



PISCATAWAY TOWNSHIP SCHOOLS

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World of Art

Content Area: World of Art
Grade Span: 9-12
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COURSE OVERVIEW

Description

This course is designed for the beginning visual art student who is interested in exploring various mediums of visual art with minimum prior experience. Students will explore a wide range of “hands on” visual arts experiences. Areas of study include drawing, painting, color theory, collage, sculpture, and digital art. The instructor will help students not only to strive to produce quality finished products but also inspire diversified, creative thinking. In addition to learning the basic developmental skills and techniques in each area, this course will expose students to the works of famous artists and stress the art elements and design principles of good composition.

This course focuses on the ongoing global conversation around art, and presents artistic concepts through the lens of art as it pertains to the world around us. In exploring Design Thinking, Political Art, Activist Art, Community Art and more, students will adopt a more integrated view of art into their daily lives and the sociopolitical issues that surround them.

Goals

- Identify and understand the role of the Elements of Art and the Principles of Design in a visual art composition.
- Understand the basics and gain proficiency in analyzing, interpreting, and discussing visual art in a classroom setting.
- Gain proficiency in utilizing various art media to create works of art.
- Gain an expanded world view, erasing the idea of a division between art and everyday life.
- Forge historical connections between art and sociopolitical movements and ideologies.
- Apply critical thinking skills to open-ended aesthetic and ethical query in a classroom discussion setting.

Scope and Sequence

| Unit | Topic | Length |
|------|---------------------------------|---------|
| 1 | Home Is Where The Art Is | 2 weeks |
| 2 | Understanding and Analyzing Art | 2 weeks |
| 3 | Symbolism & Juxtaposition | 1 weeks |
| 4 | Design Thinking & Empathy | 4 weeks |
| 5 | Art, Politics & Propaganda | 1 weeks |
| 6 | Art & Activism | 3 weeks |
| 7 | Community Art | 4 weeks |

Resources

Core Text:

Art and the Home: Comfort, Alienation and the Everyday by Imogen Racz, 2015

The Four Steps to Critiquing Art by Courtney Dentel, Newark CSD Art Program Supervisor

<https://www.theartstory.org/movement/symbolism/>

<https://art21.org/read/the-power-of-juxtaposition/>

<https://designthinking.ideo.com/>

<https://www.interaction-design.org/literature/topics/design-thinking>

<https://c4aa.org/2018/04/why-artistic-activism>

<https://c4aa.org/>

<https://c4aa.org/2018/04/why-artistic-activism>

<https://c4aa.org/>

<https://www.americansforthearts.org/by-topic/public-art>

Suggested Resources:

<https://theartofeducation.edu/2019/08/28/21st-century-skills-in-the-art-classroom/>

<https://youtu.be/YV8aB83oLzE>

<http://horacemannptsa.ourschoolpages.com/Doc/Art/12.%20Elements%20of%20Art%20and%20Principles%20of%20Design.pdf>

<https://www.tate.org.uk/art/art-terms/c/composition>

<https://artofficialintel.com/principles.html>

<https://www.studentartguide.com/articles/how-to-analyze-an-artwork>

<https://www.pafa.org/museum/exhibitions/ancient-history-distant-future>

<https://www.interaction-design.org/literature/topics/empathize>

<https://youtu.be/bpVzgW8TUQ0>

<https://www.youtube.com/watch?v=q654-kmF3Pc>

<https://www.tate.org.uk/art/art-terms/a/activist-art>

<https://piscatawaylibrary.org/wp-content/uploads/2019/05/teen-activism-real.pdf>

<https://www.youtube.com/watch?v=xjQRWWdocwg>

<https://www.youtube.com/watch?v=RYQNMAEhDxw>

https://www.youtube.com/watch?v=KLg8LMK_Ct4

<https://heerlenmurals.nl/>

<https://www.americansforthearts.org/by-topic/public-art>

<https://opticosdesign.com/blog/the-power-of-public-art-murals/>

<https://centerforactivedesign.org/publicart-engagement>

https://www.youtube.com/watch?v=b_qXCcgwAn8

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UNIT 1: Home Is Where the Art Is

Summary and Rationale

Designed to be implemented at the start of the semester, this unit will share space with beginning-of-the-course syllabus review, introductions and icebreakers.

As an introductory course, the proficiency and familiarity any given roster of students will have with visual arts is intrinsically varied. It is very likely some students will not have experience with a visual art course in a high school setting. To bridge the gap, the introductory unit focuses on an intimately familiar concept: Home. Students can speak on and draw from their own experiences with confidence because Home is a ubiquitous concept. This topic of discussion is especially poignant in recent years, as the COVID-19 pandemic caused a great upheaval in our collective relationship with Home.

Exploring this concept in-depth, Home is also used as a motif for artistic expression. The Modern Art movement is focused on in this unit, with a significance on its importance in changing the role of the artist after the advent of photography. Historical examples of Modern artists creating art that references their personal living spaces can be used to illustrate the paradigm shift that the Modern Art movement represented. These pieces of art are also used to direct class discussion and begin to scaffold proficiencies for later class discussions throughout the semester.

During this unit, the students will create a series of small art projects focused on Home that can be accomplished with minimal motor skill, and can be used by the educator to determine initial student proficiencies.

Recommended Pacing

1-1.5 weeks

State Standards

Standard

| CPI # | Cumulative Progress Indicator (CPI) |
|-----------------|-------------------------------------------------------------------------------------------------------------------|
| 1.5.12prof.Cr1b | Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design. |
| 1.5.12acc.Pr6a | Make, explain and justify connections between artists or artwork and social, cultural and political history. |
| 1.5.12prof.Re7b | Analyze how one's understanding of the world is affected by experiencing visual arts. |
| 1.5.12prof.Cr2a | Engage in making a work of art or design without having a preconceived plan. |

Instructional Focus

Unit Enduring Understandings

- A change in the context of the concept of home, and of the physical living space through the lens of art and aesthetics.
- The importance of the Modern Art movement to how we view and experience art.
- A familiarization with artistic and aesthetic concepts via the use of a familiar concept: Home. This will scaffold later lessons and discussions as the class regularly discusses, analyzes and interprets presented works of art.

Unit Essential Questions

- What does the word Home mean to you, and what can it mean for others?
- Is Home necessarily a physical space?
- What other ideas can the word Home describe?
- How can ones relationship with Home change over time?
- What is the Modern Art Movement and what is its significance?
- How can the idea of Home be used to create art?
- What is the significance of creating art based on your own living space?

Objectives

Students will know:

- The impact of the Modern Art movement on contemporary art philosophy.
- The advent of photography in changing the role of the artist.
- The concept and significance of contextualizing one's own living space through the lens of art and aesthetics.
- The various and evolving relationships one has with the concept of home.

Students will be able to:

- Articulate symbolism and connotations that relate to the concept of Home.
- Consider the changing relationship that one has with one's own home or living space over time, particularly during and after the 2020 pandemic.
- Create expressive art based on their familiar surroundings and experiences.

Resources

Core Text:

Art and the Home: Comfort, Alienation and the Everyday by Imogen Racz, 2015

Suggested Resources:

The Home, art and place by Ian Strange
<https://youtu.be/YV8aB83oLzE>

UNIT 2: Understanding and Analyzing Art

Summary and Rationale

As a visual art course, one essential goal is to facilitate opportunities for discussions about art and aesthetics to help students gain familiarity and proficiency in understanding and discussing visual art and media. To begin discussing art from an academic standpoint, one needs to start with the basics. Students need to be familiarized with the vocabulary, process, and discourse involved with analyzing, interpreting and discussing works of art.

Using skills introduced in the previous unit, this unit focuses on familiarizing students with the Elements of Art and Principles of Design, and how to identify them in a work of art. Students will create corresponding art pieces that focus on specific elements and principles to internalize how they can be used to describe different ideas and emotions. Students will build on this knowledge through practice of Formal Analysis of presented works of historical and contemporary art.

In line with the philosophy of this course, the context of an art piece is essential to truly understanding it. Art can never exist in a vacuum and can never fully be removed from the context in which it was created. Students will be encouraged to use context clues or context provided by the educator during class discussions to aid their interpretations of presented works of art.

Throughout this unit the class will crowd-source and establish its unique rules for discourse and discussing works of art as a classroom community. These discussions will form an established classroom norm and will be utilized throughout the semester. Students will internalize a step-by-step process for analyzing and interpreting a work of art.

Recommended Pacing

1-2 weeks

State Standards

Standard

| CPI # | Cumulative Progress Indicator (CPI) |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.5.12prof.Pr6a | Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings |
| 1.5.12acc.Re7a | Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. |
| 1.5.12prof.Re8a | Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. |
| 1.5.12acc.Re8a | Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. |

Instructional Focus

Unit Enduring Understandings

- Familiarization with the Elements of Art and the Principles of Design, and their role in analyzing, interpreting and judging a piece of visual art.
- Recognizing that the context in which the art was made is essential to understanding it in its entirety.
- A familiarization and reinforcement of the rules of civil discourse when discussing art and aesthetics in a classroom setting. This will scaffold later lessons and discussions as the class regularly discusses, analyzes and interprets presented works of art.

Unit Essential Questions

- What are the Elements of Art and the Principles of Design?
- How do I use Formal Analysis to evaluate a piece of visual art?
- Why is the context of the art important to its overall meaning?
- What is the proper discourse when discussing art with my peers?

Objectives

Students will know:

- The Elements of Art and the Principles of Design and how to identify them in works of visual art.
- How to Analyze, Interpret, and Judge a work of visual art.
- The context in which a piece of art is made is essential to its overall meaning.

Students will be able to:

- Identify the Elements of Art and Principles of Design in presented works of visual art.
- Use Formal Analysis to identify ways in which the Elements of Art and Principles of Design are used in presented works of visual art.
- Use visual cues and context clues to attempt to interpret the meaning of presented works of visual art.
- Discuss art and aesthetics using civil discourse in a classroom setting.
- Create works of art isolating specific Elements and Principles in order to demonstrate how those Elements and Principles can be used to communicate different emotions and ideas.

Resources

Core Text:

The Four Steps to Critiquing Art by Courtney Dentel,
Newark CSD Art Program Supervisor

Suggested Resources:

<http://horacemannptsa.ourschoolpages.com/Doc/Art/12.%20Elements%20of%20Art%20and%20Principles%20of%20Design.pdf>

<https://www.tate.org.uk/art/art-terms/c/composition>

<https://artofficialintel.com/principles.html>

<https://www.studentartguide.com/articles/how-to-analyze-an-artwork>

UNIT 3: Symbolism & Juxtaposition

| Summary and Rationale | |
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| <p>Unit 2 will transition to Unit 3 as the class continues to develop proficiency in discussing works of art. While unit 2 primarily focused on The Elements and Principles and Formal Analysis, this unit focuses on developing skills in interpreting the meaning of a work of art, and its connection to the context from which it was created.</p> <p>Symbolism is a central focus in this unit, and the interpretation of varied forms of symbolism should be practiced and reinforced throughout the unit and in future discussions about presented works of art. The Surrealism movement can be a major focus in this unit because of its characteristic use of familiar imagery and subversive stance on the role of the artist and the represented image.</p> <p>Juxtaposition is among the most powerful tools at an artist’s disposal. This unit also focuses on the recognition and execution of juxtaposed imagery, and how it is used symbolically in visual art.</p> | |
| Recommended Pacing | |
| 1-2 weeks | |
| State Standards | |
| Standard | |
| CPI # | Cumulative Progress Indicator (CPI) |
| 1.5.12prof.Pr6a | Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings |
| 1.5.12acc.Re7a | Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. |
| 1.5.12prof.Re8a | Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. |
| 1.5.12acc.Re8a | Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. |
| 1.5.12prof.Pr5a | Analyze and evaluate the reasons and ways an exhibition is presented. |
| Instructional Focus | |
| Unit Enduring Understandings | |
| <ul style="list-style-type: none"> • When it comes to art and media, there is always symbolic meaning beyond what is presented at surface level. • Symbolism is effective in communicating ideas and emotions because of its evocative use of familiar and recognizable imagery. • Symbols are ubiquitous to the human experience and are a significant way in which we communicate. • Recognizing and interpreting both symbolism and juxtaposition in presented works of art. . This will scaffold later lessons and discussions as the class regularly discusses, analyzes and interprets presented works of art. | |
| Unit Essential Questions | |

- Can an image or story symbolize more than what is presented at the surface level?
- Why is symbolism so effective in communicating ideas and emotions?
- How are symbols and symbolism present in our daily lives?
- What is Juxtaposition and how is it used in art and media?

Objectives

Students will know:

- The role of a subject represented in a work of art.
- The use of symbolism in art and media.
- The definition and utilization of juxtaposition as an artistic tool and method of communication.
- The use of symbolism and juxtaposition in selected works by fine artists.
- The practice of interpreting a work of art or media based on symbolism and juxtaposition.

Students will be able to:

- Recognize the symbolic resonance of objects/animals/people as they appear in works of art.
- Concisely juxtapose images/symbols/motifs in order to communicate ideas and emotions.
- Utilize symbolism and juxtaposition in their artwork to effectively communicate ideas and emotions.
- Effectively pair two or more distinct forms of symbolism to create a juxtaposition, and defend their rationale.

Resources

Core Text:

<https://www.theartstory.org/movement/symbolism/>

<https://art21.org/read/the-power-of-juxtaposition/>

Suggested Resources:

<https://www.pafa.org/museum/exhibitions/ancient-history-distant-future>

UNIT 4: Design Thinking & Empathy

| Summary and Rationale | |
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| <p>Prior to this course, a student may assume that the worlds of art and everyday life are compartmentalized with very little overlap. They might assume fine art exists in a bubble and artists are a special and unique type of person. This course, among other concepts and skills, would attempt to demonstrate how art and everyday life are fully integrated in line with the educational philosophies of John Dewey and Albert Barnes. In that all manmade products and infrastructure are designed by humans, the lens of art and aesthetics is easily imposed over the components that form our everyday experience. Designers and artists share a similar creative space, and both serve to enrich the human experience at their ideal.</p> <p>The Design Thinking Process is an established set of steps for creating products and infrastructure for human use and interaction. It is a non-linear process that attempts to ensure a self-correcting process that focuses on the needs of the user through Empathy and consistent re-evaluation. Empathy is an especially important and poignant pillar of this process, and in teaching Design Thinking, the educator facilitates the development of Empathy as a life-skill. In this way, this unit also shines a light on Ableism and its prevalence in our society and worldwide.</p> <p>By redesigning a familiar object, students will gain new context for the world around them, internalizing the notion that there is no separation between art and their everyday experience.</p> | |
| Recommended Pacing | |
| 3-4 weeks | |
| State Standards | |
| Standard | |
| CPI # | Cumulative Progress Indicator (CPI) |
| 1.5.12acc.Cr2c | Redesign an object, system, place, or design in response to contemporary issues. |
| 1.5.12acc.Re7a | Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. |
| 1.5.12prof.Cn10a | Document the process of developing ideas from early stages to fully elaborated ideas. |
| Instructional Focus | |
| Unit Enduring Understandings | |
| <ul style="list-style-type: none"> • Ableism is discrimination against people with disabilities and the mentally ill, and it is common worldwide. • Empathy is an important aspect in designing with people in mind, and it is an important skill to develop. • The Design Thinking Process and its non-linear nature. • Recognizing the importance of interactions between humans and designed infrastructure. • Recognizing the connections between art and design, and how art is fully integrated in our everyday lives. | |
| Unit Essential Questions | |
| <ul style="list-style-type: none"> • What is ableism, and why is it harmful? • What is empathy, and why is it important? • What is Design Thinking and what is its Process? • In what ways are art and design present in my daily life? | |

- In what ways are we influenced by the design of public spaces?
- Is it right or wrong to design infrastructure that is hostile to human beings?

Objectives

Students will know:

- Ableism and its damaging effects.
- The basics of Design Thinking and the 5 Steps of the Design Thinking Process.
- The role of empathy in Design Thinking and in everyday life.
- The connections between Design and Art, and how art is not separate from students' everyday experience.
- Urban infrastructure and how humans and industrial design interact.

Students will be able to:

- Use empathy to brainstorm design ideas of a familiar object.
- Redesign a familiar object according to specific needs of another individual according to the Design Thinking Process.
- Identify hostile architecture, spaces conducive and unconducive to human habitation, and the effect of design on human experience.

Resources

Core Text:

<https://designthinking.ideo.com/>

<https://www.interaction-design.org/literature/topics/design-thinking>

Suggested Resources:

<https://www.interaction-design.org/literature/topics/empathize>

<https://youtu.be/bpVzgW8TUQ0>

<https://www.youtube.com/watch?v=q654-kmF3Pc>

UNIT 5: Art, Politics & Propaganda

| Summary and Rationale | |
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| <p>As a lead-in to Unit 6, this unit focuses on art in a political context. Art has been used politically due to its ability to communicate ideas and emotions to a wide audience. While it's widely known as a powerful tool for change, it has also historically been used to reinforce existing power structures.</p> <p>This unit explores historical and contemporary ways that art has been used to sway public opinion on events and ideologies. Students are tasked to recognize the ways that propaganda in art and media are designed to manipulate a viewer's emotions. This unit explores ways in which imagery can be misleading.</p> <p>Typography is a main focus and students will learn about the significance of word art particularly as it pertains to political and activist art. Words and letters are our primary way of communication, and the amalgamation of words and art will be a major theme in this and the following unit.</p> | |
| Recommended Pacing | |
| 1 week | |
| State Standards | |
| Standard | |
| CPI # | Cumulative Progress Indicator (CPI) |
| 1.5.12acc.Cr2b | Demonstrate awareness of ethical implications of making and distributing creative work. |
| 1.5.12prof.Pr6a | Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings |
| 1.5.12acc.Re7b | Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences. |
| 1.5.12prof.Cn11a | Describe how knowledge of culture, traditions and history may influence personal responses to art. |
| 1.5.12prof.Cn11b | Describe how knowledge of global issues, including climate change, may influence personal responses to art. |
| Instructional Focus | |
| Unit Enduring Understandings | |
| <ul style="list-style-type: none"> • Art has always been political, and has been used in societies throughout history as a tool for reinforcement or criticism of the status quo. • Art has a unique ability to strongly communicate ideas and influence peoples' decisions through emotional connection. • Recognizing the ways in which art has been used by different artists and groups for different intentions. • The role of Typography in contemporary art, media and communications. | |
| Unit Essential Questions | |
| <ul style="list-style-type: none"> • In what ways can art be political? • In what ways can art be used to communicate an idea or ideology? • In what ways can art be used to manipulate someone emotionally? • Is it right or wrong for an artist to use art to attempt to manipulate someone emotionally? | |

- What is Typography and how has it been used in visual art?

Objectives

Students will know:

- Art has a long history of reinforcing existing power structures and maintaining the status quo, existing as a tool for the aristocracy.
- Art can be made with intent to influence the viewer politically and emotionally in the form of propaganda.
- Typography is a form of art employing words and letterforms and is effective for combining visual art and written communication.

Students will be able to:

- Identify ways in which art can be used to influence people emotionally.
- Identify ways in which art can lead and mislead people.
- Recognize the evolving ways art has been used to communicate information and ideas to the masses.

Resources

Core Text:

<https://c4aa.org/2018/04/why-artistic-activism>

<https://c4aa.org/>

Suggested Resources:

<https://www.tate.org.uk/art/art-terms/a/activist-art>

<https://piscatawaylibrary.org/wp-content/uploads/2019/05/teen-activism-real.pdf>

<https://www.youtube.com/watch?v=xjQRWWdocwg>

<https://www.youtube.com/watch?v=RYQNMAEhDxw>

https://www.youtube.com/watch?v=KLg8LMK_Ct4

UNIT 6: Art & Activism

Summary and Rationale

Art is a powerful tool for social and political change. Alongside any great movements of the modern era, artists have lent their skills to the cause. Almost as a reclamation of art for the people from its history as a tool of aristocratic society, artists have a unique ability to connect with a viewer’s emotions and communicate from a familiar place.

Students are tuned in to the social and political climate in this country and worldwide. They are concerned about race and class issues, environmentalism, warmongering, healthcare and more. They are inundated constantly with updates to ongoing social and political crises, over which they feel they have no power. They are anxious to inherit a world with so many generational problems.

More than ever, students are inspired and motivated to help make a change for the better. Teen activists are making their voices heard. This unit focuses on helping students articulate what they stand for, how they can get involved, and how they can use their creative expression to contribute.

Activist art is distinct from other forms of art. It is art contrived to try to drive people toward real action: connecting emotionally, communicating clearly, and offering transparent venues for involvement. Activist artists make waves and add to the ongoing global conversation around art, believing it is their moral obligation as artists to do so. This unit focuses on activist art and the artists that make it. Students will become activist artists themselves by creating art that contributes to their chosen cause and offers clear venues for involvement.

Recommended Pacing

3-4 weeks

State Standards

Standard

| CPI # | Cumulative Progress Indicator (CPI) |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.5.12acc.Cr2b | Demonstrate awareness of ethical implications of making and distributing creative work. |
| 1.5.12prof.Pr6a | Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings |
| 1.5.12acc.Re7b | Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences. |
| 1.5.12adv.Cr1a | Visualize and generate art and design that can affect social change. |
| 1.5.12adv.Cn10a | Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design. |
| 1.5.12acc.Cn11b | Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change. |

Instructional Focus

Unit Enduring Understandings

- The distinction of activist art from other forms of art.
- Art can be a powerful tool for activism and social change, diverting from its traditional role as a reinforcement of existing power structures.
- Contemporary activist artists are inspiring real social and political change.
- Activist art teaches us that it is our responsibility to affect the world positively in any way that we are able to contribute.

Unit Essential Questions

- How has art been used alongside social movements to inspire social and political change?
- What are the social and political causes that are important to me? Why are they important to me?
- What is activist art? How is it different from other types of art?
- Why is art so effective in the effort to inspire social and political change?
- Who are some significant historical and contemporary activist artists?
- How are contemporary artists using art to address social and political injustices?
- What can we do to address the change we want to see in the world?

Objectives

Students will know:

- Art can be made with intent to influence the viewer politically as well as emotionally.
- Artists have been creating art as protest for a long time, but this tradition is mainly attributed to the Modern era of art.
- There are countless contemporary artists using their art to inspire positive social and environmental change.
- Typography is a form of art employing words and letterforms and is effective for combining visual art and written communication.

Students will be able to:

- Identify activist art, protest art, and propaganda and understand their significance to their movements.
- Identify a number of historical and contemporary artists associated with protest or activist art.
- Identify socio-political or global issues that resonate with their values.
- Recognize the importance of art to the spread of ideas and political movements.
- Create a piece of art bringing awareness and a call to action to a socio-political or global issue that is important to them.

Resources

Core Text:

<https://c4aa.org/2018/04/why-artistic-activism>

<https://c4aa.org/>

Suggested Resources:

<https://www.tate.org.uk/art/art-terms/a/activist-art>

<https://piscatawaylibrary.org/wp-content/uploads/2019/05/teen-activism-real.pdf>

<https://www.youtube.com/watch?v=xjQRWWdocwg>

<https://www.youtube.com/watch?v=RYQNMAEhDxw>

https://www.youtube.com/watch?v=KLg8LMK_Ct4

UNIT 7: Community Art

| Summary and Rationale | |
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| <p>As the conclusion to the course, this unit focuses on a message of community, togetherness and collective action. Community art and Activist art are often the same thing, and the involvement of communities in art projects have a multitude of positive benefits for those communities. One’s own sense of community is incredibly important to their quality of life, and the connections between members of a community are essential to a thriving society. Students will recognize the power that comes with acting as a community, rather than as an individual.</p> <p>This unit focuses on examples of community activist art, and how those projects benefitted those communities in order to inspire students to lead similar efforts in their own communities. Students will ruminate on the communities in which they feel they belong. As a baseline, the class will consider itself a small community of artists and create a work of community art that represents them as a group.</p> <p>Community art and Street Art murals are almost synonymous, and this unit will focus on the genesis and evolution of the Street Art Movement, highlighting historical and contemporary Street artists. Connections between classical art techniques and graffiti lettering will be made to connect the Street Art movement with other fine art movements.</p> | |
| Recommended Pacing | |
| 3-4 weeks | |
| State Standards | |
| Standard | |
| CPI # | Cumulative Progress Indicator (CPI) |
| 1.5.12acc.Cn11a | Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts. |
| 1.5.12adv.Cn11a | Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society. |
| 1.5.12adv.Cn11b | Assess the impact of an artist or group of artists on global issues, including climate change |
| 1.5.12adv.Cr1a | Visualize and generate art and design that can affect social change. |
| 1.5.12adv.Cr2c | Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives. |
| Instructional Focus | |
| Unit Enduring Understandings | |
| <ul style="list-style-type: none"> • A sense of community and belonging, as well as physical communities are incredibly important to a person’s mental health and quality of life. • Community art is highly beneficial to the communities that take part in it. • Community art is often activist art which creates real positive results for the community it focuses on. • Street Art and its public image has evolved significantly over the past few decades: from vandalism to fine art. | |
| Unit Essential Questions | |

- Why is community important?
- What is community art? How is it beneficial to the communities that are involved with it?
- In what ways can community art also be activist art?
- What are some significant contemporary community activist artist organizations?
- How has Street Art evolved as an artistic movement over the last few decades?
- Why is Street Art controversial? How has the public opinion of Street Art evolved?
- Who are some significant historical and contemporary street artists?

Objectives

Students will know:

- The importance of communities and having communities to identify with.
- The importance and the benefits of community art projects.
- The different ways communities can take part in art projects.
- Community art is often a form of art activism.
- Graffiti art and Street art style has been incredibly influential to contemporary art, and the art form has been elevated in recent decades.
- Street artists use classical art techniques such as perspective to create optical effects.

Students will be able to:

- Create block style lettering rendered as a 3D form, utilizing value, line, and shape/form. As well as various design principles.
- Communicate ideas according to a specific prompt using visual symbols.
- Contribute to a piece of community art which represents the student as part of an artistic community.

Resources

Core Text:

<https://c4aa.org/2018/04/why-artistic-activism>

<https://c4aa.org/>

<https://www.americansforthearts.org/by-topic/public-art>

Suggested Resources:

<https://www.tate.org.uk/art/art-terms/a/activist-art>

<https://piscatawaylibrary.org/wp-content/uploads/2019/05/teen-activism-real.pdf>

<https://heerlenmurals.nl/>

<https://www.americansforthearts.org/by-topic/public-art>

<https://opticosdesign.com/blog/the-power-of-public-art-murals/>

<https://centerforactivedesign.org/publicart-engagement>

https://www.youtube.com/watch?v=b_qXCcgwAn8