Unit Plan

Title: Fabricating the Future Unit Length: 8 weeks

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| **Course Name** | Electronic Art | **Grade Level** | Highschool |

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| **Standards** | **Grade Level Expectations** (List all GLEs for grade level) |
| 1. Observe and Learn to **Comprehend** | 1. Visual art has inherent characteristics and expressive features  2. Historical and cultural context are found in visual art  3. Art and design have purpose and function |
| 2. Envision and Critique to **Reflect** | 1. Reflective strategies are used to understand the creative process  2. A personal philosophy of art is accomplished through use of sophisticated language and studio art processes  3. Interpretation is a means for understanding and evaluating works of art |
| 3. Invent and Discover to **Create** | 1. Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas  2. Assess and produce art with various materials and methods  3. Make judgments from visual messages |
| 4. Relate and Connect to **Transfer** | 1. The work of art scholars impacts how art is viewed today  2. Communication through advanced visual methods is a necessary skill in everyday life  3. Art is a lifelong endeavor |

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| **Colorado 21st Century Skills**  **Critical Thinking and Reasoning**: *Think Deep, Think Different*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Owning Your Learning*  **Invention:** *Creating Solutions* | **Creative Process in Visual Art** | **Studio Thinking**  **Develop Craft:** *Learning to use materials, tools and techniques*  **Engage and Persist:** *Learning to embrace problems and not give up*  **Envision***: Imagine the possible next steps; see what is not there*  **Express:** *Convey an idea, feeling, personal meaning*  **Observe:** *Seeing things that otherwise might not be seen*  **Reflect:** *think, talk and evaluate your work and the work of others*  **Stretch and Explore:** *Reach beyond one’s perceived capacities*  **Understand Art World:** *Learn about contemporary and past art(ist)* |

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| **Lesson Titles and Description: Explorer** | **Lesson Length** | **Sequence** |
| Self-Portraits   * Using PhotoShop/Rhino 5 and the laser cutter, the students will create a personal portrait that describes themselves in one image. Students will look at woodcuts from the Mexican Revolution and research an artist whose line style will help describe themselves. The laser cutter takes the image of the student and creates a woodcut. Students will experiment with printing methods like collagraph and monoprints and how they can enhance their woodcut. | 2 classes (90 minutes) | 1 |
| Installation Sculpture   * Using 3D modeling software, a 3D scanner, and a laser cutter, the students will create a scaled model of a sculpture installation that conveys their connection to an environment/place. This installation should have connection to its environment whether it blends in or enhances the space. Students will mold a clay maquette, scan the maquette using the 3d scanner, and alter the maquete using Rhino 3d. Students will then be able to scale up their piece and figure our assembling methods using 123d Make.The pieces will be cut out of cardboard and assembled. Finally students will photograph their piece and photoshop it into its intended space. The final product will be used as a proposal in front of a panel of artists that will “approve” the installation for its intended space. | 3 classes | 2 |
| Functional Furniture   * Using 3D modeling software and a CNC machine, the students will design a piece of functional furniture to fulfill a specific purpose. Students will think about various types of furnitures and the materials they are made of. Students will design the furniture piece in Rhino, allowing them to get perfect fits on joints and various assembling methods. Students will use the CNC machine to cut out the parts to their furniture piece. Students will present their pieces and its use in a final critique and have people try out the various furniture types. | 3 classes | 3 |

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| **Unit: Focusing Lens/Lenses: Timeless, Transferrable and Universal (I.E. Beliefs/Values, Identity, Relationships. Tension/Conflict, Freedom, Design, Aesthetic, Patterns, Origins, Transformation, Change, Influence, Collaboration, Intention, Play/Exploration, Synergy/Flow, Choices, Balance, Inspiration, System, Structure/Function, Reform)** | Intent  Relationships  Design  Environment | **Unit: Prepared Graduate**  **Competencies** | Make informed critical evaluations of visual and material culture, information, and technologies  Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives  Develop and build appropriate mastery in art-making skills, using traditional and new technologies and an understanding of the characteristics and expressive features of art and design  Use specific criteria to discuss and evaluate works of art |

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| **Unit: Standards and Grade Level Expectations**  **(Unit must have all standards; NOT all GLEs.)**  **COMPREHEND** | Standard 1: GLE 3  Standard 2: GLE 1, 2, 3  Standard 3: GLE 1, 2  Standard 4: GLE 2 |

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| **Unit: Inquiry Questions**  **(Engaging-Debatable: In art, what does it mean when something is beautiful? How can something be so ugly it is beautiful?)** | (3-5 “big” questions; pertinent to all lessons)  Self Portrait :   1. How can a visual element tell a story? 2. Why do representations matter?    1. If a portrait is distorted, how does the message differ compared to realistic portraits.   Installation:   1. How do artists decide what to make? 2. Who do artists make art for? 3. Why do artists express meaning through their work? 4. How can environment influence art?   Furniture:   1. Does function impede design? 2. What is more important? 3. Is furniture art ? Can art be functional? |
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| **Unit Strands** | Comprehend/Reflect/Create/Transfer |

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| **Unit: Concepts: Timeless, Transferrable and Universal (I.E. Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, Observation)** | Relationships  Characteristics  Environment  Technology |

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| **For each statement you create below align with Standard(s), Prepared Graduate Competencies, and Grade Level Expectations. Refer to Standards: Inquiry Questions, Relevance and Application and Nature of Statement when writing understandings.** |

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| **Enduring Understandings: My students will UNDERSTAND...**  **(Timeless, Transferrable and Universal. Shows a relationship between two or more concepts.)** | **Conceptual Guiding Questions** | **Factual Guiding Questions** |
| 1. Artists use intent and purpose to create art that expresses ideas and communicates meaning through characteristics using technology. | * Does art always have a concrete meaning behind it? * Can an art piece be intended to communicate more than one idea? | * What is Ai Weiwei’s concept behind his use of life vests in various European cities? * Who do these life vests represent? |
| 1. Artists make connections between their art and the world around them | * Can art relate to an environment? * Why do we make art? * How does an environment dictate the material and use of space? | * Why do artists make installation art? * Can art change the way a person interacts with a space? * How does Yayoi Kusama’s installation create an environment or reflect their environment? |
| 3. Artists use new technologies to enhance an environment. | * How can technology hinder art? * How can technology enable art? * Can art help an environment? | * Is David Datuna’s use of Google glass in an installation art? * How does interaction become part of the artwork? * How is Jason deCaires Taylor using his art to save an ecological environment? |
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| **Critical Content: My students will KNOW...**  **(NOT Timeless, Transferrable and Universal. Factual information in the unit [topics] that students must know.)** | | **Key Skills: What my students will be able to DO...**  **(Timeless, Transferrable and Universal. What students will do AND be able to transfer to new learning experiences as a result of learning the unit.)** |
| Students will know....   * How to utilize wood, clay, and cardboard to create art * How to create and alter an image using photoshop * How to use a printing press * How to create a digital object using a 3D scanner and maquette * How to use 3D rendering software to design and modify objects * How to use a laser cutter and cnc machine * How to discuss a work of art using art vocabulary * Art History :   + Ai Weiwei Life Vest installations   + Yayoi Kusama’s *Infinity Room* and *You Have Arrived in Heaven*   + David Datunas *Portrait of America*   + Jason deCaires Taylor *underwater museum* * How to assemble laser cut pieces through various methods like slicing or joints. | | Students will be able to...   * Express an idea * Translate ideas into visual language * Convey/express meaning * Present information in various ways |
| **Vocabulary** | * Maquette, space, form, function, symbolism, | |
| **Literacy Integration** | * Written and verbal ideation and reflection * Group discussions | |
| **Numeracy Integration** | * Understanding and measuring of form, volume, and size in 3D projects. | |