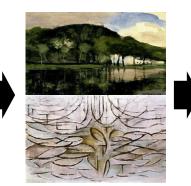
Instructional Unit Title: Abstraction as Interpretation

Visual Arts High School

Painting

The teacher may provide an example of an abstract artist's early representational work and a later abstract style such as Mondrian so that students can make a comparison between the two works.



The teacher may provide images that address the formation of style and the progression of abstraction (e.g., Mondrian, Clyfford Still) so that students can explain the evolution and transformation process used in creating abstract art.

The teacher may have students alter previous art works with a secondary media to emphasize structure so that students can identify and practice the identification and organization of expressive features into a new abstracted composition.



The teacher may provide examples of an artist's abstract and non-objective works so that students can develop a working distinction between representational and non-representational abstraction. The teacher may focus on the principles of abstraction and the artists that use these techniques so that students can begin considering the processes used to capture subject matter in an abstract version. The teacher may focus on the principles of realism and the artists that use these techniques (e.g., Picasso) so that students can begin considering the processes used to capture true to life images in a realistic manner. The teacher may facilitate a discussion about expressive features (e.g., line, shape, form, value, space, color) by focusing on the work of previous learning experiences so that students can identify their (personal) successful use of these features for expression and deconstruction from representational to abstraction.



The teacher may present images of non-objective art work, by discussing strategies and thought processes that lead to the creation of non-objective art so that students can interpret and apply these concepts to an original art work. The teacher may introduce examples of artist statements that discuss artistic choices so that students can understand how artists use artist statements to convey their creative process. **PERFORMANCE ASSESSMENT:** A museum curator is putting together a show that addresses the topic of the "birth of abstraction". They have asked you, a contemporary artist, to complete a series of three works that demonstrates the differences between realism, abstraction and non-objective art and convey a personal investigation of place, idea, or figure. These works, along with an artist statement, will be used to introduce and inform visitors about how artists use order of lines, forms and shapes and design to convey meaning.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit <u>http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples</u>.

Colorado Teacher-Authored Instructional Unit Sample Storyboard