Context

 Visual Arts- Miss Svonavec

**Overview:**

Students will be prompted to create work that focuses on the content and meaning of the work rather than the appearance. They will practice developing strong contextual ideas and translating them visually.

Focus- Context/meaning, creativity, and composition/design. Less of a focus on craftsmanship or technical skill.

**Essential Standards:**

I.V.1: Use the language of visual arts to communicate effectively.

I.V.2: Apply creative and critical thinking skills to artistic expression

I.V.3: Create art using a variety of tools, media, and processes, safely and appropriately.

I.CX.1: Understand the global, historical, societal, and cultural contexts of visual arts.

I.CX.2: Understand the interdisciplinary connections and life applications of visual arts.

I.CR.1: Use critical analysis to generate responses to a variety of prompts.

**Clarifying Objectives:**

I.V.1.3: Understand the use of global themes, symbols, and subject matter in art.

I.V.1.4: Analyze images through the process of deconstruction.

I.V.2.2: Use experiences and observations to create content for art.

I.V.2.3: Understand the role of emotion, imagination, and creativity in producing content for original art.

I.V.3.2: Select material appropriate for communicating content.

I.CX.1.4: Explain the influence of contextual knowledge on aesthetic responses to art.

I.CX.2.1: Apply skills and concepts developed in art to daily life.

I.CR.1.1: Critique art based on personal and formal criteria.

**Requirements:**

Students must participate in class discussions, research, and sketching. Responsible for turning in Project Plan on time for 100 informal points. Reflection sheet must be turn in with the final product. PP and Reflection will be factored into the final grade to prove planning and self assessment. Students will have 7 days after final studio day to turn in project.

**Assessment:**

-100 informal points for the project plan

-75 formal points for final product graded with the follow rubric

|  |  |  |
| --- | --- | --- |
| Criteria | Description | Points |
| Completion | Entire product is brought to completion  | /10 |
| Creativity | Original compose, not copied | /20 |
| Composition and Design | Dynamic, creates movement and interest | /20 |
| Context | Strong, researched, thorough meaning | /20 |
| Reflection | Reflection is completely completed | /5 |
| Total points | Final grade | /75 |





**Contextual Prompts per Quarter:**

Q1: Street Art: Addressing social, global, or environmental issues (5-6 Studio days)

-Introduce the work of Shepard Fairey and Banksy. Discuss the importance of street art, how its impactful, and what kind of messages can be sent through it.

-Research Shepard Fairey and explore his website focusing on his activist projects. Discuss how the design visually communicates the issues and/or possible solutions.

-Break into groups and brainstorm the meaning and differences between social, global, and environmental issues. Each group will present the type of issues along with some examples.

-At this point, students will research with their tables or on their own what type of issue they want to research and then narrow it down to a specific topics.

-All research and sketches will be recorded on the project plan and in VJ.

-Students will be expected to finish all research, choose material, and begin final product by the end of day 2.

-3-4 days to complete project to “exhibit ready”

-Complete Reflection

Q2: Human Rights (5-6 days)

-Preliminary question, “What are Human Rights? What do they mean to you?”

-Introduce human rights, watch video explaining them, choose one human right to focus on.

-Talk about ways to visually communicate these rights without being clique or mundane.

-Critique meaningful artwork to understand how artwork can be packed with meaning but not obvious.

-Research, sketch, and complete project plan.

-3-4 studio days to complete project to “exhibit ready”

-Complete Reflection

Q3: Fantasy/Concept Art (5-6 days)

-Introduce the jobs of concept art: illustrator, animation, concept design, storyboarding etc..

-Watch time lapse videos of how characters are created

-Begin discussing concepts for potential characters, objects, landscapes, worlds etc.. Talk about emotions, weather, back story, genre, and how these could be translated visually (color, values, movement)

-Begin individual research and sketching. Final product can be a scene still, a formal character introduction, or a detailed journal page. Discuss composition and materials.

-By the end of day 2, project plan and sketches must be completed, ready to begin final product on day 3.

-3-4 Full studio days to reach “exhibit ready” completion.

-Complete Reflection.

Q4: Product Design (3-4 days)

-Introduce the idea of product design by showing Leonardo da Vinci’s scientific drawings, artistic renderings of inventions, and journal examples of how they might present their product.

-Brainstorm as whole class and then groups what product they should make. Think function: is it for fun? to help with school? work? transportation? sports? Try combining objects for new purpose. Sketch while brainstorming. Finish all during day 1

-2-3 to complete final product can either be a full rendering of object OR a full journal page of the object, zoomed in views, notes, a full description, product name, etc. This will be completely up to the student.

-Complete Reflection.