

The



Relevance Project

Teacher: Rachael Wells

Grade Level: 9th, 10th

Class: Art 1

Unit Overview

This unit is inspired by the current state of the social justice movement in our country, especially during the year of 2020. Students will be introduced to what social issues are, as well as some commonly known social issues. They will also be shown a variety of artwork by artists who are driven by social issues. After students have researched an artist of their choice they can formulate their own plan for an artwork driven by a social issue of their choice.

NCAS Standards:

Artistic Process: Creating

Anchor Standard: Organize and develop artistic ideas and work.

Performance Indicators: Produce and/or perform artistic works with purpose, unique voice, and imagination, demonstrating a sophisticated understanding of interpretation, technique, and process.

Artistic Process: Connecting

Anchor Standard: Relate artistic ideas and work with societal, cultural, and historical context to enrich understanding.

Performance Indicators: Discuss and create with the understanding of how art can play a factor in social justice movements.

Relevance Project Rubric

Creative Expression	Beginning	Emerging	Proficient	Advanced
<p>MS.02.02 Generate, organize, and develop creative ideas.</p>	<p>I can select and/or generate creative ideas.</p> <p>I created a piece of artwork that represents a social issue that is important to me or did not pick a social issue for the project. I copied my design from someone else, and/or and I completed one or less than one formative assessments leading up to this project (Social Issues Worksheet, Brainstorm/Research Social Justice in Art, In-Class Media Techniques).</p>	<p>I can select, organize and experiment with a variety of creative ideas.</p> <p>I created a piece of artwork that represents a social issue that is important to me. I came up with an original idea for my design that is not completely my own and I completed some formative assessments leading up to this project with proficiency (Social Issues Worksheet, Brainstorm/Research Social Justice in Art, In-Class Media Techniques).</p>	<p>I can generate, organize and develop creative ideas, balancing experimentation and intent.</p> <p>I created a piece of artwork that represents a social issue that is important to me. I came up with an original idea for my design that is completely my own and I completed all formative assessments leading up to this project (Social Issues Worksheet, Brainstorm/Research Social Justice in Art, In-Class Media Techniques).</p>	<p>I can use and provide evidence of an individual creative process to generate, organize, and develop creative idea.</p> <p>I created a piece of artwork that represents a social issue that is important to me. I came up with an original idea for my design that is completely my own and I completed all formative assessments leading up to this project (Social Issues Worksheet, Brainstorm/Research Social Justice in Art, In-Class Media Techniques). <u>I also went above and beyond by:</u></p>

Creative Expression	Beginning	Emerging	Proficient	Advanced
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<p>MS.02.05 Refine and complete creative works.</p>	<p>I can list challenges I may face when attempting to complete a creative work.</p> <p>I can list or acknowledge challenges (with medium techniques and more) that I may have had in creating my Relevance Project, but I did not strive to overcome these challenges.</p>	<p>I can identify strategies to address challenges that arise in my work.</p> <p>I can list or acknowledge challenges (with medium techniques and more) that I may have had in creating my Relevance Project, and I sometimes sought out resources to overcome these challenges.</p>	<p>I can refine and complete a creative work by identifying and using strategies to address expressive and technical challenges.</p> <p>I can list or acknowledge challenges (with medium techniques and more) that I may have had in creating my Relevance Project, and I sought out resources to overcome these challenges most of the time.</p>	<p>I can justify the refinements I made over time to complete a creative work.</p> <p>I can list or acknowledge challenges (with medium techniques and more) that I may have had in creating my Relevance Project, and I always sought out resources to overcome these challenges.</p>
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Communication	Beginning	Emerging	Proficient	Advanced
<p>MS.01.02 Demonstrate organized communication.</p>	<p>I can use a basic structure to organize my thoughts, but there are inconsistencies in how I use this structure.</p> <p>I did not reflect on my project, or my reflection does not explain my process and/or my motivation behind my artwork.</p>	<p>I can order my ideas, although in some places the relationships between my ideas may be unclear.</p> <p>I did reflect on my project, however my reflection briefly explains my process and/or my motivation behind my artwork. Details are left out.</p>	<p>I can organize my ideas clearly with a logical sequence.</p> <p>I did reflect on my project, and in my reflection, I explained my process and my motivation behind my artwork.</p>	<p>I can construct my ideas using an innovative or creative sequence.</p> <p>OR</p> <p>I can build connections and cohesiveness throughout the piece of work.</p> <p>I did reflect on my project, and in my reflection, I explained my process and my motivation behind my artwork. I also explained how my artist research influenced my artwork, or I went above and beyond by:</p>

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Communication	Beginning	Emerging	Proficient	Advanced
<p>MS.10.02 I can actively engage in learning opportunities with focus and independence.</p>	<p>I rarely attend to directions, ask necessary questions, seek additional resources I may need, and begin work.</p> <p>I rarely attend to the task at hand and avoid distractions during independent work time.</p> <ul style="list-style-type: none"> - I rarely use the time given to complete the task. - I rarely make independent and productive choices when my work is finished. <p>- I have not made many adjustments to my project and/or I did not complete the drawing or I did not invest much time into it to complete it. I may not have sought out help or advice when I needed it (persistence).</p>	<p>I sometimes attend to directions, ask necessary questions, seek additional resources I may need, and begin work.</p> <p>I sometimes attend to the task at hand and avoid distractions during independent work time.</p> <p>I sometimes use the time given to complete the task.</p> <p>I sometimes make independent and productive choices when my work is finished</p> <p>I have made some necessary adjustments to my project along the way and I worked through this project thoughtfully. I may not have sought out help or advice when I needed it. I was able to refine and complete my project with prompting from my teacher (persistence).</p>	<p>I regularly attend to directions, ask necessary questions, seek additional resources I may need, and begin work.</p> <p>I regularly attend to the task at hand and avoid distractions during independent work time.</p> <p>I regularly use the time given to complete the task.</p> <p>I regularly make independent and productive choices when my work is finished</p> <p>I have made all necessary adjustments to my project along the way and I worked through this project thoughtfully. I expressed technical challenges to my teacher and I was able to seek advice when I needed it. I was able to refine and complete my project with little prompting (persistence).</p>	<p>I consistently attend to directions, ask necessary questions, seek additional resources I may need, and begin work.</p> <p>I consistently attend to the task at hand and avoid distractions during independent work time.</p> <p>I consistently use the time given to complete the task.</p> <p>I consistently make independent and productive choices when my work is finished</p> <p>I have made all necessary adjustments to my drawing along the way and I worked through this project thoughtfully. I was able to seek advice when I needed it. I was able to refine and complete my drawing with almost no prompting, or no prompting (persistence).</p>

Notes:

Enduring Understandings

- People create and interact with objects, places, and design that define, shape, enhance, and empower our lives.
- Artists and designers shape artistic investigations, following or breaking from traditions in pursuit of creative art-making goals.
- Individual aesthetic and empathetic awareness developed through engagement with art and artists can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

Essential Questions

- How is art used to impact views of a society?
- How does art preserve aspects of life?

Unit Objectives

Students will be able to...

- Practice several art making techniques
- Choose the techniques that they use for their art piece
- Use influence from working artists and societal figures to create a concept for an art piece based on societal change.
- Create a finished piece that showcases the use of technique while exploring the potential of artistic communication.

Students will know...

- The importance and role of art in social change
- Watercolor, charcoal, pen, pencil, and colored pencil techniques.
- The difference between gestural and figural artworks

Differentiated Strategies:

- Present instruction/resources verbally and visually.
- Modify tools and materials for use by students with disabilities.
- Adjust timelines to provide additional time for students with disabilities to complete work.
- Provide various means through which students with disabilities can communicate their ideas or questions.
- Encourage students with high ability to modify or interpret outcomes to capture greater levels of complexity or sophistication in interpretations of ideas or topics.

- Provide varying means through which students can express what they have learned.
- Encourage students to explore various subtopics of a larger topic or issue.
- Identify student readiness and learning differences and modify instruction to meet varying needs of students.
- Personalized creation of finished products and reflection.
- .Ample formative assessments given 1 on 1 by teacher to student

Assessment:

Formative:

- Sketchbook prompts, exit cards, 1:1 check ins, groups shares, partner discussion, ongoing technique, media and skill assessment by teacher.

Summative:

- Final Relevance piece, "I Can" Assessment Rubric, and a written self reflection as seen below...
- Written self reflection
- Self-Assessment Rubric

Resources:

The Relevance Project Slides

https://docs.google.com/presentation/d/13CsuZOcSXTNPW_lwUFDJXiowre7gloBhFhLMJ2mvfe8/edit?usp=sharing

Artists Driven by Social Change

Teacher: Rachael Wells

Materials: [Social issues brainstorming worksheet](#), [artist research assignment](#)

Resources:

- [Kara Walker Video](#)
- [Norman Rockwell Painting Video](#)
- <http://www.deborahrobertsart.com/>
- [Relevance Project Slides](#)



Felix Gonzalez-Torres, Untitled (Ross in L.A.) — 1991

Vocabulary: Relevance, subtlety, racial justice, social justice, collage, sculpture, diversity.

Motivation: Kara Walker Subtlety Exhibition video, Norman rockwell painting video, and slide for Deborah Roberts and Felix Gonzalez-Torres.

Lesson Sequence:

Introduction of the lesson:

- Class discussion about terms (racial justice/social justice) What do they mean and what examples/images come to mind for these terms?
- 8 studio habits of mind review and how they connect to this new project
- Relevance Project introduction

Implementation of the lesson-

- Artist examples: slides and videos- followed by “What stood out to you?”
- Social issues brainstorming as individuals, then share in pairs. Chromebooks may be used to research what social issues there are.

Closure of the Lesson

- Pairs share out what ideas they have so far. Social issues that are relevant to them.
- HW: [artist research assignment](#)
- Overview of formative expectations for this unit.

Techniques!

Teacher: Rachael Wells

Materials: Art kits with the following: Micron pens, black and white charcoal, colored pencils, drawing pencils, eraser, watercolor supplies, blending stump

Resources: Demo of techniques on the [slides](#)

Vocabulary: Micron pen, value scale, media vs. medium, blending stump, hatching, cross hatching, stippling, layering, scribbling, burnishing

Motivation: Peer feedback/reflection on social issue choices, demos

Lesson Sequence:

Introduction of the lesson:

- Peer share of social issue choices for the project and their
- artist research discussion from HW
- Explain media and medium terms

Implementation of the lesson-

- Material demos, followed by practice, one material at a time.
- Jamboard slide share of images that students think they would like to use as inspiration.

Closure of the Lesson

- Reflect on what materials everyone liked to use.



Techniques!

Teacher: Rachael Wells

Materials: Art kits with the following: Micron pens, black and white charcoal, colored pencils, drawing pencils, eraser, watercolor supplies, blending stump AND any material that a student wants to use in the art room.

Resources: Relevance Project [slides](#)

Vocabulary: Composition

Motivation: Demo of my own Relevance Project draft

Lesson Sequence:

Introduction of the lesson:

- Demo of my own Relevance Project draft

Implementation of the lesson-

- Students sketch out ideas for their final project.
- Students make color swatches for their project.

Closure of the Lesson

- Students choose their final project sketch to use in their final draft.
- Students get into pairs and share their ideas, giving and receiving feedback.
- HW: edit final idea to start final project next class.
- All work is done independently after this point.



The End!

Teacher: Rachael Wells

Materials: Art kits with the following: Micron pens, black and white charcoal, colored pencils, drawing pencils, eraser, watercolor supplies, blending stump AND any material that a student wants to use in the art room.



Resources: Relevance Project [slides](#)

Vocabulary: Reflection, artist's statement

Motivation: Demo of my own Relevance Project reflection slide

Lesson Sequence:

Introduction of the lesson:

- Demo of my own Relevance Project reflection slide

Implementation of the lesson-

- Students take a high quality photo of their work and upload it to a communal google slide deck
- Students write their answers to the following questions as their reflection:
 - What is your relevance topic?
 - What is your image of (explain it as if we couldn't see it) and how does it represent the topic?
 - Explain how you created this (your artistic process)

Closure of the Lesson

- Students make kind and constructive comments on 3 other art pieces on their peers' slides in the slide deck.
- Everyone goes out to the hallway to hang up their piece.

