

# **New York City Department of Education Magnet Program Districts 25 & 28**

Ms. Renee Melendez and Ms. Kendra Ravizee  
Robert Van Wyck Middle School 217Q  
85-05 144<sup>th</sup> Street  
Briarwood, NY 11435  
(718) 657-1120

Course: Art  
Unit: One

**Essential Question:** *How does a career in the arts support the green movement?*

**Suggested Time Frame:** *4-6 weeks*

**Theme:** *Green Magnet School for Career Explorations in Art, Science, Government through Technology*

# **Graphic Overview of Unit**

**Suggested Time Frame: 4- 6 weeks**

**Essential Question: How does a career in the arts support the green movement?**

**Unit Name: Curating an Exhibit**

**Unit's Culminating Project: (briefly explain in 2-3 sentences):**

Creation of an exhibition for a multimedia event at the Queens Museum of Art on June 3; including the creation of an iMovie, a slide show on iPhoto, artwork using organic materials.

**UBD Template**

**UNIT: Integration of Visual Arts and Literacy – Our Relationship with Nature**

**Teachers: Renee Melendez and Kendra Ravizee - Classes: 723 and 816**

**Stage 1 – Desired Results**

**Established Goals:**

Students will use written and visual literacy skills in order to understand how and why artists have created art inspired by the theme of nature throughout time.

**Understandings/ BIG IDEAS:**

Students will understand...

- How art creates opportunities for communication and self-expression
- How images create a visual narrative
- How art enables individuals to make connections to the world
- How art is created in diverse cultural, social, and economic climates
- How visual art creates alternative ways of telling important stories/narratives
- How working collaboratively and reflectively benefits the creation of documentation
- How visual literacy and written literacy use similar skills and applications, such as creating a narrative, biography, comparison and contrasting of two works, drawing conclusions, and author's/artist's purpose

**Essential Questions**

1. What is an artist?
2. What is art, and how does art tell a story?
3. Who can be an artist, and what inspires an artist to create?
4. How does nature influence art?
5. How are different interpretations of nature in art influenced by diverse cultures and multiple perspectives?
6. How does nature in art evoke ideas, experiences, feelings, and emotions?
7. How do you think artists capture different aspects of nature?
8. What feelings can art evoke in its viewer?
9. How does a career in the arts support the green movement?

**Students will know...**

- ✓ Art academic language (vocabulary)
- ✓ Multiple resources and appropriate sources of information on the Internet
- ✓ Relevant facts related to specific artists' biographies, artistic styles, and historical contexts

✓ iPhoto and iMovie as part of the digital storytelling process

**Students will be able to...**

- ✓ Brainstorm, discuss, and document examples of the theme of our relationship with nature in an urban environment
- ✓ Recognize different art periods, art techniques, and artists' intentions
- ✓ Create questionnaires and worksheets to analyze each art work and compare art works
- ✓ Work in teams and present findings collaboratively
- ✓ Create an exhibition which showcases their curatorial documentation of M.S. 217's art collection for a multimedia event at QMA on June 3
- ✓ Create guided labels to accompany the art collections of posters and prints in the school's corridors
- ✓ Create their own art work inspired by the collection utilizing a variety of materials, such as mixed media found objects
- ✓ Create a slide show on I Photo that includes sequencing skills
- ✓ Create a digital story with I Movie, using editing, sound and music features
- ✓ Compare and contrast photography and painting
- ✓ Use specialized art academic language (vocabulary) to discuss and write about art
- ✓ Locate and use multiple resources and appropriate sources of information on the Internet
- ✓ Research and use relevant facts related to specific artists' biographies, artistic styles, and historical contexts
- ✓ Use a digital camera to take photographs during a photo trip around the neighborhood
- ✓ Use storyboards in order to break down the script in shots and scenes

**Vocabulary for Curating M.S. 217 Art Collection Unit**

Nuance	Background
Ambiguity	Foreground
Curator	Texture
Catalog	Landscape
Paradox	Artist's purpose
Point of view	Empathy
Digital	Tolerance
Genre	Viewer
Abstract	Observer
Exhibition	Theme
Dimensions	Two-dimensional
Interpret	Three-dimensional
Aesthetics	Materials
Objective	Urban
Subjective	Rural
Juxtaposition	Suburban
Composition	Community
Line	Context
Shape	Influences
Pixels	Canvas
Color	Brushstroke
Perspective	Materials/medium/media
Sequence	Elements

## Stage 2 – Assessment Evidence

### Performance Tasks

- Worksheet completion
- Accurate research cards
- Storyboards created
- Photographs taken
- Slide shows created
- Guided labels for individual art works
- Evidence of editing
- Incorporating sound and music
- Team presentation
- Catalog design
- Exhibition design

### Other Evidence:

- v teamwork evaluation
- v trip etiquette evaluation
- v found objects reworked as original art
- v vocabulary templates
- v class discussion groups

## Stage 3 – Learning Plan

### Learning Activities:

- ❖ Take trip to QMA to view *Queens International 4* exhibition of contemporary artists utilizing found objects and renewable resources in their art
- ❖ Discuss the concept of a collection, the role of curator, and the responsibilities of curating a collection- curate a classroom
- ❖ Research the artists – biographies, historical and aesthetic contexts
- ❖ Create questionnaires and worksheets to analyze and compare and contrast works of art
- ❖ Work collaboratively with an artist in residence
- ❖ Discuss the art periods, art techniques and artists' intentions with the literacy teacher and the artist in residence
- ❖ Install guided labels in school corridors to accompany works of art in school's collection
- ❖ Create artwork using organic materials
- ❖ Take a field trip around the neighborhood in order to photograph examples of our relationship with nature in an urban environment
- ❖ Create a slide show on iPhoto using photos taken with digital cameras
- ❖ Create a storyboard to sequence, script and break down shots and scenes for the digital storytelling
- ❖ Upload photos to iMovie and incorporate editing, sound, and music
- ❖ Share final digital stories
- ❖ Create the exhibition for the multimedia event at QMA on June 3

## **GRASPS TASK SCENARIO**

### **Goal:**

- Your task is to create a catalog outlining the artist in the Teri Parker Nature Collection.
- The goal is to use descriptive writing to educate peers on the Teri Parker Nature Collection and their corresponding artists.
- The obstacles to overcome are to effectively use visual literacy to educate others about the Teri Parker Collection.

### **Role:**

- You are an art writer who is making a catalog for the MS217 Teri Parker Nature Collection.
- You have been asked to create a catalog.
- Your job is to research the paintings and their respective arts in the Teri Parker Collection. You will use the information gathered about your paintings and its artist to create a catalog for your school.

### **Audience**

- The target audience is visitors to MS217; parents/ staff, and peers.

### **Situation:**

- The context you find yourself in is creating an art catalogue.
- The challenge involves using art vocabulary effectively to create an informative art catalogue.

### **Product, Performance, and Purpose:**

- You will create an art catalog for students, staff, and peers to use as reference to better understand the Teri Parker Art Collection.
- You need to develop descriptive writing skills coupled with effective use of vocabulary so that you can effectively create a catalog for the collection.

### **Standards and Criteria for Success:**

- Your work will be judged by parents, staff, and peers.
- Your product must meet the following standards:
  1. Use of effective vocabulary
  2. Descriptions of each artist in the collection including; his/her childhood, place of birth, commonalities in several of their works, usual mediums, and all other relevant information.
  3. Your own synopsis of your painting- what you see; what you feel the artist is attempting to convey; how your painting connects with nature; how the painting makes you feel.
  4. Correct use of grammar, usage, and punctuation.
- A successful result will contain all the standards to complete the catalog.

Dear Students and Parents,

Greetings to all! You are all about to embark on a journey of nature exploration through the arts. On our adventure, we will research several pieces of artwork found throughout our school, and create a catalog that informs our visitors on the artist and the various paintings. We will work in partnership with the Queens Museum of Art

Name: \_\_\_\_\_  
Class: \_\_\_\_\_

Date: \_\_\_\_\_

### Homework Menu Activities

#### Must Do:

- Write a global campaign essay on a selected topic (Bloom: Analysis) (MI: Verbal-Linguistic)
- Create labels for curating the Teri Parker collection (Bloom: Synthesis) (MI: Spatial)
- Create a digital movie based on the global campaign essay for the multimedia event at QMA on June 3 (Bloom: Evaluation) (MI: Verbal-Linguistic/Spatial)

#### Choose To Do:

- **Thursday**: complete one of the menu activities. Your choice
- **Monday**: complete another of the menu activities. Your choice:

#### Menu Activities

A. 1 page reflection defining art, and an artist, and what art means to you (using vocabulary terms in your reflection.) (intrapersonal)	B. Create questionnaires and worksheets to analyze and compare and contrast works of art (spatial/verbal-linguistic)	C. Install guided labels in school corridors to accompany works of art in school's collection (spatial)
D. Design a comic strip for your storyboard (spatial)	E. Create a self-reflection poem describing the urban environment OR the impact humans have had on the earth (verbal-linguistic)	F. Create a crossword puzzle for vocabulary words (logical-mathematical)
G. Create a test and key for vocabulary terms (logical-mathematical)	H. Respond to the Metropolitan Museum of Art blog; answer all questions. (interpersonal)	J. Write a newspaper article telling others about the Teri Parker collection @ MS217, and our mission and aim on going green. (verbal-linguistic)

## Assessments in Bloom: Visual Literacy

### Red Task:

#### Knowledge/Comprehension/Application

- Describe the Teri Parker Collection and the aim and mission of MS217 in going green for a newspaper article.
- Write a 1 page reflection interpreting the meaning of a particular painting from the Teri Parker Collection.

### Blue Task

#### Application/Analysis

- Create questionnaires and worksheets to analyze and compare and contrast works of art in the Teri Parker Collection.
- Design a catalog applying all the research obtained about the Teri Parker Collection

Unit  
Pre-, During-, and Post-Learning Activities

Topic/Unit: Visual Literacy/Literacy & the Urban Environment

Pre-Learning Activities: (Activities to hook and focus the learner)

- A 1 page reflection defining art, and an artist, and what art means to you (using vocabulary terms in your reflection.)
- S/V Create questionnaires and worksheets to analyze and compare and contrast works of art

During-Learning Activities: (Activities to help the learner select, organize, and make sense of the information)

- L Create a test and key for vocabulary terms
- L Create a crossword puzzle for vocabulary words
- V Write a newspaper article telling others about the Teri Parker collection @ MS217, and our mission and aim of going green
- S Design a comic strip for your storyboard
- V Write a global campaign essay on a selected topic
- V/S Create a digital movie based on the global campaign essay for the multimedia event at QMA

Post-Learning Activities: (Activities to help the learner reflect and use the information in new ways)

- V/N Create a self-reflection poem describing the urban environment OR the impact humans have had on the earth
- A Respond to the Metropolitan Museum of Art blog; answer all questions
- S Install guiding labels in school corridors to accompany works of art in school's collection