

Title: Design of a National Memorial
Level: Art 1+

Essential Question: Why do we build national memorials?

Overview: Students will create a design for a national memorial or monument dedicated to a historical figure or event of their choosing after studying the design and concepts of several American memorials.

Learning Objectives:

Upon completion of this unit, students will be able to:

- a) identify and explain the concepts behind the Washington Monument, the World War II Memorial, the Martin Luther King Jr Memorial and the Vietnam Memorial Wall, the OKC Bombing memorial and others
- b) use imovie proficiently

Preparation:

Information/Demonstration:

- *Students will view a power-point that outlines several national memorials and monuments and points out the design concepts of each.
- *Students will discuss the historical importance of memorials and the criteria for creating a national monument, as well as the artists who have designed national memorials.
- *Students will study the design of the OKC Bombing Memorial and visit the site.

Verification:

- *Students will work in groups to create an imovie over a specific national memorial/monument and its design. The movie will be scored by a rubric.

Activity:

- *Students will design a national memorial for ground zero (or a historical figure/event of their choosing).
- *The design must be on 20 x 32 poster board, incorporate text/descriptions of symbolism used in the design and architectural drawing techniques (this could be digital).
- *Each student will present his or her design to the class as if he/she were pitching the idea to the selection committee. The class will score the presentation using a rubric.

Assessment: Rubric

Resources:

Materials: computers

Notes:

Standards Addressed:

VISUAL ART--High School

Standard 1: Language of Visual Art - The student will identify visual art terms (e.g., content, engraving, foreshortening, mosaic, perspective)

1. Identify and apply knowledge of the principles of design: rhythm, balance (symmetrical, asymmetrical, radial) contrast, movement, variety, center of interest (emphasis), and repetition in personal artwork, and the artwork of others.
2. Identify and apply the elements of art: line, color, form, shape, texture, value (light and dark), and space in works of art. Discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middleground, foreground, placement, one-, two-, and three-point perspective, overlap, negative, positive, size, color) in personal artwork, and the art work of others.
3. Describe exhibitions of original works of art seen in the school or community.
4. Differentiate between art criticism and art reviews, recognizing that criticism is positive as well as negative in its evaluation of a work of art. (EQ)

Standard2: Visual Art History and Culture - The student will recognize the development of visual art from an historical and cultural perspective.

1. **PROFICIENT:** Analyze a work of art within its cultural and historical context. (EQ)
ADVANCED: Analyze common characteristics of works of art and artifacts across time and among cultural groups to analyze and identify influences. (EQ)
2. **PROFICIENT:** Describe the basic ideas underlying several major art movements or historical periods including: Ancient (Egyptian, Greek and Roman), Renaissance, Impressionism/Post-Impressionism and 20th Century. (EQ)

- ADVANCED: Analyze issues related to chronology and discuss or debate these issues in relation to historical perspective. (L4)
3. PROFICIENT: Compare cultural and ethnic art forms throughout the world that have influenced visual art (L4)
ADVANCED: Assign works time-periods or movements based upon style. (L4)
 4. PROFICIENT: Describe the relationship between visual art and other art disciplines such as drama, music, and dance
ADVANCED: Synthesize the creative and analytical principles, themes, and techniques of visual art and other disciplines.
 5. PROFICIENT: Identify major regional, national, and international collections of art.
ADVANCED: Visit and critique art at local, regional, national, and international museums, and art exhibitions.
 6. PROFICIENT: Identify the use of visual art in business and industry, advertising, television and film. (L4)
ADVANCED: Document and create a visual art career plan based on portfolio, and an investigation of educational possibilities.

Standard 3: Visual Art Expression - The student will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.

1. Create original two- and three-dimensional works of art from observation, memory and imagination using a variety of art media
2. Prepare a portfolio (collection) of the learner's original artwork.
3. Develop and apply skills and techniques using a variety of art media, and processes in making two- and three-dimensional works of art:
Ceramics: media: clay, modeling clay, clay substitutes, glazes, paint, stains
processes: pinch and pulled forms, slab, coil, incising, etc
Drawing: media: pencils, colored pencils, markers, chalks, crayons, oil- pastels
processes: sketching, contour line, hatching, crosshatching, stippling, rendering shading
Fiber Arts: media: cloth, yarn, ribbon, found objects, paper, and rope
processes: weaving, stitchery, braiding, and basketry
Mixed Media: media: tissue paper, photos, found objects, foil, fiber, paint, paper, magazines
processes: collage, bas-relief
Painting: media: tempera, watercolor, oil, and acrylic
processes: wet-on-wet, wet-on-dry, wash, resist, sponge
Printmaking: media: printing ink, styrofoam, stencil, found objects
processes: relief, silkscreen
Sculpture or Architecture: media: paper, papier-mâché, clay, plaster, cardboard, wood, found objects, beads, sand, wire
processes: carving, constructing, and assembling
Technology as a design tool.
4. Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Standard 4: Visual Art Appreciation - The student will appreciate visual art as a vehicle of human expression.

1. Demonstrate appropriate behavior while attending a visual art exhibition in a museum or art gallery.
2. Demonstrate respect for their work and the work of others.
3. Demonstrate thoughtfulness and care in completion of artworks.