

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

School Name : I.S.237

Jill E. Susser

## **Course / Unit**

### **ART**

**Essential Question: How do artists effect change?**

**Suggested Time Frame: Four weeks**

**Theme: Art**

## **Graphic Overview of Unit**

**Suggested Time Frame:**

**Essential Question:**

Unit name: Civil Rights in the 1960's

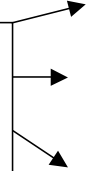
Mini-unit name: Key leaders of Civil Rights

Mini-unit name: Key Events of Civil Rights

Mini-unit name: Art of the 1960's

Mini-unit name: Change

Mini-Units  
\* It is recommended that each mini-unit end with a standardized test that reflects the state / city assessment



**Unit's Culminating Project: (briefly explain in 2-3 sentences): Students will create a photo journal of evidence of a condition in society which they feel passionate about.**

**Stage 1- Desired Results**

**Standards-Based Learning Goals:**

1.4d, 2.4c, 5.2, 5.4a, 5.4b, 1.3b, 2.4a, 2.4c, 1.3b,

**Concepts**

**Big Ideas for this Unit; How does communication and expression effect change?**

**Magnet School Theme: Interdisciplinary Art**

**How does the Big Idea in your unit connect to your theme? Artists effect change.**

**Enduring Understandings: Individuals and groups create in response to issues and events to effect change.**

**Arts reflects the personal, political, and social issues of it's time.**

**Injustice and inequality of minorities can be challenged by leaders and artists.**

**Overarching Essential Question: (this question should connect to your school theme) How does art reflect change? How does art effect change? How do you express personal issues through art?**

Content and Skills	
<p><b>Content</b>  <b>Students will know...</b>  <b>The Civil Rights Movement, Key Leaders, Civil Rights Act, Brown vs. Board of Education, ERA, IDEA, American Disabilities Act, Non Violent Movement, Segregation Unrest, Effects of segregation on artists and performers, writers etc., assassination of major leaders. Artistic expressions of the 60's and the human condition in various art forms, different disciplines.</b>  <b>Apply principals of design (balance, contrast, emphasis, unity) communicate persuasively using competent English language skills.</b></p>	<p><b>Skills</b>  <b>Students will be able to...research historically related forms of art/ music/ literature, etc.</b>  <b>Students will analyze documentation reflecting the 60's.</b>  <b>Students will express contrasting points of view concerning abstract expressions of the times.</b>  <b>Students will compare and contrast life in the 60's with life today. They will look for evidence of similarities and changes and attempt to cite reasons for both.</b>  <b>Students will draw a Venn diagram on the above topic. They will create a timeline of major events leading up to current social, political and ethnic conditions.</b>  <b>Students will show examples of how one can create art to convey a message which is not literal but open to interpretation.</b>  <b>Students can debate their interpretation of a work of art in order to establish a clear rationale of their opinion.</b></p>

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**Stage 2- Summative Assessment Evidence**

**If students understand, know and are able to do the items in Stage 1, they should be able to show their understanding by completing an authentic task found in the world beyond the classroom.**

- Design the Culminating/Summative Task:
- Please note: The Essential Question and the Grasp are interconnected. The GRASP is a way for students to demonstrate their knowledge and understanding unit by answer of the Essential Question. Or you can say, they are answering the essential question through their GRASP.

G- (goal) Demonstrate understanding of social injustice and change.

R- (role) You are an actor/activist/artist

A- (audience) You will research the best possible audience who will remedy the topic you have chosen. Who are the movers and shakers who have the ability to make the changes you want addressed?

S- (situation) You must cite the situation from which this problem exists.

P- (purpose and product) You will create a written and visual presentation which clearly serves to address the issue you want changed. You must include photographs which show evidence of the problem you will verbally address.

S- (standards for performance) Clearly identify an existing condition which warrants our attention. You will find a method which best illustrates this and you must prepare arguments for change as well as possible solutions.

### **Student Task**

In the space below, write the task exactly as students will see it.

You should give this task to them on the first day of the unit. This way they know where they are going.

**Students will create a photo journal of events preceding, during and after something of importance in their life. They must elaborate on the reason why this cause is so near and dear to their hearts as well as how they feel change has occurred or could occur with some creative solutions. Students need to reveal what makes this cause so special to them as individuals. They must supply documentation using writing, drawings and photography and anything they deem relevant to their subject. Students are allowed to be creative in their exposure and possible solutions. They must think of themselves as teachers in this project because they are educating their audience about something that demands all of our attention and selling us on the need for all to be involved in a solution.**



## Rubric For Culminating Project

[www.rubistar.com](http://www.rubistar.com)

Project Component	1	2	3	4
<b>Understanding</b>	65% of the arguments are sketchy and underdeveloped. Little evidence of concern for claims and assertions.	Evidence needs more development. Argument is weak as are solutions.	Some original insights, but arguments often are not convincing.	High level of understanding shown by solid argument, well beyond expectation for this age level. Topic is well researched.
<b>Performance or performance quality</b>	35% of the presentation is ineffective and lacks adequate preparation and sincerity. Little consideration for purpose and audience.	Somewhat effective but lacks clarity, thoroughness and polish.	Effective presentation and product that meets expectation of appropriate audience selection	Highly effective and engaging topic, mindful purpose with strong compelling arguments and highly

			<b>and purpose.</b>	<b>detailed, quality visuals.</b>
<b>Presentation</b>				

**Unit's Essential Question:**

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<b>Mini-Unit Title</b> (each mini-unit is approx 1 week long)	<b>Big ideas of the mini-unit / concept statement (macro)</b> What is the big idea of this mini-unit?	<b>Key Content /Knowledge</b> (Important Content to Know about, vocabulary, the specifics) (Micro)	<b>Skills</b> What should the students be able to do? (rule of thumb - skills are verbs - knowledge is a noun)	<b>List of Topical / Content Based Questions</b> (make sure to amend the essential question so that it becomes topical for this mini-unit)	<b>Mini-Unit Assessment</b> (must be aligned to the NYS / NYC exams. It can be a test or a quiz - i.e.: DBQ Essay; 10 multiple choice questions; or 3 constructed response questions)	<b>Scaffolding towards the culminating project</b> (what can be done during this mini-unit to develop the stage 2 culminating assessment (grasp)
<b>Artists who promote and provoke change</b>	<b>Communication and expression effect change</b>	<b>Racism, civil rights, Pop, photography, change, expression</b>	<b>Think, apply, analyze artwork, infer, interpret, from artwork, Connect art and history, cause and effect, empathize.</b>	<b>What were artists/photographers trying to communicate in samples of their work? How do photos impact the audience? What can we infer from the images?</b>	<b>In groups of two, discuss the impact of this lesson on each of you personally and connect what you have seen to your own life/world. Write down any thing you feel personally connected to on a card.</b>	<b>Completion of task #1 , Students react to the work of four artists who promote change. What do these artists have in common? What makes them successful?</b>
<b>What causes are addressed in the artist's work? What</b>	<b>Communication and expression effect change.</b>	<b>Contemporary issues, animal rights, homelessness,</b>	<b>Students will connect causes to possible ways</b>			

### Backwards Design Unit Planning

<b>are your causes?</b>		<b>poverty, energy crisis, etc.</b>	<b>of exposing them visually.</b>			

## **Backwards Design Unit Planning**

*A Week at a Glance – Copy as Necessary*

WHERE is the student going and what is expected HOOK with needed skills to experience and explore Opportunity to REVISE and RETHINK their understanding		Allow students to EVALUATE work and implications TAILOR work to student needs Be ORGANIZED to maximize engagement		
Monday	Tuesday	Wednesday	Thursday	Friday
Content Focus:	Content Focus:	Content Focus:	Content Focus:	Content Focus:
Hook:	Hook:	Hook:	Hook:	Hook:
Daily Assessment:	Daily Assessment:	Daily Assessment:	Daily Assessment:	Daily Assessment:
Weekly Assessment (must be aligned to the NYS / NYC exams):  What have the students produced that scaffolds towards the units culminating assessment? (for example if the unit's culminating assessment is a newspaper – perhaps the students have written an article)				

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## **Backwards Design Unit Planning**

### **Unit Resources**

**Books:**

**Websites:**

**Teacher Materials:**

**Other:**