

Unit Title: Not Your Grandmother's Art: Aarrgh...It's Parroty!

Media Arts

INSTRUCTIONAL UNIT AUTHOR

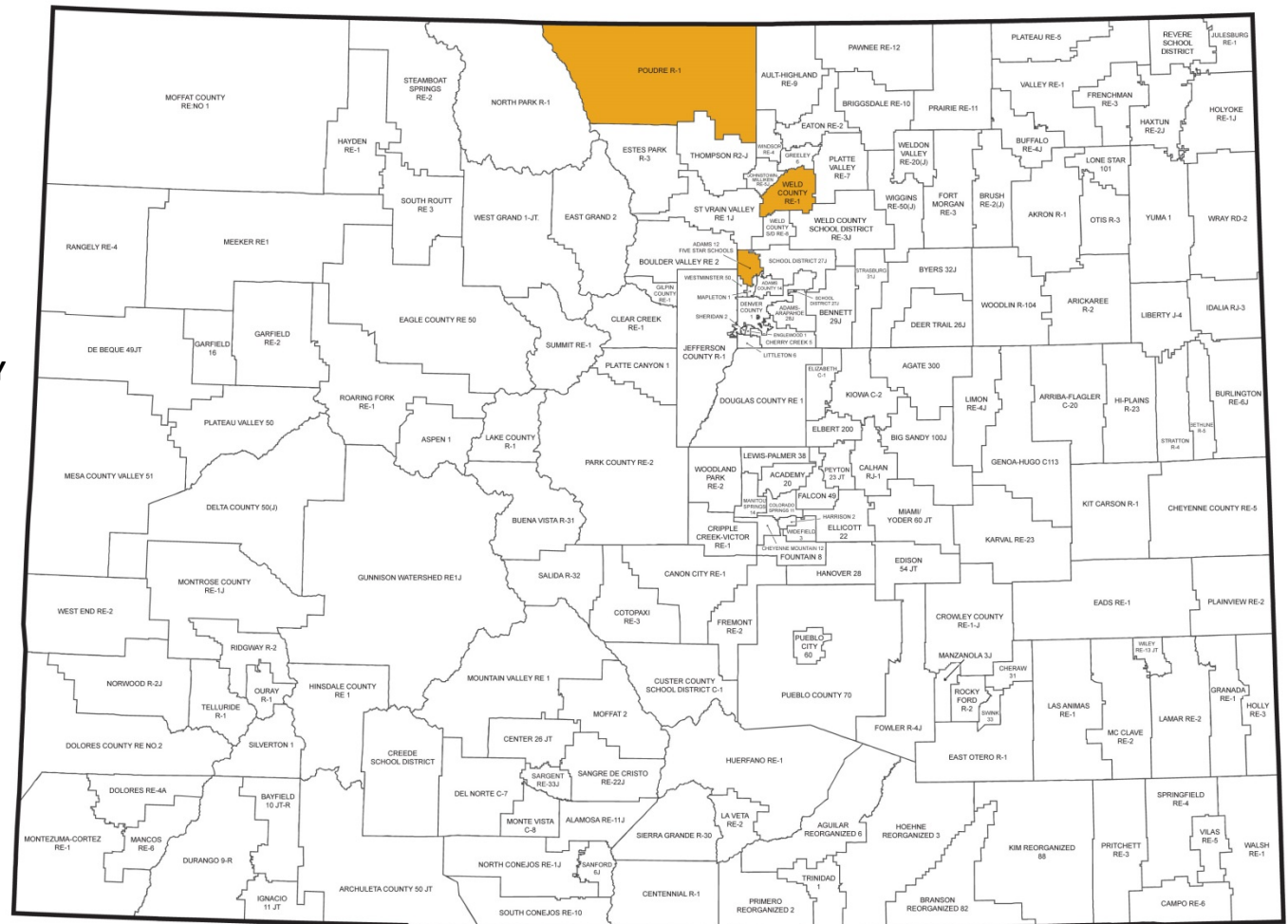
Poudre School District
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BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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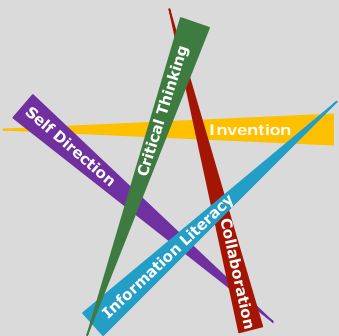


This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Visual Arts	Grade Level	High School
Course Name/Course Code	Media Arts- Digital Arts, Photography, Computer, Graphic Design, Film , Video		
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Observe and Learn to Comprehend	1. Visual art has inherent characteristics and expressive features	VA09-GR.HS-S.1-GLE.1	
	2. Historical and cultural context are found in visual art	VA09-GR.HS-S.1-GLE.2	
	3. Art and design have purpose and function	VA09-GR.HS-S.1-GLE.3	
2. Envision and Critique to Reflect	1. Reflective strategies are used to understand the creative process	VA09-GR.HS-S.2-GLE.1	
	2. A personal philosophy of art is accomplished through use of sophisticated language and studio art processes	VA09-GR.HS-S.2-GLE.2	
	3. Interpretation is a means for understanding and evaluating works of art	VA09-GR.HS-S.2-GLE.3	
3. Invent and Discover to Create	1. Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas	VA09-GR.HS-S.3-GLE.1	
	2. Assess and produce art with various materials and methods	VA09-GR.HS-S.3-GLE.2	
	3. Make judgments from visual messages	VA09-GR.HS-S.3-GLE.3	
4. Relate and Connect to Transfer	1. The work of art scholars impacts how art is viewed today	VA09-GR.HS-S.4-GLE.1	
	2. Communication through advanced visual methods is a necessary skill in everyday life	VA09-GR.HS-S.4-GLE.2	
	3. Art is a lifelong endeavor	VA09-GR.HS-S.4-GLE.3	

Colorado 21st Century Skills



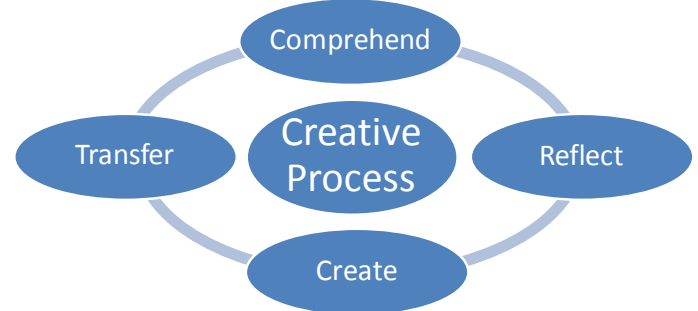
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



The Colorado Academic Standards for Visual Arts are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four visual arts standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Not Your Grandmother’s Art, Aarrgh... It’s Parrot!	Instructor Choice	Instructor Choice

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	Not Your Grandmother’s Art, Aarrgh... It’s Parrotty!		Length of Unit	Quarter/Semester/Year
Focusing Lens(es)	Transformation	Standards and Grade Level Expectations Addressed in this Unit	VA09-GR.HS-S.1-GLE.1, VA09-GR.HS-S.1-GLE.2, VA09-GR.HS-S.1-GLE.3 VA09-GR.HS-S.2-GLE.1, VA09-GR.HS-S.2-GLE.2, VA09-GR.HS-S.2-GLE.3 VA09-GR.HS-S.3-GLE.1, VA09-GR.HS-S.3-GLE.2, VA09-GR.HS-S.3-GLE.3 VA09-GR.HS-S.4-GLE.1, VA09-GR.HS-S.4-GLE.2, VA09-GR.HS-S.4-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How does parody impact the viewer’s interpretation of a work of art? (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS- S.2-GLE.3) and (VA09-Gr.HS-S.4-GLE.1) • What is the importance of intent when making an artwork? • How is playful exploration important when expanding ideas? 			
Unit Strands	Comprehend/Reflect/Create/Transfer			
Concepts	Juxtaposition, Symbol, Parody, Technique, Play/Exploration, Transition, Space/Time/Energy, Form, Risk, Process, Reform, Challenge, Transform			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Symbols exist throughout all content areas in the form of space/time/ energy. (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,.3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS- S.4-GLE.1, 2,3)	What are some symbols within an artwork and their meanings? Who is an artist who uses symbol in artwork? What is viral?	Where do new symbols originate? Who ascribes meaning to symbols? What might be a tipping point that would cause a symbol to become viral? How can art transform/transition or reform beliefs?
Artists change/transition/reform existing images, objects and/or symbols to create parody. (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,.3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS- S.4-GLE.1, 2,3)	What is parody? What are examples of parody across disciplines? What are examples of parody and humor from different time periods?	Who decides what is humorous? How is humor used in society? Why would an artist choose to use humor to transform the meaning of an image or symbol?
Artists use playful exploration and take risks to develop new artistic techniques and processes. (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,.3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS- S.4-GLE.1, 2,3)	What are some risks artists take (e.g., Sandy Skoglund in her first installations)? What risks do students take in an art class?	How could a perceived failure become a learning experience and potentially a success? Why is risk-taking important? How do individuals calculate risk?
Artistic parody challenges and can transform individual, societal, and cultural beliefs. (VA09-Gr.HS-S.1-GLE.1,2,3) and (VA09-Gr.HS-S.2-GLE.1,2,.3) and (VA09-Gr.HS-S.3-GLE.1,2,3) and (VA09-Gr.HS- S.4-GLE.1, 2,3)	What beliefs are revealed and challenged in an artist’s work, e.g. Grant Wood’s <i>American Gothic</i> ?	Why would an artist choose to challenge/alter beliefs through parody? Why might an artist values or beliefs be different than that of the prevailing culture?

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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • The definition of juxtaposition and how artists use it (VA09-Gr.HS- S.1-GLE.1,2,3) and (VA09-Gr.HS- S.2-GLE.3) and (VA09-Gr.HS- S.4-GLE.1-EO.a,b) • How to use expressive features and characteristics of art to create parody in a variety of media, i.e. Media Arts- Digital Arts, Photography, Computer, Graphic Design, Film, YouTube, Video . (VA09-Gr.HS- S.1-GLE.1,2,3) and (VA09-Gr.HS- S.2-GLE.1,2,3) and (VA09-Gr.HS- S.3-GLE.1,2,3) and (VA09-Gr.HS- S.4-GLE.2) • How and why artists’ change/transition/reform existing images, objects and/or symbols to create parody (VA09-Gr.HS- S.1-GLE.1,2,3) and (VA09-Gr.HS- S.2-GLE.1,2,3) and (VA09-Gr.HS- S.3-GLE.1,2,3) and (VA09-Gr.HS- S.4-GLE.2) • How, why and when art can be an agent of social and political change (VA09-Gr.HS- S.1-GLE.1,2,3) and (VA09-Gr.HS- S.2-GLE.1,2,3) and (VA09-Gr.HS- S.3-GLE.1,2,3) and (VA09-Gr.HS- S.4-GLE.2) • How to explore techniques through play and risk-taking (VA09-Gr.HS- S.1-GLE.1,2,3) and (VA09-Gr.HS- S.2-GLE.1,2,3) and (VA09-Gr.HS- S.3-GLE.1,2,3) and (VA09-Gr.HS- S.4-GLE.2) 	<ul style="list-style-type: none"> • Use characteristics and expressive features of art to create a visual representation that incorporates parody (VA09-Gr.HS- S.1-GLE.1,2,3) and (VA09-Gr.HS- S.2-GLE.1,2,3) and (VA09-Gr.HS- S.3-GLE.1,2,3) and (VA09-Gr.HS- S.4-GLE.2) • Create art that juxtaposes symbols to communicate new meaning(s) (VA09-Gr.HS- S.1-GLE.1,2,3) and (VA09-Gr.HS- S.2-GLE.1,2,3) and (VA09-Gr.HS- S.3-GLE.1,2,3) and (VA09-Gr.HS- S.4-GLE.2) • Discuss how artist challenge and/or alter cultural traditions and beliefs through humor (VA09-Gr.HS- S.1-GLE.1,2,3) and (VA09-Gr.HS- S.2-GLE.1,2,3) and (VA09-Gr.HS- S.3-GLE.1,2,3) and (VA09-Gr.HS- S.4-GLE.2) • Identify and explain parody within an artwork (VA09-Gr.HS- S.1-GLE.1,2,3) and (VA09-Gr.HS- S.2-GLE.1,2,3) and (VA09-Gr.HS- S.3-GLE.1,2,3) and (VA09-Gr.HS- S.4-GLE.2) • Personally identify and reflect on the risk-taking experienced in the creative process (VA09-Gr.HS- S.1-GLE.1,2,3) and (VA09-Gr.HS- S.2-GLE.1,2,3) and (VA09-Gr.HS- S.3-GLE.1,2,3) and (VA09-Gr.HS- S.4-GLE.2)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Artists create using a variety of techniques, technology and new media to communicate change, transition or reform through a playful exploration of ideas.</i></p>
<p>Academic Vocabulary:</p>	<p>Play/exploration, change/transition/reform, transformation, juxtaposition, symbol, parody, technique, reflect, creative process, beliefs and values, technology, social and political commentary, justify, investigate, debate, analyze, document, research, interpret, context, influence, differentiate, compare and contrast, historical significance, articulate, discern, viral</p>
<p>Technical Vocabulary:</p>	<p>Expressive features and characteristics of art, composition, technology, new media, craftsmanship, technical ability, cliché, photojournalism, design, symbol, images</p>

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Unit Description:	This unit is intended to explore artist’s use of humor to challenge and transform individual, societal, and cultural beliefs. Students will discuss what they find humorous and how humor is used in society. Students will look at historical and contemporary examples of artists who use humor to challenge and/or alter culturally pervasive symbols, values and beliefs. The unit culminates with students creating their own artwork that presents a serious or silly recent local or national event using humor including satire, irony, parody and/or sarcasm.
Considerations:	“Media arts is a newly distinguished, nationally available ‘5th arts content discipline’ which encompasses cinema, animation, imaging, sound, interactive and virtual design, including game, app, experiential and entertainment design.” - Dain Olsen This unit would best be taught in in a class where the teacher and students have some knowledge of current technology such as Photoshop, Illustrator, iMovie, Video editing software, ArtRage, etc. As part of the unit students are asked to look at trending social/political issues and event and identify how these events might affect them, their community, or even the world at large.
Unit Generalizations	
Key Generalization:	Artists change/transition/reform existing images, objects and/or symbols to create parody.
Supporting Generalizations:	Symbols exist throughout all content area in the form of space/time/energy.
	Artists use playful exploration and take risks to develop new artistic techniques and processes.

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Artistic parody challenges and can transform individual, societal, and cultural beliefs.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	Call for Comedy! The Side Splitting Comedy Festival is looking to add visual artists to the mix of comedians and performers. Your work will be interwoven into the festival and will be displayed or played at venues throughout the show. All work must represent a serious or silly recent local or national event using humor including satire, irony, parody and/or sarcasm. Submit your work now, and don’t miss the irrepressible absurdity of the festival that is turning heads locally and nationally!
Product/Evidence: (Expected product from students)	Students will use a variety of techniques including technology such as film, computers, iPhones and other new media to create an artwork that presents a serious or silly recent local or national event using humor including satire, irony, parody and/or sarcasm.
Differentiation: (Multiple modes for student expression)	Students may: <ul style="list-style-type: none"> • Create a website or blog to document their learning throughout this unit as opposed to a sketchbook/journal. • Self-select the topic • Self-select the media they use

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<i>The Psychology of Humor: An Integrative Approach</i> - Rod A. Martin	<i>Bored of the Rings: A Parody</i> - The Harvard Lampoon (parody of J.R.R Tolkien’s <i>Lord of</i>

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<p><i>Inside Jokes: Using Humor to Reverse-Engineer the Mind</i> - Matthew M. Hurley, Daniel C. Dennett, and Reginald B. Adams Jr.</p> <p><i>7 Ways Technology is Changing How Art is Made</i> - Read more: http://www.smithsonianmag.com/arts-culture/7-ways-technology-is-changing-how-art-is-made-180952472/#hYDu5Y7VjP0hKlos.99</p>	<p><i>the Rings</i>)</p> <p><i>Snowball's Chance</i> - John Reed (parody of George Orwell's <i>Animal Farm</i>)</p> <p><i>Barry Trotter and the Unauthorized Parody</i> (or, in the UK, <i>The Shameless Parody</i>) - Michael Gerber (parody of J.K Rowling's <i>Harry Potter</i> series)</p>
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Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think/work like an artist- Use the expressive features and characteristics of the media arts.	Teacher Resources:	<p><i>Media Arts Standards and resources</i> – http://www.mediaartseducation.org/Creative Process - http://99u.com/articles/7225/10-more-amazing-videos-about-the-creative-process</p> <p><i>Making Art: Form and Meaning</i> – Terry Barrett</p> <p><i>Talking About Student Art</i> – Terry Barrett</p> <p><i>Studio Thinking 2: The real benefits of visual arts education</i> – L. Hetland, E. Winner, S. Veenema, & K. Sheridan</p>
	Skills:	Analyze and synthesize ideas, as well as knowledge of materials and process, to conceptualize about and create plans and art works.	Student Resources:	Sketchbooks, journals, computers, various technology, process planning and art works, completed art work and critique
	Assessment:		Assessment:	Throughout the unit students will use journaling and sketchbooks to critique and evaluate the creative process utilized in all art making.
2.	Description:	Generate ideas like an artist- Students will develop ideas for and create a work of art.	Teacher Resources:	<p><i>Making Art: Form and Meaning</i> – Terry Barrett</p> <p><i>Talking About Student Art</i> – Terry Barrett</p> <p><i>Studio thinking 2: The real benefits of visual arts education</i>- L. Hetland, E. Winner, S. Veenema, & K. Sheridan</p> <p>http://www.storyboardthat.com/ (Storyboard resources)</p> <p>http://pzartfulthinking.org/?page_id=5 (Artful Thinking - Harvard Project Zero)</p> <p>http://www.visiblethinkingpz.org/VisibleThinking_html_files/VisibleThinking1.html (Visible Thinking - Project Zero)</p>
	Skills:	Analyze and synthesize ideas, as well as knowledge of materials and process, to conceptualize about and create a finished artwork.	Student Resources:	Sketchbooks, journals, computers, various technology, process planning and art works, completed art work and critique
	Assessment:		Assessment:	Throughout the unit students will use journaling and sketchbooks to document understanding of juxtaposition, appropriation, transform/reform, symbol, metaphor, narrative, etc.

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Prior Knowledge and Experiences

This unit would best be taught in a class where the teacher and students have some knowledge of current technology such as Photoshop, Illustrator, iMovie, Video editing software, ArtRage, etc. Additionally, some understanding of the creative process and how to document that process will help the student understand what they are exploring and learning.

Learning Experiences # 1 – 7
Instructional Timeframe: Teacher’s Discretion

Learning Experience # 1

The teacher may provide a definition of humor (including satire, parody, slapstick, sarcasm, etc.) so that students can identify different types of humor and explain how various kinds of humor personally makes them laugh, cringe or alter their thinking.

Generalization Connection(s):	Artists change/transition/reform existing images, objects and/or symbols to create parody.	
Teacher Resources:	http://www.psychologyofhumor.com/2013/09/01/what-is-humor-an-attempt-at-definition/ http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/UsedToThink/UsedToThink_Routine.htm	
Student Resources:	Sketchbooks, journal, phone or camera, PowerPoint	
Assessment:	Student will document in their sketchbooks everything they find humor in over a specified time period. Students will complete the following prompt in their sketchbooks: I used to think that humor was... But now I think humor is...).	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may use a phone or camera to document. Students may work in pairs or small groups.	Students can create a collection of images to show what they find funny.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students can create a collection of images to show what they find funny.	Students may create categories of humor and organize their list into these categories.
Critical Content:	<ul style="list-style-type: none"> • How to use expressive features and characteristics of art to create parody in a variety of media, i.e. Media Arts – Digital Arts, Photography, Computer, Graphic Design, Film, YouTube, Video • How to explore media techniques through play and risk-taking • How, why and when art can be an agent of social and political change 	

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Key Skills:	<ul style="list-style-type: none"> Identify and compare and contrast how artists challenge and/or alter cultural traditions and beliefs through humor
Critical Language:	Play/exploration, symbol, parody, reflect, beliefs and values, social and political commentary, investigate, analyze, document, research, interpret, context, influence, compare and contrast, articulate, viral, Cliché, symbol, images

Learning Experience # 2		
The teacher may lead a guided discussion on humor in art so that students can articulate why an artist might choose to use humor as a method of communication.		
Generalization Connection(s):	Artists' change/transition/reform existing images, objects and/or symbols to create parody.	
Teacher Resources:	https://www.ted.com/talks/liza_donnelly_drawing_upon_humor_for_change#t-26436 https://www.ted.com/playlists/88/that_s_absurd (Charlie Todd: The Shared Experience of Absurdity) http://www.thedailybeast.com/articles/2010/03/11/the-worlds-funniest-art.html (Can Art be Funny?)	
Student Resources:	Sketchbook, journal	
Assessment:	Students will use their sketchbook/journal to produce a list of different ways that artists communicate ideas through their work.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> How to use expressive features and characteristics of art to create parody in a variety of media, i.e. Media Arts – Digital Arts, Photography, Computer, Graphic Design, Film, YouTube, Video How to explore techniques through play and risk-taking How, why and when art can be an agent of social and political change 	
Key Skills:	<ul style="list-style-type: none"> Compare and contrast how artists challenge and/or alter cultural traditions and beliefs through humor 	
Critical Language:	Play/exploration, change/transition/reform, transformation, symbol, parody, reflect, beliefs and values, social and political commentary, historical significance, articulate, viral, Expressive features and characteristics of art, composition, technical ability, cliché, symbol, images	

Learning Experience # 3

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<p>The teacher may show examples of work by historical and contemporary artists that use humor in art so that students can become familiar with how humor, as subject matter, can stimulate laughter as well as explore serious and even painful subject matter in art.</p>		
Generalization Connection(s):	<p>Artists' change/transition/reform existing images, objects and/or symbols to create parody. Artistic parody challenges and can transform individual, societal, and cultural beliefs. Artists use playful exploration and take risks to develop new artistic techniques and processes. Symbols exist throughout all content area in the form of space/time/energy.</p>	
Teacher Resources:	<p>http://www.pbs.org/art21/watch-now/episode-humor (This episode highlights four contemporary artists who use humor in their work.) http://www.art21.org/texts/yinka-shonibare-mbe/activity-thematic-parody-and-satire (Yinka Shonibare) http://www.slacktory.com/2013/01/i-found-banksys-notebook/ (Banksy) http://www.smithsonianmag.com/arts-culture/the-story-behind-banksy-4310304/?no-ist (Banksy) http://www.art21.org/artists/john-feodorov (John Feodorov) http://www.metmuseum.org/toah/hd/duch/hd_duch.htm (Duchamp) http://mentalfloss.com/article/64853/15-things-you-might-not-know-about-american-gothic (American Gothic, Grant Wood) http://www.readwritethink.org/files/resources/printouts/CompareContrast.pdf (compare and contrast form) http://www.expertlearners.com/compare.php (compare and contrast examples)</p>	
Student Resources:	<p>Sketchbooks, journals, compare and contrast form</p>	
Assessment:	<p>Students will consider the funny or serious subjects that have been portrayed in a humorous way by artists in an attempt to challenge and/or transform individual, societal, and cultural beliefs and answer the following questions:</p> <ul style="list-style-type: none"> • How is the artwork or object connected to something you know about? • What new ideas or impressions do you have that extended your thinking in new directions? • What is challenging or confusing? What do you wonder about? 	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • How to use expressive features and characteristics of art to create parody in a variety of media, i.e. Media Arts – Digital Arts, Photography, Computer, Graphic Design, Film, YouTube, Video • How to explore techniques through play and risk-taking 	

Colorado Teacher-Authored Sample Instructional Unit

	<ul style="list-style-type: none"> • How, why and when art can be an agent of social and political change
Key Skills:	<ul style="list-style-type: none"> • Compare and contrast how artists challenge and/or alter cultural traditions and beliefs through humor • Identify and explain parody within and artwork • Personally identify, reflect on and defend the risk-taking experienced in the creative process • Critically analyze works of art that challenge and/or alter cultural traditions and beliefs
Critical Language:	Play/exploration, change/transition/reform, transformation, juxtaposition, symbol, parody, technique, reflect, creative process, beliefs and values, social and political commentary, investigate, debate, analyze, interpret, context, influence, differentiate, compare and contrast, historical significance, articulate, discern, viral, expressive features and characteristics of art, composition, technology, new media, technical ability, cliché, design, symbol, images

Learning Experience # 4		
The teacher may give students definitions and examples of art concepts including juxtaposition, appropriation, transform/reform, symbol, metaphor, narrative, etc. so that students can use the newly defined terms to describe the expressive features and characteristics found in examples of artworks.		
Generalization Connection(s):	<p>Artists' change/transition/reform existing images, objects and/or symbols to create parody.</p> <p>Artistic parody challenges and can transform individual, societal, and cultural beliefs.</p> <p>Artists use playful exploration and take risks to develop new artistic techniques and processes.</p> <p>Symbols exist throughout all content area in the form of space/time/energy.</p>	
Teacher Resources:	<p>http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03a_ThinkingRoutines.html</p> <p>http://www.pbs.org/art21/watch-now/episode-humor (This episode highlights four contemporary artists who use humor in their work.)</p> <p>http://www.art21.org/texts/yinka-shonibare-mbe/activity-thematic-parody-and-satire (Yinka Shonibare)</p> <p>http://www.slacktory.com/2013/01/i-found-banksys-notebook/ (Banksy)</p> <p>http://www.smithsonianmag.com/arts-culture/the-story-behind-banksy-4310304/?no-ist (Banksy)</p> <p>http://www.art21.org/artists/john-feodorov (John Feodorov)</p> <p>http://www.metmuseum.org/toah/hd/duch/hd_duch.htm (Duchamp)</p> <p>http://mentalfloss.com/article/64853/15-things-you-might-not-know-about-american-gothic (American Gothic, Grant Wood)</p>	
Student Resources:	Large newsprint/paper, colorful markers/highlighters/pens, images of selected artworks (digital or print)	
Assessment:	Student will use the newly defined terms to analyze an artwork or series of artworks and describe the expressive features and characteristics employed by the artist and the meaning created.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may self-select artwork. Students may work in pairs or small groups.	Student may create a digital presentation of their study.

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Think, Pair, Share	Students may present their analysis to the class or another small group.
Critical Content:	<ul style="list-style-type: none"> • The definition of juxtaposition and how artists use it • How to use expressive features and characteristics of art to create parody in a variety of media, i.e. Media Arts – Digital Arts, Photography, Computer, Graphic Design, Film, YouTube, Video 	
Key Skills:	<ul style="list-style-type: none"> • Compare and contrast how artists challenge and/or alter cultural traditions and beliefs through humor • Identify and explain parody within and artwork • Personally identify, reflect on, and defend the risk-taking experienced in the creative process • Critically analyze works of art that challenge and/or alter cultural traditions and beliefs 	
Critical Language:	Play/exploration, change/transition/reform, transformation, juxtaposition, symbol, parody, technique, reflect, creative process, beliefs and values, technology, social and political commentary, analyze, interpret, context, influence, differentiate, compare and contrast, historical significance, articulate, discern, viral, expressive features and characteristics of art, composition, cliché, design, symbol, images	

Learning Experience # 5		
The teacher may have students research recent serious and not-so-serious local and national events so that students can brainstorm potential approaches in using art concepts to communicate through humor in works of art.		
Generalization Connection(s):	Artistic parody challenges and can transform individual, societal, and cultural beliefs.	
Teacher Resources:	http://www.pbs.org/now/topic_search/index.html (a site that allows students to search current news by topic)	
Student Resources:	http://www.pbs.org/now/topic_search/index.html (a site that allows students to search current news by topic) sketchbook, journal, website	
Assessment:	<p>The student will pick two programs from the PBS Now website listed above: one to which they have an existing connection or interest, and one based on a topic completely alien to them. Have students watch the two programs and then answer the following questions in their sketchbooks.</p> <ul style="list-style-type: none"> • How do you think the people involved feel about what is happening? • What if this was happening in your community—would it matter to you? Why? • What concerns do you have about what you viewed? • What effect could the events in this program have on you directly or indirectly? • List some ways you could apply satire, parody, sarcasm, or some other form of humor to represent this topic. 	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work in pairs or small groups.	Students may interview each other using the assessment questions and turn in an audio recording of their responses.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)

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	N/A	Students may present their program to the class or another small group.
Critical Content:	<ul style="list-style-type: none"> • How, why, and when art can be an agent of social and political change 	
Key Skills:	<ul style="list-style-type: none"> • Discuss how artists challenge and/or alter cultural traditions and beliefs through humor • Personally identify, reflect on, and defend the risk-taking experienced in the creative process 	
Critical Language:	Play/exploration, change/transition/reform, transformation, juxtaposition, symbol, parody, technique, reflect, creative process, beliefs and values, technology, social and political commentary, analyze, interpret, context, influence, differentiate, compare and contrast, historical significance, articulate, discern, viral, expressive features and characteristics of art, composition, cliché, design, symbol, images	

Learning Experience # 6		
The teacher may provide instruction on an area in the digital arts so that students can acquire basic techniques and proficiency and use those techniques in their artwork.		
Generalization Connection(s):	Artists use playful exploration and take risks to develop new artistic techniques and processes.	
Teacher Resources:	http://www.digitalcameraworld.com/2012/04/12/10-rules-of-photo-composition-and-why-they-work/ http://www.photoshoplab.com/ (Basic tools in Photoshop) http://windows.microsoft.com/en-US/windows-vista/Getting-started-with-Windows-Movie-Maker (Movie Maker basics) https://www.artrage.com/ (ArtRage) https://www.blender.org/support/tutorials/ (Blender) http://www.lynda.com/Sketchbook-Pro-training-tutorials/308-0.htm (Sketchbook Tutorial)	
Student Resources:	Adobe Photoshop or Illustrator Movie Maker or iMovie Art Rage Program Sketchbook Blender	
Assessment:	Students create an artifact that demonstrates their working knowledge of the digital media presented.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Artifact can be a study using the technology, a question and answer form filled out by the student, or a sketchbook entry.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may upload final projects to YouTube or develop a website that highlights their project.
Critical Content:	<ul style="list-style-type: none"> • How to use expressive features and characteristics of art to create parody in a variety of media, i.e. Media Arts – Digital Arts, 	

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	<p>Photography, Computer, Graphic Design, Film, YouTube, Video</p> <ul style="list-style-type: none"> • How to explore techniques through play and risk-taking • Discuss/defend aesthetic decisions in the art of making • Create art that reflects the complexity of an artist’s cultural identity
Key Skills:	<ul style="list-style-type: none"> • Use characteristics and expressive features of art to create a visual representation that incorporates parody • Personally identify and reflect on the risk-taking experienced in the creative process
Critical Language:	Technique, reflect, creative process, investigate, context, influence, differentiate, articulate, discern, viral, expressive features and characteristics of art, composition, cliché, photojournalism, design, symbol, images

Learning Experience #7		
<p>The teacher may review artistic planning strategies so that students can understand the role and importance of planning in the creative process and apply this process to fully develop the content of the artwork.</p>		
Generalization Connection(s):	<p>Artists’ change/transition/reform existing images, objects and/or symbols to create parody. Artistic parody challenges and can transform individual, societal, and cultural beliefs. Artists use playful exploration and take risks to develop new artistic techniques and processes. Symbols exist throughout all content area in the form of space/time/energy.</p>	
Teacher Resources:	<p>Storyboards - http://www.storyboardthat.com/ http://artroom161.blogspot.com/2012/10/media-arts-storyboarding.html</p>	
Student Resources:	<p>Sketchbook/journal</p>	
Assessment:	<p>Students will brainstorm, research, plan, and create a final proposal for their artwork.</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	<p>Students may be provided a planning document that includes headings for all areas of the final plan. For video or animation students may be given a blank storyboard.</p>
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • How to use expressive features and characteristics of art to create parody in a variety of media, i.e. Media Arts – Animation, Digital Arts, Photography, Computer, Graphic Design, Film, YouTube, Video • How and why artists’ change/transition/reform existing images, objects and/or symbols to create parody. • How, why, and when art can be an agent of social and political change • Discuss/defend aesthetic decisions in the art of making • Create art that reflects the complexity of an artist’s cultural identity 	

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Key Skills:	<ul style="list-style-type: none">• Use characteristics and expressive features of art to create a visual representation that incorporates parody• Create art that juxtaposes symbols to communicate new meaning• Personally identify and reflect on the risk-taking experienced in the creative process
Critical Language:	Play/exploration, change/transition/reform, transformation, juxtaposition, symbol, parody, technique, reflect, creative process, beliefs and values, technology, social and political commentary, justify, investigate, debate, analyze, document, research, interpret, context, influence, differentiate, compare and contrast, historical significance, articulate, discern, viral, expressive features and characteristics of art, composition, technology, new media, craftsmanship, technical ability, cliché, photojournalism, design, symbol, images