

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

MIXED MEDIA

Grades 9-12

Visual Arts Department

2020

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Mixed Media

Property of Trumbull Public Schools

**Mixed Media
Grades 9-12
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The Trumbull Board of Education promotes non-discrimination in all of its programs, including educational opportunities and services provided to students, student assignment to schools and classes, and educational offerings and materials.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Mixed Media will introduce students to a variety of art genres, materials, and techniques. The term “mixed media” refers to the use of many materials. As students explore various materials, they will learn about famous works within art history and about cultural connections, indicating the human history and cultural significance of creating through crafts. Students will learn about the human person as an artist and one who creates through reflection and response to the world in which one lives. Art is a mirror of a culture: a look into the community, the physical environment, and the events people face. These components affect who creates, what is created, how it is created, and with what it is created. These topics will help to broaden students’ sense of artmaking within the context of society and develop their appreciation of different cultures and time periods.

Through media and materials exploration, students will plan and develop original artwork. Students will use creative thinking and problem-solving skills to create as well as to reflect upon and consider functionality, aesthetics, and decoration. The course will build upon knowledge and skills learned in previous art courses. Students will apply the earlier principles to more advanced work with a variety of materials and a combination of art forms. Mixed Media will include contemporary crafts, alternative materials, weaving, printmaking, collage, and other forms. Students will analyze the aesthetic potential of various mediums, developing strong artistic exploration and expression.

COURSE GOALS

The following course goals derive from the 2014 National Core Arts Standards for Visual Arts.

- | | |
|--------------------|---|
| NCAS.VA:Cr.1.1.Ia | Use multiple approaches to begin creative endeavors. |
| NCAS.VA:Cr.1.2.IIa | Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. |
| NCAS.VA:Cr.2.2.Ia | Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. |

NCAS.VA:Cr.3.1.Ia	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
NCAS.VA:Re.7.1.Ia	Hypothesize ways in which art influences perception and understanding of human experiences.
NCAS.VA:Cn.10.1.Ia	Document the process of developing ideas from early stages to fully elaborated ideas.
NCAS.VA:Cn.11.1.Ia	Describe how knowledge of culture, traditions, and history may influence personal responses to art.

COURSE ENDURING UNDERSTANDINGS

The following enduring understandings derive from the 2014 National Core Arts Standards for Visual Arts.

Students will understand that . . .

- creativity and innovative thinking are essential life skills that can be developed.
- artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
- artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

COURSE ESSENTIAL QUESTIONS

The following essential questions derive from the 2014 National Core Arts Standards for Visual Arts.

- What is art? What makes good art good? How does knowing the contexts and traditions of art forms help us create works of art and design?
- What role does persistence play in revising, refining, and developing work? How does collaboratively reflecting on a work help us experience it more completely?
- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world?
- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- the elements of art and the principles of design that are the tools by artists to create good mixed media art.

Students will be able to . . .

- understand, select, and apply media, techniques, and processes.
- understand and apply elements and organizational principles of art.
- consider, select, and apply a range of subject matter, symbols, and ideas.
- understand the visual arts in relation to history and cultures.
- reflect on, describe, analyze, interpret, and evaluate their own and others' work.
- make connections between the visual arts, other disciplines, and daily life.
- apply creativity and awareness to their art work.
- recognize and respond to various art works done throughout history and in different cultures.

COURSE SYLLABUS

Course Name

Mixed Media

Level

Grades 9-12

Prerequisites

Successful completion of Visual Art & Design, Basic Drawing, or Painting

Materials Required

None

General Description of the Course

Mixed Media will build upon knowledge and skills learned in previous art courses. Students will apply the earlier principles to more advanced work with a variety of materials and a combination of art forms. The course will include contemporary crafts, alternative materials, weaving, printmaking, collage, and other forms. Students will analyze the aesthetic potential of various mediums, developing strong artistic exploration and expression.

Assured Assessments

Formative Assessments:

- Self critiques (Units 1, 2, 3, 4, 5)
- Peer critiques (Units 1, 2, 3, 4, 5)
- Regular teacher and peer feedback on artwork in progress (Units 1, 2, 3, 4, 5)

Summative Assessments:

- Project addressing the Unit's Essential Questions (Units 1, 2, 3, 4, 5)

UNIT 1

Weaving

Unit Goals

At the completion of this unit, students will:

- Understand the historic and cultural significance of weaving.
- Use the elements of art and the principles of design (i.e., color, pattern) in woven artworks.

NCAS.VA:Cr.3.1.Ia Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

NCAS.VA:Cn.11.1.Ia Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Unit Essential Questions

- How can I use color and pattern for self-expression?
- What can I learn from different applications of weaving and from different weavers?

Scope and Sequence

- Weaving as an example of a functional art form with a rich history
- Using various techniques to demonstrate weaving skills
- Analysis of artists' use of art elements and techniques to add beauty and decoration

Assured Assessment

Formative Assessment:

- Self critiques
- Peer critiques
- Regular teacher and peer feedback on artwork in progress

Summative Assessment:

- At least one project addressing the Unit's Essential Questions.

Resources

Core

- Visual presentations and examples including from Albers, Benning, Kente cloth, Kuba cloth, Hicks, Horiuchi-Macadam, Ifugao, Griffiths, Maya, & Sainte-Chapelle

Time Allotment

- Approximately 3 weeks

UNIT 2

Printmaking

Unit Goals

At the completion of this unit, students will:

- Understand the historic and cultural significance of printmaking.
- Use the elements of art and the principles of design (i.e., positive and negative space, composition) in printmaking.

NCAS.VA:Cr.1.1.Ia Use multiple approaches to begin creative endeavors.

NCAS.VA:Re.7.1.Ia Hypothesize ways in which art influences perception and understanding of human experiences.

Unit Essential Questions

- How can I use composition to express my ideas? How do different forms of printmaking affect personal expression?
- How have printmakers influenced human experience?

Scope and Sequence

- Printmaking as an example of a functional art form with a rich history
- Using various printing techniques with overall care in execution
- Analysis of artists' use of art elements and techniques, selecting methods to present their ideas in printmaking

Assured Assessment

Formative Assessment:

- Self critiques
- Peer critiques
- Regular teacher and peer feedback on artwork in progress

Summative Assessment:

- At least one project addressing the Unit's Essential Questions.

Resources

Core

- Visual presentations and examples including from Adire cloth, Dürer, Hiroshige, Hokusai, Kollwitz, Matisse, Picasso, & Warhol

Time Allotment

- Approximately 3 weeks

UNIT 3

Sculpture

Unit Goals

At the completion of this unit, students will:

- Investigate the use of recycled materials, found objects, and natural materials.
- Plan and carry out a design with attention to the elements of art and the principles of design (i.e., form, balance).

NCAS.VA.Cr.2.2.Ia Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

NCAS.VA:Cn.10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas.

Unit Essential Questions

- How can I use recycled, found objects, and/or natural materials, to create something that is wholly “new”?
- How have other artists used these materials to express themselves artistically?

Scope and Sequence

- Three-dimensional work as including, but not limited to, the use of a variety of techniques and processes to create sculptural forms
- Analysis of artists’ use of art elements and techniques, selecting methods to present their ideas in sculpture

Assured Assessment

Formative Assessment:

- Self critiques
- Peer critiques
- Regular teacher and peer feedback on artwork in progress

Summative Assessment:

- At least one project addressing the Unit’s Essential Questions.

Resources

Core

- Visual presentations and examples including from African art, Ancient Egypt, Calder, Dali, Duchamp, Native American jewelry, Perkins, Picasso, Rauschenberg, & Smithson

Time Allotment

- Approximately 3 weeks

UNIT 4

Collage

Unit Goals

At the completion of this unit, students will:

- Investigate the use of different materials for self-expression.
- Use the elements of art and the principles of design (i.e., texture, emphasis) in collage.

NCAS.VA.Cr.1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

NCAS.VA:Cn.11.1.Ia Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Unit Essential Questions

- How can I use materials, and arrange them, to best express my point of view?
- How have other artists used collage materials in their works?

Scope and Sequence

- Collage projects as incorporating multiple types of media and techniques, using knowledge of arrangement of elements to create emphasis and a good composition
- Analysis of artists' use of art elements and techniques, selecting methods to present their ideas in collage

Assured Assessment

Formative Assessment:

- Self critiques
- Peer critiques
- Regular teacher and peer feedback on artwork in progress

Summative Assessment:

- At least one project addressing the Unit's Essential Questions.

Resources

Core

- Visual presentations and examples including from Agar, Arp, Bearden, Cornell, Dupré, Giles, Höch, Krasner, Matisse, Rosenquist, Schwitters, Soltau, & Tomaselli

Time Allotment

- Approximately 4 weeks

UNIT 5

Assemblage

Unit Goals

At the completion of this unit, students will:

- Use both nontraditional and traditional materials and techniques in assemblage work.
- Use the elements of art and the principles of design (i.e., shape, space) in assemblage work.

NCAS.VA.Cr.1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

NCAS.VA.Cr.2.2.Ia Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

Unit Essential Questions

- How can I use the elements of art and the principles of design, like shape and space, to develop my ideas with attention to overall aesthetics?
- How have other artists used assemblage to express their ideas?

Scope and Sequence

- Traditional and non-traditional materials and techniques as incorporated into assemblage with attention to aesthetics and craftsmanship
- Analysis of artists' use of art elements and techniques, selecting methods to present their ideas in assemblage

Assured Assessment

Formative Assessment:

- Self critiques
- Peer critiques
- Regular teacher and peer feedback on artwork in progress

Summative Assessment:

- At least one project addressing the Unit's Essential Questions.

Resources

Core

- Visual presentations and examples including from Cornell, El Anatsui, Frick, Johns, Merz, Nevelson, Picasso, Ray, Saar, & Tinguely

Time Allotment

- Approximately 4 weeks

COURSE CREDIT

One-half credit in art
One class period daily for a half year

PREREQUISITES

Successful completion of Visual Art & Design, Basic Drawing, or Painting

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Problem-Solving through Critical Thinking Rubric (attached)
- Trumbull High School School-Wide Social & Civic Expectations Rubric (attached)
- Trumbull High School School-Wide Independent Learning and Thinking Rubric (attached)

Trumbull High School School-Wide Problem-Solving through Critical Thinking Rubric

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Understanding X_____	Student demonstrates clear understanding of the problem and the complexities of the task.	Student demonstrates sufficient understanding of the problem and most of the complexities of the task.	Student demonstrates some understanding of the problem but requires assistance to complete the task.	Student demonstrates limited or no understanding of the fundamental problem after assistance with the task.
Research X_____	Student gathers compelling information from multiple sources including digital, print, and interpersonal.	Student gathers sufficient information from multiple sources including digital, print, and interpersonal.	Student gathers some information from few sources including digital, print, and interpersonal.	Student gathers limited or no information.
Reasoning and Strategies X_____	Student demonstrates strong critical thinking skills to develop a comprehensive plan integrating multiple strategies.	Student demonstrates sufficient critical thinking skills to develop a cohesive plan integrating strategies.	Student demonstrates some critical thinking skills to develop a plan integrating some strategies.	Student demonstrates limited or no critical thinking skills and no plan.
Final Product and/or Presentation X_____	Solution shows deep understanding of the problem and its components. Solution shows extensive use of 21 st -century technology skills.	Solution shows sufficient understanding of the problem and its components. Solution shows sufficient use of 21 st -century technology skills.	Solution shows some understanding of the problem and its components. Solution shows some use of 21 st -century technology skills.	Solution shows limited or no understanding of the problem and its components. Solution shows limited or no use of 21 st -century technology skills.

Trumbull High School School-Wide Social & Civic Expectations Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Responsibility for Self X_____	<ul style="list-style-type: none"> Highly self-directed Consistently displays ethical conduct in the classroom and on campus 	<ul style="list-style-type: none"> Self-directed Displays ethical conduct in the classroom and on campus 	<ul style="list-style-type: none"> Occasionally self-directed At times displays ethical conduct in the classroom and on campus 	<ul style="list-style-type: none"> Rarely self-directed Seldom displays ethical conduct in the classroom and on campus
Respects Others X_____	<ul style="list-style-type: none"> Sensitive and considerate to others 	<ul style="list-style-type: none"> Considerate to others 	<ul style="list-style-type: none"> At times considerate to others 	<ul style="list-style-type: none"> Insensitive to others
Practices Interpersonal Skills X_____	<ul style="list-style-type: none"> Champions discussions to resolve differences through active listening and offers opinions without prompting in a positive and rational manner 	<ul style="list-style-type: none"> Actively discusses avenues to resolve differences when appropriate, and offers encouraging opinions when prompted 	<ul style="list-style-type: none"> At times, appears indifferent to others, does not seek avenues to resolve differences, and is inflexible in his or her own opinions 	<ul style="list-style-type: none"> Demonstrates intolerance and lacks social interaction skills
Cultural Understanding X_____	<ul style="list-style-type: none"> Demonstrates a high level of cultural understanding and respect for the uniqueness of others, their practices and perspectives 	<ul style="list-style-type: none"> Demonstrates an appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives 	<ul style="list-style-type: none"> Demonstrates little appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives 	<ul style="list-style-type: none"> Demonstrates a lack of appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives

Trumbull High School School-Wide Independent Learning and Thinking Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal X_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development X_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product X_____	Presentation shows compelling evidence of an independent learner and thinker. Solution shows deep understanding of the problem and its components. Solution shows extensive and appropriate application of 21 st Century Skills.	Presentation shows clear evidence of an independent learner and thinker. Solution shows adequate understanding of the problem and its components. Solution shows adequate application of 21 st Century Skills.	Presentation shows some evidence of an independent learner and thinker. Solution shows some understanding of the problem and its components. Solution shows some application of 21 st Century Skills.	Presentation shows limited or no evidence of an independent learner and thinker. Solution shows limited or no understanding of the problem. Solution shows limited or no application of 21 st Century Skills.