

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Found Object Art	Art	9-12 BAIMS	0.5

Course Description:

In this course students will explore the concept that discarded or unwanted materials can be used within art. Students will explore various textures and sizes of recycled/found objects, and by utilizing those materials, create their own artwork. They will be able to analyze how placing objects into an assemblage, along with changing their color, alters a viewer's perception of those objects. This course will allow students to explore materials from their environment while connecting them to contemporary artists who use similar materials and processes.

Aligned Core Resources:

Connection to the [BPS Vision of the Graduate](#)

Demonstrate Academic Knowledge and Skills:

CRITICAL THINKING AND PROBLEM SOLVING

- Collect, assess and analyze relevant information
- Reason effectively, use systems thinking
- Make sound judgements and decisions, identify, define and solve authentic problems and essential questions,
- Reflect critically on learning experience, processes and solutions
- Transfer knowledge to other situations.

Meaningfully contribute to a global society:

COLLABORATION

- Demonstrates ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work and value the individual contributions made by each team member

Additional Course Information:
Knowledge/Skill Dependent courses/prerequisites

Link to Completed [Equity Audit](#)

 **Found object Art - Equity Curriculum Review**

Standard Matrix

District Learning Expectations and Standards	Foundations of Found Object Art:	Principles of Design	Safe Use of Tools	From Historical to Modern	Collaboration and Large Assemblage	Critique and Problem Solving
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	How to Scavenge		and Materials	and Cultural Styles	e	
Creating						
VA:Cr1.1 Investigate, Plan, Make	x	x	x	x	x	
VA:Cr2.1 Organize and develop artistic ideas and work	x	x	x		x	
VA:Cr3.1 Refine and complete artistic work.	x					
Presenting						
VA:Pr.4.1 Select, analyze, and interpret artistic work for presentation.	x					x
VA:Pr5.1 Develop and refine artistic techniques and work for presentation.				x	x	x
VA:Pr6.1 Convey meaning through the presentation of artistic work.				x		
Responding						
VA:Re7.1 Perceive and analyze artistic work.				x		
VA:Re8.1 Interpret intent and meaning in artistic work.						
VA:Re9.1 Apply criteria to evaluate artistic work.						
Connecting						
VA:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.		x				
VA:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.					x	

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Unit Title:

Foundations of Found Object Art: How to Scavenge

Relevant Standards: Bold indicates priority

VA:Cr1.1.I - Use multiple approaches to begin creative endeavors

VA:Cr2.1.IIa - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

VA:Cr3.1.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.

VA:Pr4.1.Ia - Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

Essential Question(s):

Cr1.1 - What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Cr2.1 - How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Cr3.1 - What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Pr4.1 - How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them

Enduring Understanding(s):

Cr1.1 - Creativity and innovative thinking are essential life skills that can be developed.

Cr2.1 - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches

Cr3.1 - Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Pr4.1 - Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.

for presentation?	
Demonstration of Learning:	Pacing for Unit
Students will show understanding of scavenging and collection concepts for found object art as they are guided through various techniques to create themes around each assemblage.	8 Classes
Family Overview (link below)	Integration of Technology:
Students will be introduced to scavenging concepts and techniques associated with found object art. Students will be guided through how to collect to assemble this sculptural style of art, as well as learn how to find material to create themes surrounding each work of art.	n/a
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Found Object Art, Assemblage, Texture, 3-D Design, Sculpture, Principles of Design, Relief, Additive, Subtractive, Composition, Public Art, Collage, Elements of Art, Line, Shape, Color, Form, Space, Value, Modeling, Casting, Interpret, Symbolism	Posters, handouts, Chromebooks/Computer, homework packets, pre-collected objects, adhesives, wire and string, planning paper or booklet, sculpture model or motivational art.
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Found object art intersects with many aspects of other educational disciplines, including, politics, social history, science, literature, theater, philosophy, economics, the environment and various cultures.	Found object art is only about objects that are useless or broken, Found object art is only about objects that are placed in unexpected situations. Found object art is only about objects that are mounted on a pedestal.
Connections to Prior Units:	Connections to Future Units:
n/a	Principles of Design, preparing for the composition, including themes and subject matter, understanding perspective, comprehending the use of space, development of appropriate design.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Welcoming Interests & Identities 7.3 Nurture joy and play Sustaining Effort & Persistence 8.1 Clarify the Meaning and Purpose of goals	<ul style="list-style-type: none"> • Incorporate opportunities for exploration, experimentation, and discovery • Create space for learners to take pride in their accomplishments • Incorporate storytelling • Encourage organization of long-term goals into short-term objectives • Display the goal in multiple ways

		<ul style="list-style-type: none"> • Use prompts or scaffolds for imagining desired outcomes. • Co-construct ideals of excellence and generate relevant examples that connect to learners' cultural backgrounds, identities, and interests. 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
<p>9-12.2 An EL can . . . participate in grade- appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>		<p>An EL can . . .with prompting and supports:</p> <ul style="list-style-type: none"> • actively listen to others • respond verbally and nonverbally to simple yes/no questions and some wh- questions 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
What is Found Object Art?	I can learn the basis of found object art, including how and what to collect, how to incorporate it into art.	I can watch and respond through a Q&A session or written response to a presentation based on scavenging for found objects for art.	Posters, handouts, chromebooks, off campus homework.
Materials and How to Scavenge	I can learn the importance and reasoning behind sculpture materials along with the methods of knowing how to find them.	I can scavenge three materials on campus for a small sculpture product.	Pre-collected objects, adhesives, wire and string, planning paper or booklet, sculpture model or motivational art.
Fundamentals of Assembling	I can learn basic planning and assemblage techniques, including, adhesives, wiring and other ways to build and attach.	I can perform small practice assemblage with pre-collected found objects.	Pre-collected found objects, adhesives, wire and string, planning paper or booklet, sculpture model or motivational art.

Unit Title:
<h1>Principles of Design</h1>
Relevant Standards: Bold indicates priority
<p>VA:Cr1.1.I Use multiple approaches to begin creative endeavors</p> <p>VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>VA:Cr2.1.II Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p>

VA:Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.

Essential Question(s):	Enduring Understanding(s):
<p>Cr1.1 - What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> <p>Cr2.1 - How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p>Cr10.1 - How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p>	<p>Cr1.1 - Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Cr2.1 - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p>Cr10.1 - Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p>
Demonstration of Learning:	Pacing for Unit
Students will show understanding of the related principles of design and their connection to scavenging and building found object art. Students will label their principles of design in their rough drafts, as well as, discuss their use during verbal assessments and artist statements..	7 Classes
Family Overview (link below)	Integration of Technology:
Students will be introduced to the principles of design and how they relate to found object art. Students will utilize the principle of design to collect materials and assemble their art to create sound and aesthetically pleasing works of art. be	n/a
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Principles of Design, Balance, Contrast, Emphasis, Rhythm, Movement, Pattern, Unity	Posters, handouts, Chromebooks/Computer, homework packets, sketchbooks, pencils, colored pencils, markers, Pre-collected objects, adhesives, wire and string, planning, sculpture model or motivational art.
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Found object art intersects with many aspects of other educational disciplines, including, politics, social history, science, literature, theater, philosophy, economics, the environment and various cultures.	Found object art is only about objects that are useless or broken, Found object art is only about objects that are placed in unexpected situations. Found object art is only about objects that are mounted on a pedestal.
Connections to Prior Units:	Connections to Future Units:

Students will continue to use their knowledge of the principles of design throughout the rest of the course.		Principles of Design, preparing for the composition, including themes and subject matter, understanding perspective, comprehending the use of space, development of appropriate design.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
<p>Building Knowledge</p> <p>3.2 Highlight and explore patterns, critical features, big ideas, and relationships</p> <p>3.3 Cultivate multiple ways of knowing and making meaning</p>		<ul style="list-style-type: none"> • Use multiple examples and non-examples to emphasize critical features. • Use cues and prompts to draw attention to critical features. • Highlight previously learned skills that can be used to solve unfamiliar problems. • Provide multiple entry points to a lesson and optional pathways through content (e.g., exploring big ideas through dramatic works, arts and literature, film, and media). • “Chunk” information into smaller elements, helping to prevent cognitive overload. • Progressively release information (e.g., sequential highlighting). • Remove unnecessary distractions unless they are essential to the instructional goal. 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
<p>9-12.5 An EL can conduct research and evaluate and communicate findings to answer questions or solve problems.</p> <p>9-12.7 An EL can adapt language choices to purpose, task, and audience when speaking and writing.</p>		<p>An EL can... with prompting and supports:</p> <ul style="list-style-type: none"> • conduct short individual or shared research projects to answer a question • gather information from a few provided print and digital sources • use frequently occurring words and phrases • recognize the meaning of some words learned through conversations, reading, and being read to 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Principles of Design	I can learn and identify the elements of art and principles of design.	I can create a drawing response to the principles of design presentation.	Principles of design focused slides, handouts, chromebooks, homework packet
Applying the Principles of Design	I can learn application techniques to show understanding in how to incorporate the principles of design to create works of art.	I can create a drawing response to show evidence of learning the principles of design presentation. This will serve as a reference page for future assignments.	Principles of design focused slides, handouts, chromebooks, sketchbooks, pencils, colored pencils, markers.
Sculpture	I can learn assemblage techniques to	I can assemble a found art	Pre-collected objects,

Using the Principles of Design	create to show understanding in how to incorporate the principles of design in a three dimensional works of art.	sculpture based on three of the principles of design.	adhesives, wire and string, planning paper or sketchbook, sculpture model or motivational art.
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Unit Title:

Safe Use of Tools and Materials

Relevant Standards: Bold indicates priority

VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.

VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

VA:Cr1.2.IIIa Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

VA:Cr2.2.HSI Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

Essential Question(s):

Cr1.1 - What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Cr2.1 - How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Enduring Understanding(s):

Cr1.1 - Creativity and innovative thinking are essential life skills that can be developed.

Cr2.1 - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches

Demonstration of Learning:

Students will show an understanding of the safe use of sculptural tools and materials through tool education and a series of live demonstrations. Upon learning safe tool techniques and practice, students will be asked to demonstrate tool and materials use in small and large group settings.

Pacing for Unit

2 Classes

Family Overview (link below)

Students will learn how to use tools and classroom materials safely through tool education guidelines and a series of live demonstrations. Students will receive time

Integration of Technology:

n/a

to practice and demonstrate what they have learned about tool and material safety.			
Unit-specific Vocabulary:		Aligned Unit Materials, Resources, and Technology (beyond core resources):	
Safety mask, protective gloves, proper cut method, installation		Cardboard or Chipboard, "Exacto" knife or scissors, cutting mat, hot glue gun, glue sticks, string, twine, wood blocks, chisel	
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
Found object art building elements intersect with many aspects of other educational disciplines and problem solving ideas, including, politics, social history, science, literature, theater, philosophy, economics, the environment and various cultures.		Found object art is only about objects that are useless or broken, Found object art is only about objects that are placed in unexpected situations. Found object art is only about objects that are mounted on a pedestal.	
Connections to Prior Units:		Connections to Future Units:	
n/a		Principles of Design, preparing for the composition, including themes and subject matter, understanding perspective, comprehending the use of space, development of appropriate design.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
Sustaining Effort & Persistence 8.1 Clarify the Meaning and Purpose of goals		<ul style="list-style-type: none"> • Display the goal in multiple ways • Use prompts or scaffolds for imagining desired outcomes. • Co-construct ideals of excellence and generate relevant examples that connect to learners' cultural backgrounds, identities, and interests. 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.		An EL can... relying on context, visual aids, and knowledge of morphology in their native language: <ul style="list-style-type: none"> • recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Tool Education and Safety	I can learn about the tools needed for sculpture assemblage and how to use them in a safe manner.	I can respond through Q&A or in written form to show understanding about education and tool safety.	Cardboard or Chipboard, "Exacto" knife or scissors, cutting mat, hot glue gun, glue sticks, string, twine, wood blocks, chisel
Tool Use Assessment	I can show physical evidence of what each tool is used for and how to safely utilize it	I can perform a small educational lesson to their	Cardboard or Chipboard, "Exacto" knife or scissors,

	for sculpture assemblage.	group/table about the appropriate use and care of a classroom tool.	cutting mat, hot glue gun, glue sticks, string, twine, wood blocks, chisel
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Unit Title:

From Historical to Modern and Cultural Styles

Relevant Standards: Bold indicates priority

VA:Cr1.2.III Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

VA:Pr5.1.I Analyze and evaluate the reasons and ways an exhibition is presented.

VA:Pr6.1.I Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

VA:Re7.2.II Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

Essential Question(s):	Enduring Understanding(s):
<p>Cr1.1 - What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> <p>Pr5.1 - What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p>Pr6.1 - What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p> <p>Re7.2 - What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p>	<p>Cr1.1 - Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Pr5.1 - Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it</p> <p>Pr6.1 - Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding</p> <p>Re7.2 - Visual imagery influences understanding of and responses to the world.</p>
Demonstration of Learning:	Pacing for Unit

Students will show understanding of found object art that directly relates to art through various time periods and different cultures by exploring web searches, creating evidence slides and through verbal explanations of each work of art.	10 Classes
Family Overview (link below)	Integration of Technology:
Students will learn how found object art directly relates to art of various time periods and different cultures. Students will explore and show learning through web searches, creating evidence slides and through verbal explanations of each work of art.	n/a
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Cubism, Geometric abstraction, Constructivism, Dadaism Surrealism, Futurism, Formalism, Abstract Expressionism, Pop-Art, Minimalism, Land art, Installation art, Found object art, Assemblage, Texture, 3-D Design, Sculpture, Principles of Design, Relief, Additive, Subtractive, Composition, Public Art, Collage, Elements of Art, Line, Shape, Color, Form, Space, Value, Modeling, Casting, Interpret, Symbolism	Posters, handouts, chromebooks, homework packet,
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Found object art in different cultures and over various time periods connect with many aspects of other educational disciplines, including, politics, social history, science, literature, theater, philosophy, economics, the environment and various cultures.	Found object art is only about objects that are useless or broken, Found object art is only about objects that are placed in unexpected situations. Found object art is only about objects that are mounted on a pedestal.
Connections to Prior Units:	Connections to Future Units:
Part of the found object art introduction will speak on the connection with the importance of finding this type of sculptural art in various cultures. Students will also be exploring the principles of design, comparing and contrasting and critiquing works of art from different time period and cultures.	Principles of Design, preparing for the composition, including themes and subject matter, understanding perspective, comprehending the use of space, development of appropriate design.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Building Knowledge 3.1 Connect prior knowledge to new learning	<ul style="list-style-type: none"> • Bridge concepts with relevant analogies and metaphors. • Make explicit cross-curricular connections (e.g., teaching literacy strategies in the social studies classroom).
Welcoming Interests & Identities 7.2 Optimize relevance, value, and authenticity	<ul style="list-style-type: none"> • Personalized and contextualized to learners' lives

		<ul style="list-style-type: none"> • Culturally relevant and sustaining • Socially relevant • Age and ability appropriate • Appropriate for different racial, cultural, ethnic, and gender groups 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
<p>9-12.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.</p> <p>9-12.4 An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.</p>		<p>An EL can, relying on context, visual aids, and knowledge of morphology in their native language:</p> <ul style="list-style-type: none"> • -determine the meaning of frequently occurring words, phrases, and formulaic expressions in texts about familiar topics, experiences, or events • with prompting and supports, verbally or nonverbally express an opinion about a familiar topic or event • using a limited number of words and phrases acquired in conversations, reading, and being read to 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
History of Found Object Art	I can learn about found object art over a range of time periods.	I can create a slide show based on found object art from a previous time period all the way to modern today. Students can respond to their peers' presentations through Google Classroom.	Posters, handouts, chromebooks, homework packet
Cultural Found Object Art	I can learn about found object art from a variety of cultures.	I can research and create a building plan based on a specific culture and assemble a found object sculpture.	Pre-collected objects, adhesives, wire and string, planning paper or booklet, sculpture model or motivational art.

Unit Title:
Collaboration and Large Assemblage

Relevant Standards: Bold indicates priority	
<p>VA:Cr1.1.IIa Individually or collaboratively formulate new creative problems based on the student's existing artwork.</p> <p>VA:Cr1.1.HSIII Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.</p> <p>VA:Cr2.3.Ia Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.</p> <p>VA:Pr5.1.HSII Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</p> <p>VA:Cn11.1.HSI Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>	
Essential Question(s):	Enduring Understanding(s):
<p>Cr1.1 - What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> <p>Cr2.1 - How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p>Pr5.1 - What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p>Cn11.1 - 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?</p>	<p>Cr1.1 - Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Cr2.1 - Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p>Pr5.1 - Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it</p> <p>Cn11.1 - People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>
Demonstration of Learning:	Pacing for Unit
<p>Students will show understanding of found object collaboration and large assembly through prior unit learning, including small group collaboration and assemblage practices and large assemblage preparation and rough draft planning. Students will perform their found object build and create an artist statement to show evidence of learning.</p>	<p>10 Classes</p>
Family Overview (link below)	Integration of Technology:
<p>Students will learn how to collaborate with their peers when creating an assembled found art sculpture. As a final project, students will build a large found object art work using prior unit knowledge while working in a</p>	<p>n/a</p>

group.			
Unit-specific Vocabulary:		Aligned Unit Materials, Resources, and Technology (beyond core resources):	
Found Object Art, Assemblage, Texture, 3-D Design, Sculpture, Principles of Design, Relief, Additive, Subtractive, Composition, Public Art, Collage, Elements of Art, Line, Shape, Color, Form, Space, Value, Modeling, Casting, Interpret, Symbolism		Pre-collected objects, adhesives, wire and string, planning paper or booklet, sculpture model or motivational art.	
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
Found object art assemblage intersects with many aspects of other educational disciplines, including, politics, social history, science, literature, theater, philosophy, economics, the environment and various cultures.		Found object art is only about objects that are useless or broken, Found object art is only about objects that are placed in unexpected situations. Found object art is only about objects that are mounted on a pedestal.	
Connections to Prior Units:		Connections to Future Units:	
Collaboration and assemblage directly relate to every unit throughout the found object art curriculum as working in groups to assemble sculpture art is this course's major goal and the students final assessment opportunity.		Principles of Design, preparing for the composition, including themes and subject matter, understanding perspective, comprehending the use of space, development of appropriate design.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
Building Knowledge 3.4 Maximize transfer and generalization		<ul style="list-style-type: none"> • Embed new ideas in familiar ideas and contexts (e.g., use of analogy, metaphor, drama, music, film, etc.) to make learning more relatable. • Incorporate explicit, supported opportunities to generalize learning to new situations (e.g., different types of problems that can be solved with linear equations, using physics principles to build a playground). • Offer opportunities over time to revisit key ideas and linkages between ideas. 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
9-12.2 An EL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		An EL can... with prompting and supports: <ul style="list-style-type: none"> • actively listen to others • participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary • present information and ideas • respond to simple questions 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources

Collaboration Project	I can learn how to create and manage a group project.	I can work with others to complete a group task to help prepare materials for the next assemblage.	Pre-collected objects, adhesives, wire and string, planning paper or booklet, sculpture model or motivational art.
Large Assembled Sculpture	I can use previously learned techniques to help plan and create large scale sculptures.	I can be a part of a group that plans and assembles large scale sculptures.	Pre-collected objects, adhesives, wire and string, planning paper or booklet, sculpture model or motivational art.

Unit Title:

Critiquing, Problem Solving and Exhibiting

Relevant Standards: Bold indicates priority

VA:Pr.4.1.II Analyze, select, and critique personal artwork for a collection or portfolio presentation.

VA:Pr5.1.I Analyze and evaluate the reasons and ways an exhibition is presented.

Essential Question(s):

Pr4.1 - How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

Pr5.1 - What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Enduring Understanding(s):

Pr4.1 - Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

Pr5.1 - Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it

Demonstration of Learning:

Students will show a clear understanding of how to critique and problem solve by actively analyzing artworks using a structured approach, including using a question template, discussing their observations with peers, identifying areas for improvement, experimenting with techniques and materials to overcome challenges, and reflecting on their creative process to make informed adjustments. Students last performance will be to exhibit their art work.

Pacing for Unit

2 Classes

Family Overview (link below)

Integration of Technology:

Students will learn how to critique and problem solve by actively analyzing artworks. Students will experimenting with techniques and materials to overcome challenges, and reflect on their creative process and make changes. Lastly, students will learn how to exhibit their art work for an audience.		n/a	
Unit-specific Vocabulary:		Aligned Unit Materials, Resources, and Technology (beyond core resources):	
Evaluate, analyze, critique, final product.		Handouts, Chromebook	
Opportunities for Interdisciplinary Connections:		Anticipated Misconceptions:	
Responding to the elements of found object art intersects with many aspects of other educational disciplines, including, politics, social history, science, literature, theater, philosophy, economics, the environment and various cultures.		Found object art is only about objects that are useless or broken, Found object art is only about objects that are placed in unexpected situations. Found object art is only about objects that are mounted on a pedestal.	
Connections to Prior Units:		Connections to Future Units:	
Critiquing and problem solving directly relates to every unit throughout the found object art curriculum as creating art requires critiquing and problem solving at every corner. Students will be using these learned skills throughout each unit.		n/a	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
<p>Perception 1.1 Support opportunities to customize the display of information</p> <p>Expression and Communication 5.3 Build fluencies with graduated support for practice and performance</p>		<ul style="list-style-type: none"> • Color used for information or emphasis • Layout of visual or other elements • Use differentiated feedback (e.g., feedback that is accessible because it can be customized to individual learners). • Use multiple examples of novel solutions to authentic problems. 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
9-12.1 An EL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.		An EI can... with prompting and supports, use a very limited set of strategies to: <ul style="list-style-type: none"> • identify a few key words and phrases in oral communications and simple oral and written texts 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources

<p>Analyze The Work: Critique and Problem Solve</p>	<p>I can use proper critiquing methods to analyze and problem solve my final product.</p>	<p>I can participate in a formal critique to help better understand strong and weak parts of a structure as well as problem solve how to strengthen the piece as a whole.</p>	<p>Handouts, Chromebook</p>
<p>Exhibiting The Work</p>	<p>I can understand how to display a work of art or works of art to show worth, theme or tell a story</p>	<p>I can hang artwork by a specific sequence, grouping or a particular perspective to evoke emotion or raise questions amongst an audience.</p>	<p>Display materials</p>