

1:11 pm — 2:00 pm

Bellwork-Warm Up

Directions:

In your next available section, draw the prompt described below. **You have 5 mins.** You can draw representational or creatively. If you have enough time add shading.

Direcciones:

En la siguiente sección disponible, dibuje el mensaje que se describe a continuación. Tienes 5 minutos. Puede dibujar de forma representativa o creativa. Si tiene suficiente tiempo, agregue sombreado.

Optional References:

Sketch A Day Prompt

Octopus



W.A.P.S Week 6 q1

Thursday 9-16-21

EQ (Essential Question):

What informs why, how, and what artists and designers make?

¿Qué informa por qué, cómo y qué hacen los artistas y diseñadores?

What will I learn today:

Document experiences to generate possibilities for making art and designs.

Documentar experiencias para generar posibilidades de hacer arte y diseños.

How I will learn it? (Agenda)

-Stage 6 Day 4 of 5

How do I know I learned it?

If you have the following:

Rubric for today:

- 3 Met Expectation- Stage 6 Day 4 of 5
- 2 Approaching Expectation-Complete less than 3
- 1 Below Expectation-No evidence

Reminders:

No Lab Fee for AP Art

Art Club Meeting 2-3 pm on Tuesdays

Find make-up work at

katundra.com>classroom>2d1>the date you need

You Have 3 mins to Upload Your Work to Artsonia

1. Either Download the Artsonia App on your phone or Use the Web Browser and type in Artsonia.com
2. Click on ARTIST
3. Type in the Access Code **TPKF-ZSSZ**
4. Click on All Students
5. Enter Your Name
6. Add Art
7. Select the name of the assignment: wk6_9-16_bw
8. Take a Picture
9. Crop the image if needed
10. Title the work
11. Type the Artist Statement
12. Submit to Teacher

Stage 6: Create and Analyze and Revise-Day 4 of 5

Stage 6: Create and Analyze and Revise

Assessment- Summative

Using your strongest idea, composition, and material choice create the work of art.

What is your focal point and what elements of art contrast to create the focal point?

How to develop my inquiry?

Conceptual Ideas for Inquiry

- Culture in the school
- Community
- Home
- Location
- Family
- War
- Personal history
- Memories
- Who are you/we
- Family dynamics
- The multicultural family
- Generational attitudes
- Cultural differences
- Personal values
- Emotions

- Personal balance
- Environmental issues
- Societal issues
- Political issues
- Female/male exploitation
- Racial stereotyping
- Natural/distorted versions
- Disasters
- Social ideals
- Enemies
- Empowerment
- Psychological feelings
- Gender identity
- Growth or decay
- Personal relationships

- Develop inquiry questions for one topic (from the list.)
- Inquiry questions must lead or guide the SI, not just relate.

Stage 2: Ideas /Intent

Stage 2: Ideas /Intent

Assessment- Performance/Formative

Select an idea from the information you created above.

Write your idea in the form of a question.

Create a mind map that reflects different ways to approach this idea and what information is needed to support the idea visually

Create a drawing that illustrates the idea you would like to investigate.

Consider both vertical and horizontal formats as thumbnails

Describe the materials or processes you would use to create the work.

How does this material or process help communicate the meaning or idea?

What would the title of this work be? Does the title help the viewer better understand the work?

Write the steps you will go through to create this work start to finish.

Stage 3: Research and Inquiry- Tuesday

Stage 3: Research and Inquiry

Assessment- Performance/Formative

1. Research and document at least one other artist working with the same idea. What symbolism is this artist using their work.
2. Provide examples of the artists work.
 - a. **Title:**
 - b. **Creator:**
 - c. **Date Created:**
 - d. **Physical Dimensions:**
 - e. **Medium:**
3. What is the idea, and what processes does this artist use to communicate the idea?
4. What is an idea, material or process you have learned from this artist that you can use in your work. Be specific.

Stage 4: Collaborate with Another Person- Wednesday

Stage 4: Collaborate with another person

Assessment - Scaffolding

1. Have another person interpret the meaning in your drawing by writing down what they think you are trying to communicate.
2. Explain the meaning/purpose to them.
3. List suggestions for clarifying the idea or meaning. **Or video tape the conversation.**

Stage 5: Process and Materials Investigation

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Assessment - Scaffolding

Practice with the process or material.

Reflect and revise, does the material work to convey the idea?

How can you document your thinking and planning?

Are your images/resources being investigated from observation, or from photos?

Document this step visually

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4. Click on All Students
5. Enter Your Name
6. Add Art
7. Select the name of the assignment: wk6_9-16_stage6_4
8. Take a Picture
9. Crop the image if needed
10. Title the work
11. Type the Artist Statement
12. Submit to Teacher