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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | What makes a good citizen?How does location and purpose shape an artwork? | | TIMELINEBrainstorming | 11/1 to 11/4 During this part of the project, we will practice creating visual symbols for ideas and choose which core democratic value we want to focus on.  We will also explore a variety of artists, from Swoon to Maria Fabrizio, and learn about the early years of the street art movement. Studio Work | 11/7 to 11/17 Students will begin developing their imagery and building their piece, considering how and where it will be displayed.  Every four days, we will have a check-in and group critique to help us move our ideas along and produce our best work possible. Wrap-Up | Date TBD Either just before or after Thanksgiving, we will take a trip to the DIA to check out their Swoon exhibit and end the project with a video reflection and exhibition of our artwork. | | |  | | --- | | ObjectiveIn this project, we will use symbolism and multimedia skills to create a public art display in the school hallways.Our art pieces will be designed around one of the core democratic values and its importance to you. | | |  |  | | --- | --- | |  |  |   **I will be able to…**   * Balance freedom and responsibility. * Consider a variety of options before choosing the best one. * Consider and choose which pieces of constructive feedback to act on. | | Skills Demonstrations required for project to begin:Creative AlphabetWord Art Paper CutSpray Paint Exercise | |

GRADING STANDARDS

I CAN…

Balance freedom and responsibility:

1. Spray paint is respectfully and carefully used. Procedures for safety of self and schoolgrounds are followed.
2. While making independent choices regarding project in-class, initiative is taken to stay on-task and move project forward.

MASTERY LEVEL:

\_\_\_/20 pts.

Consider a variety of options before choosing the best one:

1. Sketchbook used to test multiple image ideas and media before deciding on final one.
2. All three sample projects were completed before beginning final project.

MASTERY LEVEL:

\_\_\_/20 pts.

Consider and choose which pieces of constructive feedback to act on:

1. Peer feedback sessions conducted respectfully and thoughtfully. Students provides feedback as well as receives.
2. Students consider peer feedback and thoughtfully decides which to test out.
   1. Suggestions accepted (and why)
   2. Suggestions denied (and why)

MASTERY LEVEL:

\_\_\_/20 pts.