

Course/Grade

Painting 2 / Grades 10-12

Unit:

Artist Influence Series

Stage 1—Desired Results

Established Goals

What content standards, program, or mission-related goals will this unit address?

Standard 1

Understand art in relation to history and past and contemporary culture. Students analyze artists' responses to historical events and societal trends and issues, relating to current trends and their influence on future developments in the arts. They analyze historical function, forms, and iconography in artwork. They develop portfolios, investigate educational and career opportunities, relate art experiences to broader life experiences, and support and utilize resources of the community.

H.1.2 PROFICIENT: Identify function in artwork and how it relates to the history, aesthetics, and culture of a work

H1.2 ADVANCED: Compare works of art for function and identify relationships in terms of history, aesthetics, and culture.

H.1.3 PROFICIENT: Identify iconography in an artist's work or a body of work and analyze the meaning.

H 1.3 ADVANCED: Analyze how forms and icons have been appropriated and modified through the ages.

Standard 2

Recognize significant works of art and the chronological development of art movements and historical periods. Students compare artwork from various time periods and cultures, analyzing influences on style. They

Transfer

Students will be able to independently use their learning to...

- Create **three** paintings, each one based on their research of an artist. These paintings must reflect the style and techniques used by their chosen artists.
- The students will select these artists by beginning with an artist from the early 20th century. (We will call this artist “#1.”) **Students will be able to transfer their learning here in historical context. They will be better able to understand how Art reflects historical events and how History is represented through Art. By analyzing the techniques, forms and icons from these artist's pieces, they will be able to tie in historical trends and the culture that was contemporary to that time period. (Employs History, Cultural Anthropology, Sociology, Visual Communication.) Students will research via their 1:1 Laptop devices from a large number of Museum and Gallery sites.**
- The students will research links historically tying #1 to another artist, who had an influence on his/her (artist #1's) work. This artist should have come from a period of at least 20 years prior (a previous generation). This research will yield the second piece, drawing influence from the artist as he/she influenced #1. (We will call this artist “#2.”) **Students will need to analyze, interpret and apply this information within the techniques, forms and iconography representing the historical periods, to their own compositions. This will assist them in the future, both with college readiness and higher level critical thinking skills; and with future employment as Historians, Art Historians, Museum Curators, Gallery managers, Group Show (Artist) representation. Also in Graphic Design, working with clients who would like specific products, advertising, and merchandising created. DOK Level #4.**
- The students will continue with a third artist who was influenced by artist #1. This artist (**#3**) should fall historically 20 years+ AFTER artist #1. Research and presentation, as well as the final painting should all indicate a visual tie in the theme, process, palette, personal experiences, cultural influences for all three pieces that you create. **Through research and presentation, the students will be able to apply skills needed for College Readiness across the spectrum, especially with Speech (oral presentation) and Power Point demonstrations. These apply as Career Readiness by developing communication skills, interaction with peers, sales presentations for potential clients, portfolio presentation for Gallery representation, and digital media presentation of their work for sales across online, locally, Nationally, and Internationally.**

Meanings

Understandings: Students will understand that...

Essential Questions: Students will keep considering...

<p>place works on a timeline and examine them from a historical perspective.</p> <p>H.2.2 PROFICIENT: Identify stylistic characteristics in the works of an artist or movement and describe how style is influenced by the culture and time.</p> <p>H 2.2 ADVANCED: Assign works to time periods or movements based upon style.</p> <p>H.2.3 PROFICIENT: Identify art and artifacts from major movements and time periods and place them on a timeline.</p> <p>H 2.3 ADVANCED: Analyze issues related to chronology and discuss or debate these issues in relation to historical perspective.</p>	<ul style="list-style-type: none"> Historically, artists have been known to have found influences in other artists from previous historical periods, or from their contemporaries. Interpreting the work from artists who have come before them, painters can observe, compare, identify, and implement these techniques and processes in their own work. Their compositions must be original. They may not plagiarize, or otherwise heavily “borrow” the subject from their artists. They must use the techniques those artists used, not the merely the actual compositional subject matter. 	<p>*What thematically shows the historical influences of one artist to the next (chronologically?)?</p> <p>*How can I develop these techniques to display the original artist’s aesthetic?</p> <p>* How can I adapt/modify the media while remaining original in my own final compositions (avoiding plagiarism)?</p>
Acquisition		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<p>I can identify and analyze iconography in an artist’s work.</p> <p>I can relate forms and icons historically and identify cultural and societal links.</p> <p>I can identify forms and icons modified in style through the ages.</p> <p>I can understand and identify current trends in the works and relate them to issues facing contemporary society.</p> <p>I can relate these trends to broader life experiences and the community’s reaction to historical events.</p> <p>I can assign works chronologically.</p> <p>I can analyze and debate issues relating to the chronology of the works.</p> <p>I can understand the importance of how history affects the culture and the artwork produced by those cultures to represent those events.</p> <p>I can understand and appreciate the aesthetics of a piece of artwork.</p> <p>I can reflect on how society’s view of the aesthetics of a piece of artwork, trend, or technique may change due to historical events.</p> <p>I can create works of art representing the styles of work by the artists I selected.</p>	<ul style="list-style-type: none"> * Identification of stylistic characteristics * Analysis of issues relating to the artwork. * Interpretation of cultural influences. * Recognizing historical changes in aesthetics. * Creating original works utilizing these artists’ aesthetics. * Modification of historical compositions. * Developing a historical time line of artists. * Connecting concepts from one period of time to another. * Applying these concepts, icons and techniques in original compositions. *Creating a series of works reflecting a unified theme. * Photographing works for future portfolios. * Developing a Digital presentation of findings. * Displaying, describing, and discussing those finding in a verbal presentation to the class and teacher.

Stage 2—Assessment Evidence

Performance Tasks

Performance Tasks

G(oinal): To research, align methodologies and create works of art based on this research.

Challenges are presented to show visual and/or discuss written “proof” of these influences on each work and then from work to work.

Obstacles may include adapting media from a piece originated in media not included in the “painting” options available to the students.

R(ole): You are an Art Historian, a Museum Curator, and a Painter in one. You have been asked to present your pieces in historical sequence and discuss your solutions to each piece throughout the process. Your job is to choose carefully, pieces of interest and intrigue to you, so that you may study learn the techniques of these artists.

A(udience): Your client is the Gallery Director (Me). **Your work will be included in at least one exhibition.** Your target audience is the group of students in P2, the Regional community in which your work is exhibited (various competitions such as the SSC Regional, the Munster HS Spring Art exhibition, the South Shore Arts Regional competition.) and the Jurors of those exhibitions.

S(ituation): You will **research** an Artist, recording information about their style, media, historical period and whatever information may lead you to understand their inspirations and challenges in their work. Ask yourself how and when they began, how their work evolved, and what philosophies of art (Expressionist, Formalist, Imitationalist, Instrumentalist, or Institutional) they may ascribe to. You will record this information to include in your presentation. Each consecutive Artist in the series must be a minimum of a generation (20 years) earlier or later than the one before. You will need to cite evidence of how these were influenced by each other.

You will work within the first 12 weeks of the semester to create your “Influenced” pieces. You will then be asked to follow these three “Influenced” pieces, with a unique piece of artwork in an original context and methodology evolving from the work you have researched.

Your biggest challenge here is time management and focus on the original works that are influencing you. Do not stray too far in the technical aspects of the media, but the subjects must be original. In order to begin your selection process you will need to keep in mind the following:

- You will select these artists by beginning with an artist from the early 20th century. (We will call this artist “#1.”) **You will research biographical and artist history of that artist in order to understand their style and mindset in this work.**
- You will research links historically tying #1 to another artist, who had an influence on his/her work. This artist should have come from a period of at least 20 years prior (a previous generation). This research will yield the second piece, drawing influence from the artist as he/she influenced #1. (We will call this artist “#2.”) continued biographical and stylistic information is to be collected on Artist #2 and #3.
- You will find and research a third artist which may have preceded the Artist #1, or come after the Artist #2... with a minimum of 20 years separating them.
- You will create a fourth piece, of your own style, which should be done last and depict the evolution of your work based on the influence of the artists styles you were chose to examine.

P(roduct/performance): You will create four pieces total. Three which are the Artists' influenced works and a final piece that will be your own style evolving from this exploration. You must do the original piece last.

You must present these to the class with your resources. A guided Powerpoint works very well in this final performance. "Guided" is my description for your presenting the series, explaining your process and pointing out the artistic influences along the way. You may read off of your Powerpoint, notes, cards, or memorize your details during this presentation. Sharing your content, and being able to answer questions about each Artist and their work, is critical to your presentation. You will also need to explain your own pieces, describing your choices for each and relating these to the "influencing" Artist's work.

You will need to title each piece, state the media used, the artist who influenced you; and show images of each of your three final pieces alongside each selected artist's influence piece.

You will need to present this to the class and the "Gallery Director" **as your final exam**. These will take place the last full week of the semester. If you chose another platform (other than Powerpoint) to present these works, you will need to review that in advance with me. You will need images in the final presentation, which are clear and well lit. I will work with you as each piece is completed, to gather information for grading each piece as an individual project grade.

S(tandards): Your presentation (performance) needs to articulate the research, align the historical references and time periods. You will need to distinguish which Artist is first in the series, and show your pieces in the correct order alongside the Artist's works.

There will be a rubric, provided to you ahead of time on your presentation scoring. You will receive grades for each project and for the Powerpoint as a whole. You will also be judged by the competition(s) Juror(s) for the exhibitions you have submitted to. Your final presentation must meet the highest quality standards as is expected in the P2 course, and those that may be included in your AP and/or college Portfolio. IDOE Academic Visual Art Standards applicable include:

*H1.2 ADVANCED: Compare works of art for function and identify relationship in terms of history, aesthetics, and culture.

*H1.5 ADVANCED: Develop and refine a portfolio based on critiques by oneself, teachers, peers, and through research

Supplementary Evidence: What other evidence will you collect to determine whether Stage 1 goals were achieved?

*Please see attached vocabulary list: https://schooltownofmunster-my.sharepoint.com/personal/emlopez_munster_us/Documents/UbD%20Painting%20%20Preformance%20Task%20Vocabulary%20List%20%20E.docx

*Please see attached non-fiction article to be used for Close Reading strategy:
<http://follett.munster.k12.in.us/cataloging/servlet/presenttitledetailform.do?action=AddToMyList&bibID=87544&siteTypeID=-2&siteID=&includeLibrary=true&includeMedia=false&mediaSiteID=&walkerID=1487859963479>

*Please see attachments for Argumentative writing:



AP Studio writing
example.docx



Intro to 2D Art
formal critics review

Stage 3—Learning Plan

Pre-assessments: *What pre-assessments will you use to check students' prior knowledge, skill levels, and potential misconceptions?*

- Sample

Learning Events/Activities

W <i>Where and why?</i>	
H <i>How connected to my life?</i>	
E <i>Experiences in learning?</i>	
R <i>Revise?</i>	
E <i>Evaluation of self?</i>	
T <i>Tailoring learning for diversity?</i>	
O <i>Organization of sequences?</i>	