

CONCEPTUAL MIXED MEDIA

GRADES 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Introduction to Art, One additional semester art class, and consent of instructor

Course Overview:

Conceptual Mixed Media is a class for the seriously focused, thinking, experimental person. Approaches art with idea and experimentation as the primary focus. Students must be willing to play without a preconceived ideal of the outcome. We are focused on art making as most contemporary artists are; having a vision, able to process their intentions, and willing to work with any and all available process to see it to fruition.

Units of Study:

- Post-modern art
- Contemporary media and processes
- Exploration of mixed media
- Collage
- Video
- Painting
- Drawing
- Sculpture
- Web info
- The unknown
- Writing an artist statement
- In-depth examination of a specific style in art
- Exhibiting artwork
- Visiting places in the community associated with art

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.

Benchmark 1: Students apply media, techniques, and processes: analyze with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.

Learning Targets (Type):

- 1) I can mix medias, unafraid of the outcomes, yet with enough focus to remember how the results were achieved so they can be repeated. *(K,S,R,P)*

Benchmark 2: Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

Learning Targets (Type):

- 1) I can portray my ideas about imagery through various mixed media. *(S,P)*

NATIONAL STANDARD 2: Students use knowledge of structures and functions.

Benchmark 1: Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.

Learning Targets (Type):

- 1) I can communicate my intentions articulately using art terminology. *(K,S,R)*

Benchmark 2: Students evaluate the effectiveness of artworks in terms of organizational structures and functions.

Learning Targets (Type):

- 1) I can assess the use of elements and principles in the artwork of other people to develop an understanding of how that makes the work stronger. *(K)*
- 2) I can apply art making techniques and compositional skills to the creation of my work. *(S,R,P)*
- 3) I can apply and change techniques and skills during the creation of my work. *(R,S)*

Benchmark 3: Students create artworks that use organizational principles and functions to solve specific visual arts problems.

Learning Targets (Type):

- 1) I can remember what makes my artwork successful and I will learn to “think on my feet.” *(R,S)*
- 2) I can identify compositional concepts in the creation of my artwork. *(K,S,R,P)*
- 3) I can research contemporary artists and discover why they do what they do. *(K,S,R)*

NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.

Benchmark 1: Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

Learning Targets (Type):

- 1) I can talk about my work in relation to published artists. *(K,S,R)*
- 2) I can assess my own work with a critical mind that honestly acknowledges my successes and failures. *(R,S)*
- 3) I can accept both successes and failures and will remember them so that they can be applied again. *(S,R,P)*

Benchmark 2: Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Learning Targets (Type):

- 1) I can communicate an understanding of what symbols mean in daily life. *(K,S,R)*
- 2) I can communicate ideas presented in the creation of my artwork. *(K,S,R,P)*
- 3) I can apply appropriate symbols in my work to express my ideas. *(K,S,R,P)*
- 4) I can assess the world around me and how art impacts our world. *(S,R)*

NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.

Benchmark 1: Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art, including Montana American Indian works of art.

Learning Targets (Type):

1) I can begin to place artworks into an historical time frame. *(K,R)*

Benchmark 2: Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places, including Montana American Indian art objects.

Learning Targets (Type):

1) I can determine the importance of an artwork in relation to the culture it which it was made. *(K,R)*

Benchmark 3: Students analyze relationships of works of art, including Montana American Indian works of art, to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

Learning Targets (Type):

1) I can develop an understanding of how an artwork relates to the time period it which it was made. *(K,R)*

2) I can deduce how the culture surrounding an artwork influences what was made and what it means. *(K,S)*

3) I can apply historical and cultural understandings to the creation of my own work. *(K,R,S)*

NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.

Benchmark 1: Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

Learning Targets (Type):

1) I can effectively communicate my ideas and interpretations of artwork. *(S,R)*

Benchmark 2: Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

Learning Targets (Type):

1) I can begin to place when an artwork was made in history. *(K,R)*

2) I can find meaning to artwork as it relates to the time period it was made. *(K,R)*

Benchmark 3: Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

Learning Targets (Type):

1) I can actively listen to others explain their theories. *(S,R)*

2) I will develop an understanding of their thoughts even if I disagree with them. *(S,R)*

NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.

Benchmark 1: Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Learning Targets (Type):

- 1) I can relate the creation of art to other areas of study. *(K,R)*
- 2) I can explain how art is used in conjunction with other disciplines to create a more interconnected understanding of the world. *(K,S,R)*

Benchmark 2: Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Learning Targets (Type):

- 1) I can connect the creation of artwork to the culture in which it was created. *(K,S,P)*
- 2) I can see the application of conceptual mixed media in future career opportunities.
(K,R)