VISUAL ARTS COMPREHENSIVE I

Unit 6: Putting it Together – Public Art Proposals
Project-based Learning
5-Lesson Unit Outline

Design Thinking is a project-based learning model that requires participants to move past presumptions, gather evidence, practice empathy, and collectively address a real-world challenge. The following description outlines the 5-stage process and provides example lesson activities for students to apply their creative knowledge and skills to produce meaningful art that extends beyond the classroom walls.

Standards & Key Vocabulary	**Priority Standard** VAHSVA.CN.2 Develop life skills through the study and production of art. (e.g., collaboration, creativity, critical thinking, communication) **Key Vocabulary** Functions of Art in Society Art Criticism and Aesthetics
Link to other content areas	**High School Social Studies - American Government/Civics** SSCG12 Describe the tools used to carry out United States foreign policy, including diplomacy and treaties; economic, military, and humanitarian aid; and sanctions and military intervention.
Learning Objective	**By the end of this unit students will KNOW:** 1. How to use critical thinking and problem-solving strategies to conceive of and develop ideas.
Stage 1: "Empathize" with the benefactors	Working with limited resources, students will plan to respond to a realistic *Call for Proposals* by a local parks and recreation department to develop a public work of art at a nearby site. In this stage, students will begin to research public art memorials and plan to conduct interviews by first considering the needs, feelings, and experiences of relevant stakeholders in their community.

Stage 2: "Define" the challenge/ problem	Students will be responsible for gathering research on memorials, sculptures, murals and installations. They will also conduct interviews of family, friends, neighbors, or potential guest speakers such as Project Coordinator(s) from city hall and veterans both in- and outside of school.
Stage 3: "Ideate" possible solutions	Given the subject and materials the students have elected as most appropriate for this public artwork, they will begin to generate images and simple models for their artwork, considering their audience, location, and intended message. Then choosing 2-3 ideas that are most exciting to them for the next stage.
Stage 4: "Prototype" your ideas	Students will quickly build disposable models and replicas of the artwork and proposed location to problem solve and elicit feedback about their concepts from peers and outside of the art studio.
Stage 5: "Test" your product/ solution	After carefully considering feedback, students will refine their scaled models and develop the language necessary to complete the project proposal for submitting to the parks department at city hall.
Assessment Strategies	**FORMATIVE** **Quick Write Strategies** - The teacher asks students to respond to questions, prompts, or learning in 2-10 minute written reflections. **Brainstorm Activities -** Students learn how to play with ideas to produce a few good ideas **Visual Verbal Journal Entries** - A tool for students to track their learning: Where am I going? Where am I now? How will I get there? **K-W-L Reflections** - Students respond as a group or individually to a topic as to 1.) What they already know, 2.) What they want to know, 3.) What they have learned. **SUMMATIVE** **Project Rubric** - In Design Thinking, the emphasis is on student designers assessing how well a proposed solution addresses a specific challenge. Using the aforementioned proficiency scales, students will have a tool to understand what they need to learn and do to meet the learning target. Additionally, they will complete an **Art Student Self-Evaluation** rubric.
Summary	Students learn best when they can apply lessons to lived experiences outside of the classroom. This project increases the likelihood students will identify personal connections and receive valuable exposure to professional knowledge and skill development.