



WEST SHORE SCHOOL DISTRICT

Learning Module

Title of Module	Mixed Media	Grade Level	9-12
Curriculum Area	COMPUTER ART	Time Frame	1-4 Weeks

Desired Results

Transfer Goals

Students will be able to:

- To learn how artists throughout history have used various combinations of media and processes in the development of works of art that focus on political and/or social issues

Key Learning/Big Ideas

Understand the art elements and principles of design as it relates to digitally produced works of art.

- Know, understand, and apply the elements and principles of art to computer-based design.
- Safely work with tools, materials, equipment, and technological concepts and processes
- Recognize and understand the historical and cultural context of various artists and art movements
- Students will be able to describe, interpret, analyze, and critically judge artwork
- Make informed responses based upon personal aesthetic choices

Content and Reading and Writing Standards

CC.3.5.11-12.C.

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

CC.3.5.11-12.D.

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

CC.3.5.11-12.G.

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Essential Questions

Unit EQ:

- How can you combine digital media with traditional media in a unified statement that responds to a contemporary political/social issue?

LEQ:

- How can I effectively utilize traditional and digital media in a unified artistic statement?
- How can I use color, texture and other elements and principals to create a successful composition?
- How have artists throughout history responded to political and social issues in their work?

Vocabulary (Best Practices)

Utilize concepts & competencies to add to vocabulary

Medium

Media

Mixed Media

<ul style="list-style-type: none"> • How might an artist determine their success in communicating an idea? • How might an artist's environment amplify or censor their expression? 	
Concepts Students will know...	Skills/Competencies (I Can...) Based on LEQs Students will be able to...
<ul style="list-style-type: none"> • To understand how the elements of art can be incorporated into a mixed media format. • Identifying themes through production that utilizes technology and traditional media. • To understand the importance of procedure relating to the software and computer that conveys a safe and continuously accessible environment for learning. • Being able to convey traditions and common themes through the art produced. • Using critical thinking in the production of artwork as it relates to other students and professional artists. <p>Understanding how the artwork effects various target audiences through aesthetic response</p>	<ul style="list-style-type: none"> • Incorporating traditional and digital media to create a successful composition that includes the elements and principles of art • Being able to communicate an idea with verified expression relative to the issues or subject matter that is stressed through the artwork and will include past artists' approaches towards the same subject matter

Assessment Evidence

Formative Assessment

Formative Assessments monitor student learning to provide ongoing feedback, the following assessments utilized are:

- Project rubrics
- Written reflection
- Observation
- Studio production
- Critiques
- Discussions
- Sketchbook/journaling

Summative Assessment

Evaluate student learning at the end of an instructional unit, the following assessments utilized are:

- Final Project
- Critique
- Written Reflection

Best Instructional Practices

Subject Specific Best Practices

Extended Thinking
Summarizing
Vocabulary in Context
Advance Organizers
Non-verbal Representation
Integration of Webb's Depth
Integration of 21st Century Skills
Reading and writing across disciplines
Differentiated options

Resources

Student	Teacher
https://artsedge.kennedy-center.org/educators.aspx http://www.artlex.com http://www.sqart.org http://www.artassocofhbg.com http://www.yorkarts.org http://www.artcyclopedia.com	National Arts Standards Pennsylvania Department of Academic Standards PDE SAS Visual Art

Adapted from Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development, ISBN # 0-87120-313-8 (ppk)

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