



community choices

unit three

U3L2A5 | Art for your community

overview

You will have the opportunity to create a piece of art to display in their community during a gallery walk.

learning goal

- You will understand the influence of art on informing, remembering or celebrating a community.
- You will understand the relationship between the appearance of your external environment and the sense of place you experience while there.
- You will be able to design a piece of art using the elements of art.

success criteria

- You will create art for a specific community and display it in a gallery walk.
- You will complete an Exit Card reflecting on the gallery walk and the work of your peers.

Inquiry question

- How can art be used to develop awareness in our community?

Students will be working in small groups of three to create a piece of art for a chosen community. This piece of art should do one of the following for the community:

Inform—Teach the community about an issue

Celebrate—Celebrate an aspect or event that is important to the community.

Remember—The piece of art reflects and remembers an act or event from the past.

Steps to create your art

1. Find a small group of three.
2. As a group, decide on the community you wish to create art for. It may be for the school or for another within the local area.
3. Now brainstorm what issues and ideas are important or need promotion in either the school community or another community of the group's choosing.
4. Now consider what are you going to do in their piece of art? Will this art be for informing, celebrating, or remembering the community? You should be able to justify this choice and explain how it can be seen in your work of art.
5. Make some rough sketches to an image that you feel would change the culture of the school community for the better.
6. Show your teacher your rough work and gain approval to start your final piece.
7. Create the art.

Written statement

Students will produce a written statement that will be no less than two full, word processed, double-spaced pages and no more than three. The written statement will be in paragraph format and will address the following:

- Describe the community they chose and what their connection to the community is and what role the community plays in their lives.
- Explain the issue you chose to represent through art and describe the importance of this issue to you and future generations.
- Describe your artwork and explain how you communicated the central themes of informing, celebrating, or remembering the community.



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Gallery walk

Once all of the art is complete, students will have a gallery walk where they will display their art. During this walk half of the class will present their art, the rest will wander the class and ask questions or comments to the presenters. The class will then switch places.

Art for your community exit card

After the walk, consider the following questions and expand upon how these questions relate to your Art? Complete the exit card assessing what they learned about their community from the gallery walk and on the value of art for communities.

- 1.** What is art?
- 2.** What is the purpose of art?
- 3.** What did you learn about your community from the art your peers created?
- 4.** What is the value of art to society?
- 5.** What is the purpose or value of art in public spaces?

Hand in this Exit Card before you leave the class!



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Art for your community evaluation

	Level 4	Level 3	Level 2	Level 1
Rough Work	Student has not engaged in the creative process in a meaningful and productive way. Rough work does not lead to finished product.	Some items have been submitted, but do not show clear progression and development of the idea. A smaller variety of process work is evident.	Student has submitted a number of items that constitute adequate creative process from start to finish.	Student has submitted a wide variety of materials as rough work that demonstrates the progression of their idea.
Artwork: Elements and Principles	Student has demonstrated little knowledge and understanding of elements and principles in their artwork.	Student has demonstrated some knowledge and understanding of elements and principles in their artwork.	Student has demonstrated adequate knowledge and understanding of elements and principles in their artwork.	Student has demonstrated exceptional knowledge and understanding of elements and principles in their artwork.
Artwork: Community Considerations	Student has made little link to the community and as a result have created a weak piece.	Student has made some connection to the community.	Student has made adequate connection to the community to produce a well-executed piece.	Student has made excellent connection to the issues in the community and has created an excellent piece.
Statement	Student has completed a statement that does not significantly address the assignment requirements. Frequent spelling and grammar mistakes.	Student has completed a statement that addresses the assignment requirements, but more content is needed. Some spelling and grammar mistakes.	Student has completed a well written statement that addresses the assignment requirements effectively. Some minor spelling and grammar issues.	Student has completed a well written, grammatically correct statement that addresses the assignment requirements in a thoughtful and insightful way.

Comments: