

Backward Design Unit Plan

Course: Visual Art 9th-12 th ELL		Topic/Unit: Visualizing a Fantasy	
Teacher: Ms. Cotto		Duration: 5 hours/days	
Established Goal(s)/Standard(s):			
<p>Goal: <i>SWBAT choose a political, psychological, fantastical, or other type of theme to create a surreal collage using a variety of images from magazines, books, internet, printouts, original digital photos and more. Fantastic collages will be presented using PowerPoint presentation, a poster, an informational flyer, or a webpage (uploaded onto teacher website).</i></p>			
NJCCS			
<p><i>STANDARD 1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to dance, music, theater, and visual art</i></p>			
<p><i>STANDARD 1.2 (Creation and Performance) All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation of dance, music, theater, and visual art</i></p>			
<p><i>STANDARD 1.3 (Elements and Principles) All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.</i></p>			
<p><i>STANDARD 1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.</i></p>			
<p><i>STANDARD 1.5 (History/Culture) All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society.</i></p>			
Stage 1: Desired Results			
Understandings:		Essential Questions:	
<p><i>Students will understand that:</i></p> <p><i>Artists use various and appropriate styles, manners, and media to create and communicate a wide range of ideas, beliefs, or messages.</i></p> <p><i>Surrealism, Calligraphy, and origami are just a few of these styles and communicators.</i></p>		<ul style="list-style-type: none"> • <i>What is Art to you?</i> • <i>What is a collage and what can they be they used for?</i> • <i>What is Surrealism and fantasy and how are they alike or different?</i> • <i>What is calligraphy?</i> • <i>What is origami?</i> • <i>What is a symbol or Symbolism?</i> • <i>Who are two Surrealists?</i> 	
Students will know . . .		Students will be able to . . .	
<p>Vocabulary:</p> <p>Surreal: <i>unbelievable or fantastic</i></p> <p>Surrealism: <i>1920s art movement based on fantasy combined with reality</i></p> <p>Fantasy: <i>the free play of creative imagination;</i></p>		<ul style="list-style-type: none"> • <i>choose a political, psychological, fantastical or other type of theme to create a surreal collage using a variety of images from magazines, books, internet, and more.</i> 	

<p><i>not reality</i></p> <p>Distort: to change from its normal state or being</p> <p>Exaggerate: to make larger, taller, etc.</p> <p>Juxtapose: to place side by side</p> <p>Metamorphosis: a change of its form</p> <p>Lugubrious: mournful; dismal; exaggeratedly dark and sad</p> <p>Collage: a paste-up of a variety of materials</p> <p>Surrealism originated in Europe after World War I (1914-1918). It was an art practice that purposely rejected the traditional and rational ways of communicating images and messages. Fascinating artists like Salvador Dali, Frida Kahlo, Varo Remedios, Dorothea Tanning-Ernst, Leonora Carrington, and poets as in Andre Breton and Louis Aragon revealed the unconscious mind of dreams, nightmares, emotions, imagination, memories and “private realities” using various techniques as metamorphosis or gradual change (Dali, 2).</p>	<ul style="list-style-type: none"> • Students will discuss Surrealism and its meaning. • Students will research and discuss Salvador Dali and other Surreal artists and their contributions. • Students will use skills like decision making, cutting, tracing, composing, gluing, researching, and analyzing. • Students will name their art works using intriguing and meaningful vocabulary. • Students will present and describe their surrealist inspirations and collages.
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Stage 2: Assessment Evidence

<p>Performance Tasks:</p> <p>Goal: You will choose a political, psychological, fantastical, or other type of theme to create a surreal collage using a variety of images from magazines, books, assigned websites, clip art, online and offline flyers or advertisements, menus and more.</p> <p>Role: You will be exploring the world of Surrealism and its amazing artists and what it all means to you. You will be a surreal detective that will eventually communicate a surreal artwork of your own in the form of a collage.</p> <p>Audience: Classmates, schoolmates, and the general public (parents, teachers, administration, and ceremony attendees) and Artsonia (http://www.artsonia.com/) members will be your intended audience.</p> <p>Situation: You will be investigating Surrealism and how it relates to you and/or situations today (Hunger, Global Warming, Economy, etc.). This is your chance to visualize a fantasy, dream, solution and share it how you see it. You will use Photoshop and other software to distort, combine and/or change images as you see fit to your theme or message.</p> <p>Performance: Your findings and collage will be displayed and presented to your audience by form of PowerPoint presentation, flyer, report, or poster. You will also listen (read) and respond to constructive critique and answer appropriate questions from your peers, teacher(s), Artsonia members, parents and/or visitors.</p> <p>Standard: You will utilize a process rubric that will help you</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Written in class pretest • Individual process rubrics completed. • In class post test answering the essential questions • primary sketches/thumbnails of collages and ideas • website blog postings on Surreal artists
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communicate and create your best work possible. Your collage, presentation and critique responses will be evaluated using a self-evaluation rubric and peer group evaluation rubric.

Stage 3- Learning Plan

Learning Activities: 3 60-minute lessons

Lesson 1

- **Introductory Activities:** Objective will be read aloud by volunteer and reviewed by teacher. Pretests will be on screen allowing 10 minutes for completion. After pretests are saved and closed, we will discuss potential answers leading up to our next objective and the materials that will be used.
- **Learning Focus Activities:** 5 Groups of 3 will be formed using alphabetical names; New Vocabulary to be defined (teacher selected websites only) and used authentically in oral and written form using MSWord including a clip art example of a least one word as a decorative element (Arial, 12-pt font, DS). Group name and each participates signature on document.
- **Culminating Activity:** Students will verbally share their written definitions and/or sentences with class. They will save their completed works in their electronic group folders and personal flashdrives.
- **Closure** – What did we learn today? Volunteer will summarize. “Next week, we will be investigating the amazing Surrealists or artists that are associated with the Surreal art movement. Here is a process rubric that will help you succeed, be sure to keep it in your planning folder.”

Lesson 2

- **Introductory Activities:** Objective will be read aloud by volunteer and reviewed by teacher. Surreal/Surrealism will be reviewed and briefly discussed. Instructions will be on projector.
- **Learning Focus Activities:** Groups will form, open new page in MSWord, use the outline option and begin researching assigned artists according to their group name. Surrealism and their artists will be researched in depth using only the permitted websites/resources (Arial, 12-pt font, DS). Group name and each participates signature on document.
- **Culminating Activity:** Groups will announce their assigned artists and notice that every group has a shared surrealist-Dali. Each student will share one word to describe their new learning (ex: speechless). They will save their completed works in their electronic group folders and personal flashdrives.
- **Closure** – What did we learn today? Volunteer will summarize. “Next week, we will be discussing and choosing an interesting theme related to our world and/or ideas of today and start creating our group collages.”

Lesson 3

- **Introductory Activities:** Objective will be read aloud by volunteer and reviewed by teacher. “Who can recognize one situation or issue we are dealing with in today’s

society? (Hunger, Cancer, Racism, etc.) Each group will discuss and choose a theme and when approved by me, you follow the instructional steps to begin your project.”

- **Learning Focus Activities:** Groups will form, open saved data, brainstorm issues, pick a theme, and begin sketching up to 6 thumbnails (2 each student) and deciding and preparing material and software to be used. Students will discuss and decide on presentation (details on how many slides, font size, poster size, etc. will be distributed in hard copy form as well as in attachments via emails).
- **Culminating Activity:** Collage and presentations
- **Closure:** Post test will be completed, delivered and reviewed. What new knowledge are we leaving with today? What are you proud of? Do you think Surrealism is a hard concept to understand? Why? Clean-Up!

Six Facets of Understanding

Explanation: Through research and studies, students will be able to explain their meaning of art and their reactions and opinions regarding Surrealism and the members of this movement.

Interpretation: Students will be art detectives on a mission to investigate a movement and an artist related to that era and present their understandings.

Application: Students will apply this new knowledge and develop an application realizing today’s current issues/situations.

Perspective: Students will notice how art is important in so many ways to politics, emotions, and more in life.

Empathy: Students will noticed that everyone and every artist has different views that should and need to be appreciated and respected and that art can be a powerful way to communicate a message.

Self-Knowledge: Through the use of process, product, and evaluation rubrics and outlines, students will realize what they learned and what they did not comprehend. Presentations and other evaluations will give them an opportunity to reflect on their learning.