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ART 333- Curriculum Development
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Unit Overview

Unit Title:
Objects and Meaning

Enduring/Big Idea-Theme: (This needs to be really important – art and life issues that have lasting human importance and appear to be a continual concern to humans at different cultures....)

Each object we face in our daily environment has meanings associated with it whether it is personal, social, or aesthetic. It is important to understand that not everyone has the same experiences to create the same meanings behind objects. We all interpret objects and art differently due to our unique experiences.

The works produced by one person/culture that is meant to have a specific meaning or function may have a differing perspective or explanation to another person or culture. While creating art you may have a concern to encourage the viewer to think critically and out of the box. To do this you must ask or raise questions in a visual manner.

Rationale: (Why is it important for students to understand the Enduring/Big Idea-Theme?)

It is important for students to understand the meaning or function behind specific art pieces or objects because a lot of contemporary artists are using objects to say something to society. It is also important for students to understand that everyone has different experiences with the same things; one may have a positive relationship with a certain object while another has a negative relationship with the same object. In every one's everyday life it is important to understand different perspectives and different sides to all stories, learning it while creating art is a very visual example of this. The more the students learn to accept and possibly understand differing views or opinions the better they will be able to explain their views and relate to the opposing audience. If the different meanings and functions come from differing backgrounds the better it is for the students to get a universal perspective on an issue and think about things outside of their own surroundings. (An elementary example of this is in *The Little Mermaid* when a character sees what we know as a fork for the first time and the character refers to it as a “dingle hopper” something to twirl your hair with since they did not have the same experience with that object.)

Key Concepts about Enduring/Big Idea-Theme: (Note that these are important ideas about art/visual culture, also related to the Enduring/Big Idea-Theme, that will be addressed in the unit of study)

- Meaning (social, personal, aesthetic, etc.)
- Perspectives

- Functionality or objects
- Symbolism

Essential Questions: (What questions will guide the investigation of the Enduring/Big Idea-Theme and Key Concepts?)

Does everyone view all objects the same?

How does someone create a connection with objects?

How do objects acquire meaning?

How do objects have differing meanings for different people?

Are there any hidden meanings in objects?

What can you do to change someone's views about a certain object?

Unit Objectives: (Note that these are UNIT, not specific lesson, objectives. What "big" things will students understand as a result of investigations in this unit of study?)

- For the students to understand:
 - Objects have differing meanings.
 - Objects have hidden meanings.
 - How to interpret objects in their own lives and others.
 - Differing perspectives or opinions and how to interact with them.
 - that it is good to have opinions and how to express them in a way their audience can understand.
 - How to communicate with their peers better and to think more critically.

National, State and Local Standards: (What standards will be targeted in this unit of study?) _____

Assessment:

Evidence: (How will students DEMONSTRATE their understanding of the Enduring/Big Idea-Theme and Key Concepts of the Unit? What "end-of-unit" performance will they complete to demonstrate that they have met the UNIT objectives?)

Students will need to exhibit or present their piece and concepts to the class and think about where they would like their piece to be viewed if viewed at all. (The could place it in that environment if they feel it necessary.) The student will also be participating in a class discussion about their topics and their approach to communicating them to the viewer. The student will gain feedback from their students to see if it was successful to their peer audience.

Levels and Criteria: (How will students and others know that they have completed the task successfully? What criteria will be used to judge weak, average or strong understanding-achievement?)

Strong: They can explain why the objects were used in their piece. The explanation should include what the meanings those objects have whether actual or hidden. They should also be able to explain what experiences people could have with their piece. (Different perspectives) Can investigate materials with meaning. Be able to offer own insight along with new ideas.

Average: States main themes/ideas. Gives examples. Can connect the objects to their own life. Can explain what their connections are to the objects but not what someone else's connections are.

Weak: Sweeping generalizations. Explains or describes without supporting thoughts or evidence. Does not have any connection to objects used. Very shallow interpretations.