

6-12-2014

Art History Remix [6th-8th grade]

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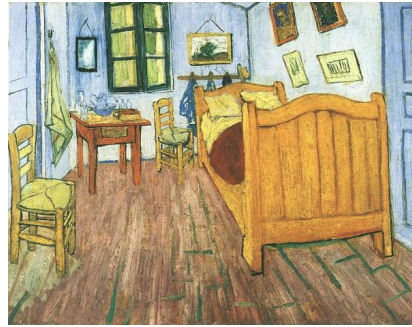
Art History Remix:

An Understanding by Design Unit for Grades 6-8 Art

Stage 1 – Desired Results		
<p>Established Goals (e.g., standards)</p> <p>TEKS (6.2) Creative expression/performance.</p> <p>The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:(C) demonstrate technical skills effectively, using a variety of art media and materials to produce designs, drawings, paintings, prints, sculptures, ceramics, fiber art, photographic imagery, and electronic media-generated art.</p> <p>TEKS (6.4) Response/evaluation.</p> <p>The student makes informed judgments about personal artworks and the artworks of others. The student is expected to: (A) conduct in-progress analyses and critiques of personal artworks; and (B) analyze original artworks, portfolios, and exhibitions of peers to</p>	Transfer	
	<i>Students will independently use their learning to...</i> Remix a famous work of art	
	Meaning	
	<p>Understandings</p> <p><i>Students will understand that....</i></p> <p>All contemporary art is an assemblage of previous artistic influences</p>	<p>Essential Questions</p> <p>What makes art original?</p>
	Acquisition	
	<p>Knowledge</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> - Students will be able to identify 4 famous works of art - Students will know interesting facts about 4 famous works of art - Students will know how to communicate about their own artwork and the work of others 	<p>Skills</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> - Draw from reference and/or imagination - Utilize the elements of art and principles of design to remix a famous work of art - Utilize basic color pencil techniques such as blending and layering

form conclusions about formal properties and historical and cultural contexts.																												
Stage 2 – Evidence																												
CODE (M or T)	Evaluative Criteria (for rubric)																											
T	<div>NAME: _____ PERIOD: _____ DATE: _____</div> <div>THIS IS HOW YOU WILL BE GRADED:</div> <table><thead><tr><th></th><th>1. What's going on? Let's Talk!</th><th>2. On your way!</th><th>3. Mission accomplished!</th><th>4. Know and beyond!</th></tr></thead><tbody><tr><td>Color Pencil Shading (30%)</td><td>Shading is correct, strong, looks correct, and/or incomplete. (7.5 points)</td><td>Shading is correct, strong, or looks correct in areas. (10 points)</td><td>Focused attention to shading and use of strong skills in value. (22.5 points)</td><td>Patent attention with exceptional focused attention to shading and use of strong skills in value to create a sense of depth. High Contrast. (28 points)</td></tr><tr><td>Remix (30%)</td><td>Original artwork is not remixed. (7.5 points)</td><td>Elements of the original artwork are remixed in a way that no longer references the original artwork. (10 points)</td><td>Elements of the original artwork are remixed in a way that still references the original artwork. (22.5 points)</td><td>Elements of the original artwork are remixed in a way that is exceptionally unique and/or creative and still references the original artwork. (28 points)</td></tr><tr><td>Craftsmanship (20%)</td><td>Work is messy. Student deliberately misuses materials and/or demonstrates little or no control of the materials. (5 points)</td><td>Student looks efficient in detail, struggles with materials, and/or work may be messy in areas. (10 points)</td><td>Focused attention to detail and systematic use of materials. (15 points)</td><td>Patent attention with exceptional handling and skillful use of materials. (20 points)</td></tr><tr><td>Planning and organization of work (20%)</td><td>The student is off-task for majority of class time. (5 points)</td><td>The student demonstrates an adequate use of class time. (10 points)</td><td>The student demonstrates a reasonable use of class time. (15 points)</td><td>The student demonstrates an effective use of class time. (20 points)</td></tr></tbody></table> <div>TOTAL: _____</div>		1. What's going on? Let's Talk!	2. On your way!	3. Mission accomplished!	4. Know and beyond!	Color Pencil Shading (30%)	Shading is correct, strong, looks correct, and/or incomplete. (7.5 points)	Shading is correct, strong, or looks correct in areas. (10 points)	Focused attention to shading and use of strong skills in value. (22.5 points)	Patent attention with exceptional focused attention to shading and use of strong skills in value to create a sense of depth. High Contrast. (28 points)	Remix (30%)	Original artwork is not remixed. (7.5 points)	Elements of the original artwork are remixed in a way that no longer references the original artwork. (10 points)	Elements of the original artwork are remixed in a way that still references the original artwork. (22.5 points)	Elements of the original artwork are remixed in a way that is exceptionally unique and/or creative and still references the original artwork. (28 points)	Craftsmanship (20%)	Work is messy. Student deliberately misuses materials and/or demonstrates little or no control of the materials. (5 points)	Student looks efficient in detail, struggles with materials, and/or work may be messy in areas. (10 points)	Focused attention to detail and systematic use of materials. (15 points)	Patent attention with exceptional handling and skillful use of materials. (20 points)	Planning and organization of work (20%)	The student is off-task for majority of class time. (5 points)	The student demonstrates an adequate use of class time. (10 points)	The student demonstrates a reasonable use of class time. (15 points)	The student demonstrates an effective use of class time. (20 points)	<div>Performance Task(s)</div> <div>Students will demonstrate meaning-making and transfer by...</div> <div>Remixing a famous work of art</div> <div>-----</div> <div>Other Evidence (e.g., formative)</div> <div>Pre-assessment, Exit tickets, TPS, Art Hunt</div>	
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Stage 3 – Learning Plan																												
CODE (A, M, T)	Pre-Assessment																											
How will you check students' prior knowledge, skill levels, and potential misconceptions?																												
A & M	<div>Learning Activities</div> <div>Day 1:</div> <div>Warm Up: What makes art original?</div> <div>- Students will take pre-assessment (10 minutes)</div> <div>- Students will listen to a snippet (0:00 – 0:10) of “Too Deep” by GirlTalk and students will Think, Pair, Share around the question “Is this original? Why or why not?” Students will then listen to snippets of (0:00 – 0:19) “Gold Digger” by Kanye West compared to (0:00</div>	<div>Progress Monitoring (e.g., formative data)</div> <div>Pre-Assessment</div>																										

M	<p>– 0:30) “I Got a Woman” by Ray Charles and discuss the same question. (5 minutes)</p> <p>- Teacher will then lead students in a game of Exquisite Corpse.</p> <p><i>On a piece of paper each student draws something from the head to the shoulders. Then they fold the paper down, hiding everything they just drew except 2 guidelines for the next player. Students then pass the paper to the left and pick up the player to their right’s paper to draw from the shoulders to the waist. This continues for the waist to the knees and then the knees to the feet. The result is a completely spontaneous creature created by 4 different people.</i></p>	
M	<p>- Students will then reflect on their creations and Think, Pair, Share around the questions “Is this original? Why or why not?” and “Who’s art is this?” leading into the idea that all contemporary art is an assemblage of previous artistic influences (25 minutes)</p> <p>Exit ticket: What makes art original?</p>	<p>Think, pair, share</p> <p>Exit ticket</p>
A & M	<p>Day 2:</p> <p>Warm Up: Describe a time in your life that you’ve been inspired by something or someone else</p> <p>- Teacher will show students Roy Lichtenstein’s <i>Bedroom at Arles</i> in comparison to the artwork it was inspired by, Vincent Van Gogh’s <i>Bedroom at Arles</i>.</p>	



M

Think, pair, share

Students will Think, Pair, Share around the questions
What did Roy Lichtenstein borrow from Van Gogh?
What did Roy Lichtenstein do to make it his own? (5 minutes)

A

Transition: Now that we've looked at how a famous artist was inspired to remix a famous work of art, we are going to look at the famous works of art that we are going to remix for our upcoming project.

A

- Students will then complete Famous Paintings Fact or Fiction assignment and then teacher will go over answers with class (all are Fact) (15 minutes)

T

- Teacher will show examples of some remixes of the 4 famous paintings and introduce the project and where students are headed (5 minutes)

- Students will begin working on creating 4 different mini sketches of ideas for their Art History remix. They may select to remix any of the 4 famous paintings

T	<p>and may remix it in any way that they choose. Source images of the major lines of each of the 4 paintings will be available as well as various source images of current and popular cartoon characters in case students need extra inspiration. (20 minutes)</p> <p>Exit ticket: 3 things you learned</p> <p style="padding-left: 40px;">2 things you found most interesting</p> <p style="padding-left: 40px;">1 thing you still have a question about</p> <p>Day 3:</p> <p>Warm Up: Pick one of your sketches from yesterday. What's one thing you borrowed? What is one thing you've made your own?</p> <p>- Students will continue working on their 4 sketches. Once they have completed their 4 sketches, they will pick their best sketch and begin enlarging it into a full-size sketch</p> <p>Exit ticket: Which painting did you choose? What will you do to make your remix original?</p>	Exit ticket
T		Exit ticket
T	<p>Day 4:</p> <p>Warm Up: Trade sketches with your shoulder buddy. What are 2 things they're doing well and 1 suggestion you have to make it better?</p> <p>- Using the source images of the major lines for the famous painting they have selected, students will use carbon paper to begin transferring major lines onto their final paper (15 minutes)</p>	Exit ticket

T	<p>- Students will spend the rest of the period working on getting their Art History Remix drawn out in pencil (30 minutes)</p> <p>Exit ticket: What was the most difficult part of your task today? What was the easiest?</p>	
A & M	<p>Day 5:</p> <p>Warm Up: Look at your artwork. What are 2 things you are doing well and 1 thing you will work on today?</p>	
T	<p>- Students will finish getting their Art History Remix drawn out in pencil (10 minutes)</p> <p>- Teacher will lead numbered heads game where students will review basic colored pencil techniques that had been learned prior to the unit. (20 minutes)</p> <p>- Students will begin adding color pencil to their final project (15 minutes)</p> <p>Exit ticket: 3 things we reviewed</p> <p style="text-align: center;">2 things you found most useful</p> <p style="text-align: center;">1 thing you still have a question about</p>	Exit ticket
M	<p>Day 6:</p> <p>Warm Up: Which colored pencil technique do you think you will use the most today? Why?</p> <p>- Students will continue adding color pencil to their final project (35 minutes)</p> <p>- Students will complete Art Sandwich activity in pairs (10 minutes)</p>	Exit ticket

<p>T</p> <p>M</p>	<p>Exit ticket: Will you use the Art Sandwich suggestion? Why or why not?</p> <p>Day 7:</p> <p>Warm Up: Why is it important to get feedback on your artwork?</p> <ul style="list-style-type: none"> - Students will continue adding color pencil to their final project (35 minutes) - Students will complete Art Sandwich activity in pairs but with a new partner (10 minutes) <p>Exit ticket: Will you use the Art Sandwich suggestion? Why or why not?</p>	<p>Exit ticket</p>
<p>T</p> <p>M</p>	<p>Day 8:</p> <p>Warm Up: Why is it important to look at other people's art?</p> <ul style="list-style-type: none"> - Students will continue adding color pencil to their final project (35 minutes) - Students will complete Art Sandwich activity in pairs but with a new partner (10 minutes) <p>Exit ticket: Will you use the Art Sandwich suggestion? Why or why not?</p>	<p>Exit ticket</p>
<p>T</p>	<p>Day 9:</p> <p>Warm Up: What have you done to make your artwork your own?</p> <ul style="list-style-type: none"> - Students will continue adding color pencil to their 	<p>Exit ticket</p>

	<p>final project (35 minutes)</p> <p>*Art History Remix due at end of class*</p> <p>Exit ticket: 2 things that are most successful about your art</p> <p style="text-align: center;">1 thing you would have done differently</p> <p>Day 10:</p> <p>- As students walk in, each student will receive a sticky note. Teacher will number students off and each student writes their number on the sticky note. Students clear everything off their tables except their Art History Remix and their sticky note. Teacher will go over expectations for Art Hunt activity (5 minutes)</p>	
M		
M	- Students complete Art Hunt activity (10 minutes)	Art Hunt activity
M	<p>- Teacher goes over various responses for Art Hunt activity and students look at examples of work in the classroom. Students revisit the essential question: What makes art original? (10 minutes)</p> <p>- Students complete self-assessment (10 minutes)</p> <p>- Students take post-assessment (10 minutes)</p>	