

Appendix 1

Implementing Teaching Standards

Objectives

Essential Standard PV2: Apply creative and critical thinking skills to artistic expression.

AV2.1 Create original art in response to artistic problems.

Students will create three collages using materials from or inspired by the found materials and objects, images and ideas in their dreams, images from reflective writings and analog drawings, and/or surrealist techniques.

AV2.2 Create art using experiences and observation to represent individual perspectives.

As students encounter the activities of this unit, they will be confronted with personal perceptions, prejudices, passions and fears. Students will create artwork that represents four parts of the inner theatre: the Strange, the Exciting, the Proper, and the Ideal.

AV2.3 Generate art based on a creative exploration of a concept.

As students practice the process of creativity, they will inevitably explore the workings of the Inner and Outer Theaters of the mind. Students will experience the subconscious versus the conscious experience of making art. Students will create three collages from found objects and materials subconsciously chosen from at least five different places or resources of the student's choice. The search will only be guided by the questions: What is strange? What is exciting? What is proper? What is ideal? It is up to the student how they interpret each question, where they look for materials and objects and how they make material and object choices. Students will also be keeping a daily dream log, exploring and recording all details remembered from their dreams.

PCR1: Use critical analysis to generate responses to a variety of prompts.

Throughout the unit, students will critically analyze and evaluate personal, peer, and professional artwork through a variety of prompts and exercises. Students will document the visual and written creative and evaluative process in the workbook or sketchbook. Students will be self-directed learners with the support of teacher-made documents, rubrics, critiques, and conferencing. Students will use reflective writing as a tool express and notate their unique thoughts and experiences about the topics, challenges, roadblocks, or successes we encounter during this unit.

Common Core Standards

Reading: Informational Text Grade 11-12

Key Ideas and Details:

CCSS.ELA Literacy.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Students will conduct analysis and research for artists, techniques, artwork, or context for the research workbook.

CCSS.ELA-Literacy.RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Students may choose the option to compare and contrast cultural or contextual connections.

Writing

Text Types and Purposes

CCSS.ELA.Literacy.WHST.11-12.2A

Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Each week, depending on what discoveries the student makes, the thoughts, techniques, and images for example will be documented in the workbook. An example of a structure that students can use for the workbook is as follows: Introduction Page, Brainstorming Page, Experimentation Pages, Artist Page, Process Page, and Reflection Page. Students will create a series of 6+ process pages in the workbook per week or every two weeks that dictate visually and in writing their daily experience and process with this unit.

Research to Build and Present Knowledge:

CCSS.ELA-Literacy.WHST11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Students will create a series of 6+ process pages in the workbook per week or every two weeks that dictate visually and in writing their daily experience and process with this unit. The student will always address the following 3 things: Personal Relevance, Cultural Connections, and Media Exploration. Students will at times have a prompt from the teacher and in class assignments that will become a part of the workbook pages. These pages however are majority student directed using a teacher made rubric. Each week, depending on what discoveries the

student makes, the thoughts, techniques, and images for example will be documented in the workbook.

Range of Writing:

CCSS.ELA.Literacy.WHST11-12.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Students will use reflective writing as a tool to express and notate their unique thoughts and experiences about the topics, challenges, roadblocks, or successes we encounter during this unit. Reflective writing is used as a metacognitive tool to teach students how they are thinking about things, to make them aware of their thinking process.