www.creativeglossary.com)

Relief – A raised design. (www.maycocolors.com)

Space - 3D space refers to the real space of an object/figure in an environment, as well as the seemingly real appearance of a form drawn/painted to create a sense of real-life illusion on a 2D space. (http://www.creativeglossary.com)

Styles - a form of appearance, design, or production; for example type or make a new style of house (http://www.creativeglossary.com)

Texture - An element of art, texture is the surface quality or "feel" of an object, its smoothness, roughness, softness, etc. Textures may be actual or simulated. Actual textures can be felt with the fingers, while simulated textures are suggested by an artist in the painting of different areas of a picture. (http://www.artlex.com)

Visual movement - is a visual flow through the composition. It can be the suggestion of motion in a design as you move from object to object by way of placement and position. Directional movement can be created with a value pattern. It is with the placement of dark and light areas that you can move your attention through the format. (http://www.princetonol.com)

Instructional Strategies

Lecture
Monitor
Facilitate
Model and demonstrate

Customizing Learning/ Differentiation

Special needs- students will act as peer coaches to support students with special needs
ELL- these students will be encouraged their cultural perspective
Gifted learner- will model for and support the rest of the students and will be offered the opportunity to expand their own understanding of the material

Formative Assessments

Journal or a log
Sketchbook
Guided questions
Demonstrations and sketches
Research reports

Interdisciplinary Connections

Language arts- writing, logging, oral communication
Math- measurements, proportions
Social studies- cultural and history of art

Resources
Internet research
Art21: series, teacher Guide and video clips

Suggested Activities for Inclusion in Lesson Planning

Identify subtle problems in your work and the work of your peers.
Evaluate your own artwork using art theories and terminology.

View, evaluate and discuss the drawings/ designs of fellow classmates, with emphasis on how the elements and principles of art were used in the image.

Refine and clarify the use of life surroundings and personal experiences to express ideas and feelings visually.

Interpret the environment visually.

Invent, develop and refine original and personal imagery to convey meaning and not rely on copying, tracing, patterns or duplicated materials.

Explore, compare and assess how artists develop personal imagery and style.

Write a reflection paper about the progression from the beginning of the first marking period to the end of the year.

Unit Timeline
Suggested- third and fourth marking periods (eighteen weeks)

Appendix

Differentiation	
Enrichment	- Utilize collaborative media tools - Provide differentiated feedback - Opportunities for reflection - Encourage student voice and input - Model close reading - Distinguish long term and short term goals
Intervention & Modification	- Utilize "skeleton notes" where some required information is already filled in for the student - Provide access to a variety of tools for responses - Provide opportunities to build familiarity and to practice with multiple media tools - Leveled text and activities that adapt as students build skills - Provide multiple means of action and expression - Consider learning styles and interests - Provide differentiated mentors - Graphic organizers
ELLs	- Pre-teach new vocabulary and meaning of symbols - Embed glossaries or definitions - Provide translations - Connect new vocabulary to background knowledge - Provide flash cards - Incorporate as many learning senses as possible - Portray structure, relationships, and associations through concept webs - Graphic organizers
21st Century Skills	

- Creativity
- Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration

Integrating Technology

- Chromebooks
- Internet research
- Online programs
- Virtual collaboration and projects
- Presentations using presentation hardware and software