

NATIONAL CORE ARTS STANDARDS

Model Cornerstone Assessment

OVERVIEW

Title: Abstracted Reality - The visual impact of objects, things and stuff of ordinary lives.

Artistic Discipline: Visual Arts

Grade Level: Proficient, High School

Authors: Allison Harris

Artistic Processes: Creating, Presenting, Responding, and Connecting

Task Description: Students will respond to a body of work from modern (Dada, Surrealism, Pop) and contemporary artworks to analyze artistic approaches, and themes in ordinary object depictions to create a visual impact. Students will investigate artistic approaches, plan and develop artwork connecting an everyday object to a defined message. Students will analyze their work using self, peer and group critiques to revise and complete their work and compose an artist statement. Students will examine various locations within the school building to display their art to further emphasize their personal message and participate in exhibiting their art

About Model Cornerstone Assessments: MCAs model effective assessment practice and demonstrate that standards-based teaching in the arts is specific and, rigorous, by sharing a glimpse into one teacher's classroom. The MCAs on this website come packaged with a suggested strategy for assessing student learning, types of evidence to collect, model rubrics, and samples of student work demonstrating their process and learning. The samples of student work illustrate the unit in action by providing a snapshot of a moment in time showing student response to instruction.

[View the full MCA](#) as a guide for re-creating this unit and assessment customized for your classroom.

ASSESSMENT TOOLS

Performance Standard:	PROJECT RUBRIC			
Creating:	Strong Evidence	Sufficient Evidence	Limited Evidence	No Evidence
<i>VA: Cr1.1.1a Use multiple approaches to begin creative endeavors.</i>	Chooses and uses more than one brainstorming technique to communicate how to abstract an ordinary object from its original meaning.	Chooses and uses a brainstorming technique to communicate how to abstract an ordinary object from its original meaning.	Uses a brainstorming technique to develop ideas but is unable to communicate how to abstract an ordinary object from its original meaning.	Does not use a brainstorming technique to develop or communicate an idea.
<i>Va:Cr1.2.1a Shape and artistic investigation of present-day life using a contemporary practice of art or design.</i>	Using a contemporary art-making approach effectively develops a work of art that abstracts a common object to communicate a new meaning or message.	Using a contemporary art-making approach develops a work of art that abstracts a common object to communicate a new message or meaning.	Either develops a work of art that communicates a new message or abstracts the reality of that object.	Does not develop a work of art that communicates a new message or abstracted reality.
	Details, quality and craftsmanship are evident in the finished work and help to establish visual impact.	Some details and craftsmanship are evident in the finished artwork, limited visual impact.	Limited detail in the finished works and attention is needed in quality and craftsmanship of the work; improvement needed to provided visual impact.	Little or no details in the finished work. Overall quality and craftsmanship need improvement, no visual impact.

VA.Cr3.1.1a <i>Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</i>	Develops and applies relevant criteria from traditional and contemporary contexts, critiques and journaling, when revising artwork.	Applies relevant criteria from traditional and contemporary contexts, critiques and journaling, when revising artwork.	Revises artwork but does not apply relevant criteria such as critiques or journaling.	Either does not revise artwork or does not apply relevant criteria when revising art.
Presenting:	Strong Evidence	Sufficient Evidence	Limited Evidence	No Evidence
VA.Pr.4.1.1a <i>Analyze, select, and curate artifacts and or artworks for presentation and preservation.</i>	Analyzes work, effectively collaborates with others, and curates completed artwork in preparation for presentation.	Analyzes, collaborates with others, and curates completed art works in preparation for presentation.	Either does not analyze work or collaborate with others to curate completed artwork in preparation for presentation.	Does not analyze their work and/or does not work with others to curate completed artwork for presentation.
Responding:	Strong Evidence	Sufficient Evidence	Limited Evidence	No Evidence
VA: Re7.2.1a <i>Analyze how one's understanding of the world is affected by experiencing visual imagery.</i>	Completed analysis of artistic movements and artist and participates fully in a discussion on how images influence our views of the world.	Completed analysis of artistic movements or artists, has some participation in	Partially completed analysis of artistic movements and artists, participated in discussion only when prompted.	Does not complete analysis or participate in the discussion.
VA:Re9.1.1a <i>Establish relevant criteria in order to evaluate a work of art or collection of works.</i>	Establishes relevant criteria, promotes rationale, and applies to evaluating a work of art or collection of works.	Establishes relevant criteria and applies to evaluating a work of art or collection of works.	Establishes criteria and applies to evaluating a work of art or collection of works.	Does not establish criteria when attempting to evaluate a work of art or collection of art.

	Completed an artist statement that provides rationale for creating work and is reflective and responsive to the message of the work.	Completed and artist statement that is reflective and responsive to the message of the work.	Completed and artists statement but is lacking reflection and does not relate to the message of the work.	Artist statement is not complete or is missing.
Connecting:	Strong Evidence	Sufficient Evidence	Limited Evidence	No Evidence
<i>VA:Cn10.1.1a Document process of developing ideas from early stages to fully elaborated ideas.</i>	Documents key stages in the process of developing a complex theme or idea from early stages to the completed work.	Documents the process of developing a theme or idea from early stages to the completed work.	Partially documents process of developing a theme or idea from early stages to the completed work.	Does not document process of developing a theme or idea from early stages to the completed work.
<i>VA:Cn11.1.1a Describe how knowledge of culture, traditions, and history may influence personal responses to art.</i>	Completed research, correlates, and describes in detail with examples how art is used to impact the views of society.	Completed research and provides examples with some detail on how art is used to impact the views of society.	Made an attempt at completing research, gives examples, but does not describe how art is used to impact the views of society.	Does little or no research; does not describe nor give examples of how art is used to impact the views of society.

ADDITIONAL RESOURCES

Videos:

What is Dada? Art Movements & Style 04:15. <https://www.youtube.com/watch?v=ABNwtDyx7T4>. National Galleries Scotland. Published on May 28, 2019. Accessed, February 6, 2020

The Nonsensical Art of Dada | Dadaism 05:11. <https://www.youtube.com/watch?v=oB2e9CNsl4>. LittleArtTalks. Published on Dec 21, 2014. Accessed, February 6, 2020

What is Surrealism? Art Movements & Styles 04:25 <https://www.youtube.com/watch?v=fH1uXlm9qoQ>. National Galleries Scotland. Published on June 7, 2018. Accessed, February 24, 2020

The Case for Surrealism | The Art Assignment 10:17. <https://www.youtube.com/watch?v=wtPBOwE0Qn0&t=17s>. PBS Digital Studios Published on Mar 16, 2017. Accessed February 24, 2020.

What is Pop Art? Art Movements & Styles 04:04. <https://www.youtube.com/watch?v=6qr7cdpGDRo>. National Galleries Scotland. Published on May 23, 2018. Accessed, February 24, 2020

Marcel Duchamp Talks with Martin Friedman about the Readymade 02:52. <https://www.youtube.com/watch?v=VYqDpNmnu8I>. Walker Art Center. Published on Feb. 16, 2012. Accessed February 6, 2020

Optional or additional videos:

Art Cooking: Do Not Try to Eat This: Dada 09:55. <https://www.youtube.com/watch?v=ksP1hsyup1w&t=428s>. The Art Assignment/ PBS Digital Studios. Published on Mar 22, 2018. Accessed, February 21, 2020

Articles & Reading Material:

"Modern Art Movements, Artists, Ideas and Topics." The Art Story, 2009, last accessed January 12, 2020, www.theartstory.org/.

Dr. Stephanie Chadwick, "Introduction to Dada," in Smarthistory, September 4, 2017, accessed January 12, 2020, <https://smarthistory.org/introduction-to-dada/>.

Josh R. Rose, "Surrealism, an introduction," in Smarthistory, September 8, 2016, accessed January 12, 2020, <https://smarthistory.org/surrealism-intro/>.

Dr. Virginia B. Spivey, "Pop Art," in Smarthistory, August 9, 2015, accessed January 12, 2020, <https://smarthistory.org/pop-art/>.

Dr. Virginia B. Spivey, "Contemporary Art, an introduction," in Smarthistory, August 9, 2015, accessed January 12, 2020, <https://smarthistory.org/contemporary-art-an-introduction/>.

The Artist's Statement vs Biography by Keith Bond, 5/16/2011, last accessed January 12, 2020, <https://fineartviews.com/blog/30872/the-artists-statement-vs-biography>,

The Practical Art World, Examples of Artwork Labels, June 18, 2014, last accessed January 12, 2020, <https://thepracticalartworld.com/2014/06/18/examples-of-artwork-labels/>

Pastel Artist: Arkansas Artist Virmarie DePoyster (identifying composition, ideas, and artist statements)

Illustrating the Process: *Samples of Student Work*

Everyday Object Discussion 7

Now that you've had time to look at various styles of artwork in Dada, Surrealism, and Pop art, you will now share with your classmates what ordinary, everyday object you will be using.

As a reminder, this is not a "found object" assignment where you take various things and put them together to form something. Your goal of this project is to transform an ordinary object and change its original intent or purpose or function. It should not have the same function as before. You cannot take a container that holds something like water and transform it to hold solid objects, the function of the object did not change.

Keep in mind your artwork can be 2D (painting, drawing, collage, etc.) OR 3D (sculpture or relief). So, as you are describing your work, make sure you are thinking on this.

For this discussion, you will:

1. Share the object you've chosen.
2. Describe its function or purpose (original)
3. Write a short description on what you intend to do to transform the object from its original intent or purpose.

Example:

My ordinary object is a comb.

The purpose of this object is to work through hair, comb it whether it is human or animal.

I am plan on doing a drawing that transforms the comb into stairs in a surrealistic type of environment or possible a jungle gym. Or I might take actual combs and heat them up to create bracelets, possibly adding color by using colored wire/string/plastic.

Click the reply button, write your information in the text box, click post.

Then, scroll through your classes ideas and respond to at least one other person. Respond with a question if you are not sure about the project, or possible suggestions to what your classmate could use (materials) or if you have something that could help them with their decisions.

CREATING

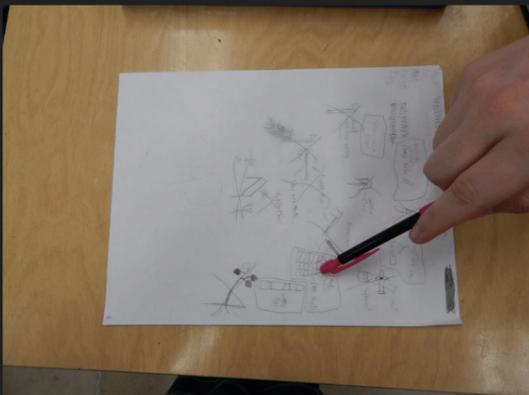
VA-SJ-P-A1-CN-07



VA-SJ-P-A1-CR-07



Brainstorming Drawings VA-SJ-P-A1-CR-07



Discuss with Others VA-SJ-P-A1-CR-07

At first I was thinking of making an axe with a really long handle, but then I discussed my project with Irelynn and Mrs. Harris and settled on making a vest out of cans.

VA-SJ-P-A1-RE-07

Reflection

I was surprised at how long it took to even wash the cans and then cut them to make them usable, not to mention folding the edges together, punching holes in them, and wiring them together.

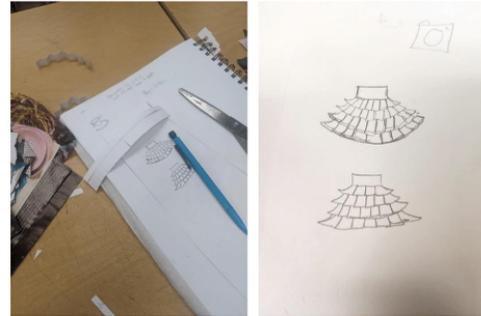
Artist Notes

I originally planned on making the vest wearable, but I wasn't able to make it big enough for most people, and even those small enough to fit in it would probably cut themselves putting it on or taking it off.

Magazine Skirt



VA-MD-P-A1-CN-05-GSLIDE



On the first three days I created a sketch of my idea and made a list of the items I needed. Then I started to cut out all the magazine pieces that I wanted to include in my piece. I then created a small template out of paper (shown in the image on the left).

VA-MD-P-A1-CR-05



Front



3/4 View



Back

Responding

VA-KH-P-A1-AE-12

NAME _____

CLASS: 6

ARTIST STATEMENT

25
25

Reflecting on your artwork and sharing your thoughts about the art making process is an important part of art. Please thoughtfully complete the statements below based on the work of art you just finished.

I would like to name this work of art: Butterflies in Paradise

I created this work of art by cutting out different flowers from magazines and gluing them onto a board, I made the butterflies with foam letters and feathers, I cut out a butterfly head for butterflies to cut with lip crayon. good

Some of things I learned while creating it were how difficult it is to find the right piece for a project.

My favorite part is learning about different art styles

If I could change something about it, it would be (include why) A better background because it would express the artist better

While making it I was surprised that I would be creative enough to complete this piece

Something else I want to share about this artwork is I chose butterflies because they are one of my favorite animals. Insect?

ARTWORK

List **3** well-known artworks of your artist and fill in the chart.

TITLE OF WORK	SIZE	MEDIA	NOTES
Treasury of Images		oil paint	
The Lovers	1'9" x 2'5"	oil paint	couple in love, faces covered by sheets.
The Son of Man		oil paint	Self-portrait

Source(s): _____

SKETCH

Choose **1** of the pieces from the chart above and sketch it here.

Title: _____



Deci n'est pas une pipe.

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Name/Class Period: Mystique Pangle

ARTIST notes



BIO

Artist Name: René Magritte
Born: 11/21/1898 Died: 8/18/1967 Birthplace: Lessines, Belgium

Write 3 interesting facts about the artist's life.

- 1- mother committed suicide
- 2- died of pancreatic cancer at age 68
- 3- had an affair w/ his wife did too, they divorced in 1970

Source(s): Wikipedia

MOVEMENT

Which art movement(s) was the artist involved in? Write a definition of the movement(s).

Movement: Surrealism
Definition: 20th century avant-garde movement in art + literature
- natural juxtaposition of images

Movement:

Definition:

Source(s):

NAME: [Redacted]

CLASS: 6th

VA-MD-P-A1-RE-05

ARTIST STATEMENT

25/26

Reflecting on your artwork and sharing your thoughts about the art making process is an important part of art. Please thoughtfully complete the statements below based on the work of art you just finished.

I would like to name this work of art: Disposal

I created this work of art by: Combining magazine collages to paper with glue and creating a pattern for the shirt. I used a safety pin to fasten the waist together.

Some of things I learned while creating it were: Cutting magazine pieces out and combining them to make an image is really time consuming, and never use mask elastic as a waist band because it breaks really easy.

My favorite part is: watching my vision unfold.

If I could change something about it, it would be (include why): the length, its fairly long so it makes it less volumetric.

While making it I was surprised that: I could actually do it

Something else I want to share about this artwork is: that everyday that I worked on this, the more emotion I put into it. I was crying once while working on it.

I can sometimes bring out emotions and become therapeutic.

NAME: Chloe HubbardCLASS: 6th25/25

ARTIST STATEMENT

Reflecting on your artwork and sharing your thoughts about the art making process is an important part of art. Please thoughtfully complete the statements below based on the work of art you just finished.

I would like to name this work of art: Plastic Lady

I created this work of art by snapping the tops off of 2 spoons. Wrapped the spoons in red thread and colored black dots on them. I then glued a black cotton ball on for the head also giving googly eyes on as well.

Some of things I learned while creating it were You can make small things with the most random things.

My favorite part is how the lady bug wings are wrapped in red thread.

If I could change something about it, it would be (include why!) adding a third spoon top so I could have made the lady bug bigger.

While making it I was surprised that I starting out with my very first idea of painting and ended up creating a lady bug.

Something else I want to share about this artwork is how I used a white cotton ball for the head and colored it black

Connecting

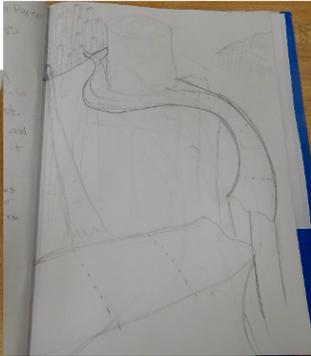
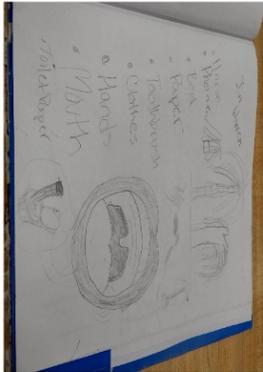
Ordinary Object Process

VA-MP-P-A1-CN-14-JPEG



My inspiration picture

VA-CH-P-A1-CN-03



- My ordinary object is toilet paper
- The purpose of this object is to wipe off bodily fluids.
- In planning on doing a drawing that transforms the toilet paper into a waterfall flowing into the toilet. I might take actual toilet paper and glue it to a fake toilet and paint it to look like a waterfall/flowing of it
- In planning on doing a drawing/drawing that transforms our toilet paper less into a toilet paper fortress with a toilet paper path leading to the fortress

Ideas/Notes