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.

This model cornerstone assessment was created and piloted during the 2020-2021 school year, funded in part by a grant from the National Endowment for the Arts.
## ASSESSMENT TOOLS

### Performance Standard: PROJECT RUBRIC

<table>
<thead>
<tr>
<th>Creating:</th>
<th>Strong Evidence</th>
<th>Sufficient Evidence</th>
<th>Limited Evidence</th>
<th>No Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VA: Cr1.1.a Use multiple approaches to begin creative endeavors.</strong></td>
<td>Chooses and uses more than one brainstorming technique to communicate how to abstract an ordinary object from its original meaning.</td>
<td>Chooses and uses a brainstorming technique to communicate how to abstract an ordinary object from its original meaning.</td>
<td>Uses a brainstorming technique to develop ideas but is unable to communicate how to abstract an ordinary object from its original meaning.</td>
<td>Does not use a brainstorming technique to develop or communicate an idea.</td>
</tr>
<tr>
<td><strong>Va:Cr1.2.a Shape and artistic investigation of present-day life using a contemporary practice of art or design.</strong></td>
<td>Using a contemporary art-making approach effectively develops a work of art that abstracts a common object to communicate a new meaning or message.</td>
<td>Using a contemporary art-making approach develops a work of art that abstracts a common object to communicate a new message or meaning.</td>
<td>Either develops a work of art that communicates a new message or abstracts the reality of that object.</td>
<td>Does not develop a work of art that communicates a new message or abstracted reality.</td>
</tr>
<tr>
<td>Details, quality and craftsmanship are evident in the finished work and help to establish visual impact.</td>
<td>Some details and craftsmanship are evident in the finished artwork, limited visual impact.</td>
<td>Limited detail in the finished works and attention is needed in quality and craftsmanship of the work; improvement needed to provided visual impact.</td>
<td>Little or no details in the finished work. Overall quality and craftsmanship need improvement, no visual impact.</td>
<td></td>
</tr>
</tbody>
</table>
| **VA.Cr3.1.la**  
Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. | 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. | Revise’s 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. |
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<td><strong>Presenting:</strong></td>
<td><strong>Strong Evidence</strong></td>
<td><strong>Sufficient Evidence</strong></td>
<td><strong>Limited Evidence</strong></td>
<td><strong>No Evidence</strong></td>
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</tbody>
</table>
| **VA:Pr.4.1.la**  
Analyze, select, and curate artifacts and or artworks for presentation and preservation. | 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.la**  
Analyze how one’s understanding of the world is affected by experiencing visual imagery. | 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.la**  
Establish relevant criteria in order to evaluate a work of art or collection of works. | 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. |
<table>
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<tr>
<th>Connecting:</th>
<th>Strong Evidence</th>
<th>Sufficient Evidence</th>
<th>Limited Evidence</th>
<th>No Evidence</th>
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<td><strong>VA:Cn10.1.Ia</strong> Document process of developing ideas from early stages to fully elaborated ideas.</td>
<td>Documents key stages in the process of developing a complex theme or idea from early stages to the completed work.</td>
<td>Documents the process of developing a theme or idea from early stages to the completed work.</td>
<td>Partially documents process of developing a theme or idea from early stages to the completed work.</td>
<td>Does not document process of developing a theme or idea from early stages to the completed work.</td>
</tr>
<tr>
<td><strong>VA:Cn11.1.Ia</strong> Describe how knowledge of culture, traditions, and history may influence personal responses to art.</td>
<td>Completed research, correlates, and describes in detail with examples how art is used to impact the views of society.</td>
<td>Completed research and provides examples with some detail on how art is used to impact the views of society.</td>
<td>Made an attempt at completing research, gives examples, but does not describe how art is used to impact the views of society.</td>
<td>Does little or no research; does not describe nor give examples of how art is used to impact the views of society.</td>
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ADDITIONAL RESOURCES

Videos:


Optional or additional videos:


www.nationalartsstandards.org
**Articles & Reading Material:**


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.

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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 Ireylnn and Mrs. Harris and settled on making a vest out of cans.

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.
Overall

I decided to do a ladybug in the very end mainly because at the time I felt like I didn’t have time to finish my drawing of toilet paper fast enough to look decent.
Magazine Skirt

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).
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:  

I created this work of art by:  

Some of things I learned while creating it were:  

My favorite part is:  

If I could change something about it, it would be:  

While making it, I was surprised that:  

Something else I want to share about the artwork is:  

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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.

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I created this work of art by: ___

Some of things I learned while creating it were: ___

My favorite part is: ___

If I could change something about it, it would be: ___

While making it, I was surprised that: ___

Something else I want to share about this artwork is: ___

ARTIST notes

Artist Name: René Magritte
Born: 11/21/1898 Died: 8/19/1967 Birthplace: Lessines, Belgium
Write 3 Interesting facts about the artist’s life.
1. Mother committed suicide
2. Died of pancreatic cancer at age 69
3. Had an affair & his wife died too; they divorced in 1939

Sources: 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

The art of education

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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: Snipping the tops off of 2 spoons, wrapping the spoons in red thread and coloring black dots on them. Then I 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 ladybug wings are wrapped in red thread.

If I could change something about it, it would be: include why I added a third spoon instead of 2 so I could have made the ladybug bigger.

While making it, I was surprised that: I started out with my very first idea of painting and ended up creating a ladybug.

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

- My ordinary object is toilet paper.
- The purpose of this object is to wipe.
- I plan on doing a drawing that mimics the toilet paper. I will fold it into the toilet. I might create actual toilet paper and give it to a fake toilet and paint it to look like a water fountain.

Ideas/Notes

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