

Unit Plan *Based on the Understanding by Design Planning Framework 2.0*

Unit Title: Augmented Reality Remote Artmaking **Grade:** HS **By:** Monica Heiser

Brief Class Description (contextual information including number of students, subject, level, IEP/ELL/GT or other special considerations-prior knowledge). *Consider and identify Learner ASSETS-Personal, Cultural, Community-edTPA)

Class consists of 17 students - 16 women and 1 man. At least one of the students has 504 accommodations for extra time and language supports. All the students enjoy making art and are training to become art teachers. This unit is being taught during the COVID-19 pandemic and social isolation practices are being strictly enforced. At least two of the students have Hispanic cultural heritage. All of them have access to the internet and a phone. One student has a child and may need flexibility with deadlines or extra peer-to-peer help with online editing.

National Visual Art Standards Alignment

	<i>Meaning</i>	
<p>Big Idea: (Thematic Emphasis of the Unit)</p> <p>Augmented Reality (AR) art</p> <p>NCAS Performance Standards for Grade HS</p> <p>Lesson 1 - VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.</p> <p>Lesson 2 - VA:Pr5.1.1a Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</p> <p>Lesson 3 - VA:Cr2.1.1a Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>Lesson 4 - VA:Cn11.1.1a Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in</p>	<p>UNDERSTANDINGS</p> <p>A generalization or important concept about art that students will come to understand while studying this unit - may be "revisited" in another unit.</p> <ul style="list-style-type: none"> ● Artists and designers shape artistic investigations, following or breaking with traditions and mediums in pursuit of creative art-making goals. ● People develop ideas and understandings of society, culture, and history through their interactions and analysis of art. ● Artists and curators consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display. ● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. 	<p>ESSENTIAL QUESTIONS</p> <p>Open-ended question(s) related to concepts and art that will help students make meaning of the ideas and process.</p> <ul style="list-style-type: none"> ● How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? ● How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? ● How is art used to impact the views of a society?

<p>contemporary and local contexts in the form of an artist statement.</p> <p>Lesson 5 - VA:Cr3.1.IIa Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</p>	Acquisition	
	<p><i>Students will know...</i> (Specific content and concepts to be introduced in the unit)</p> <ul style="list-style-type: none"> ● a variety of different Augmented Reality artists and their approaches to their artmaking. ● the importance of location in <i>site-specific artwork</i>. ● that historical and cultural context is a <i>criteria in evaluating art</i>. 	<p><i>Students will be skilled at...</i> (Specific skills and processes to be introduced in the unit)</p> <ul style="list-style-type: none"> ● Using Facebook <i>Spark</i> to create their own AR artwork ● Writing an artist statement explaining their own art ● Critiquing their own and their classmates artwork.
Evaluative Criteria	Assessment Evidence	
<p>Summative</p> <p>What will you look for in the final product (suto determine how well the students met the goal?</p>	<p>PRIMARY EVIDENCE- PERFORMANCE TASK(S)</p> <ul style="list-style-type: none"> ● Open-note quiz on the app, <i>Spark</i> ● Augmented Reality artwork ● Artist Statement <p>ELEGANT PROBLEM FOR THE FINAL ARTWORK:</p> <p>Over the course of five lessons, students will learn and experiment with Augmented Reality (AR) in order to create and publish their own AR artwork that tells a unique story about <i>place</i>. You will also write an artist statement to articulate your artwork’s meaning and publish it online for an online gallery walk.</p> <p>PROCESS OF PLANNING:</p> <ol style="list-style-type: none"> 1. Students will research and explore AR artists. 2. Students will generate a concept related to a specific location. 3. Students will experiment in FB <i>Spark</i> and complete a guided-note worksheet. 4. Students will complete a worksheet to help them create their artist statement. 	
<p>Formative</p>	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> ● Students attendance and participation in all webinar classes. ● Completion of artist statement worksheets. ● Students will self-assess their own AR artworks. 	

STAGE 3: THE LEARNING PLAN SEQUENCE

Vocabulary Academic Language	Specific Unit Terms	<ul style="list-style-type: none"> ● Site-specific artwork ● Augmented Reality ● Critique ● Element of Art: <i>Space</i>
Materials/Resources	Instructional Resources Specific art materials needed for the unit	<p>Instructional Resources</p> <ul style="list-style-type: none"> ● FB Spark tutorials: https://sparkar.facebook.com/ar-studio/learn/documentation/guides ● Online quiz on Quizizz.com ● Element of Art: Space video: https://youtu.be/U11B_0FCn6o ● TedEx talk on AR: https://www.youtube.com/watch?v=i9cFUDshxMQ&feature=youtu.be ● Artist Statement worksheet <p>Materials</p> <ul style="list-style-type: none"> ● Instagram ● iPhone and/or computer with sound capabilities ● paper and pencil
Summary of Lesson Sequence	The scope and sequence of lessons on the unit	<p>Lesson 1:</p> <ul style="list-style-type: none"> ● (NVAS) VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design. ● Essential Question: How does knowing the contexts histories, and traditions of art forms help us create works of art and design? ● Objective: Today we will explore augmented Reality Art, go over unit schedule + assignment; and learn the AR app, <i>Artivive</i>, in order to shape an artistic investigation of present day (quarantined) life using a contemporary practice of art. ● Brief description: <ul style="list-style-type: none"> ○ Introduction to Nancy Baker Cahill ○ Overview of Unit and Assessments ○ Tutorial of Artivive app <p>Lesson 2:</p> <ul style="list-style-type: none"> ● (NVAS) VA:Pr5.1.11a Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place. ● Essential Question: What methods and processes are considered when preparing artwork for presentation? ● Objective: Today we will explore the aspect of <i>location</i> in site-specific artwork in order to consider and create our own AR art. ● Brief description: <ul style="list-style-type: none"> ○ Warm-up: Visualization meditation ○ Video on the element of space in art ○ Investigation of other AR artists ○ Work-time ○ Closure: Kahoot Artivive review

Lesson 3:

- **(NVAS)** VA:Cr2.1.1Ia Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- **Essential Question:** How do artists and designers learn from trial and error?
- **Objective:** Today we will continue to work on our AR artwork, practicing like artists by learning through trial and error.
- **Brief description:**
 - SEL question: How is everyone doing in their space?
 - Kahoot review for quiz
 - Q&A session re: *Spark* with the class to resolve and
 - Monitor student progress - this lesson can continue for as many days the students need to complete their AR art.
 - Due tomorrow: Online quiz

Lesson 4:

- **(NVAS)** VA:Cn11.1.1Ia Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts in the form of an artist statement.
- **Essential Question:** How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society?
- **Objective:** Today we will explore how artist statements can enhance the viewers interpretation of our art through making societal, cultural, and historical connections to our art.
- **Brief description:**
 - Warm-up: Meditation
 - Analysis of Artworks before and after a reading of their artist statements.
 - Artist statement worksheet work-time.

Lesson 5:

- **(NVAS)** VA:Cr3.1.1Ia Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
- **Essential Question:** How does collaboratively reflecting on a work help us experience it more completely?
- **Objective:** Today we will present and critique our AR artworks
- **Brief description:**
 - Teach: How to Critique
 - Time to critique and comment on people's AR in comment box
 - Closing discussion