



Unit Overview

Students were challenged to choose and research a social issue of importance and create an artistic investigation of it using hand drawn and digital animation techniques. I designed this unit using the “Understanding by Design” model and collaborated with the student’s language arts instructor to connect their learning to the persuasive essay writing and research unit they were studying at the time. Our summative assessment for the unit included a performance based Charcoal Animation Film Festival for parents, teachers and peers and an “artist talk” in which students discussed how they met the learning outcomes to a captive audience.



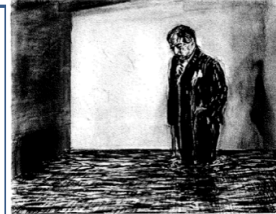
Inquiry Newsletter

Students and parents were given an inquiry newsletter at the beginning of the unit to anticipate the learning outcomes and begin to explore personally relevant themes.

Ms. Nadine Bouliane
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Art Inquiry Newsletter II

Students will explore the work of contemporary artist William Kentridge and his belief that life is about "understanding the world as process, rather than fact." Using Kentridge's innovative drawing technique that combines classic drawing with photography, students will create animated films that explore an issue of interest. Students will be challenged to formulate their artistic investigation around a socially relevant issue and reflect on whether the artwork conveys the intended meaning while revising accordingly.



Essential Questions

- How can we think of the world as a process, rather than a fact?
- How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
- How do artists work?
- How do artists and designers care for and maintain materials, tools, and equipment?

Interdisciplinary Connections

- Language Arts:** Students will be applying their understanding of persuasive writing in a visual context about an issue they find personally compelling and discuss their works using descriptive language.
- Information Technology:** Students will be using digital photography and animation software to create films from their still images.

ESLR Connections

- Compassion:** Students will develop aesthetic and empathetic awareness through engagement with their films to facilitate an understanding and appreciation of self, others, the natural world, and constructed environments.

How You Can Help

Discuss your child's chosen social issue and ask them to explain how their artwork reflects their feelings and understandings. Encourage your child to do further research into the topic and select images they may wish to interpret in their film.

Core Standards and Cross Curricular Connections

The learning outcomes were based on the national core art standards www.nationalartsstandards.org which mirror the new BC curriculum with an emphasis on critical thinking, collaboration and student-driven inquiry. Students were also meeting and being assessed on language arts standards in collaboration with the language arts instructor.

Authentic, Performance-Based, Assessment as Learning

Students were put in a real life situation as they were asked to publicly express their ideas, understandings and feelings about an issue that prompted a strong personal reaction for them and interpret their



perspective through their artwork in the manner of professional artists.

Introducing students at the festival.

Students also developed speaking and presentation skills, were able to answer impromptu questions from the audience, developed their drawing skills and familiarity with expressing ideas visually with technology.

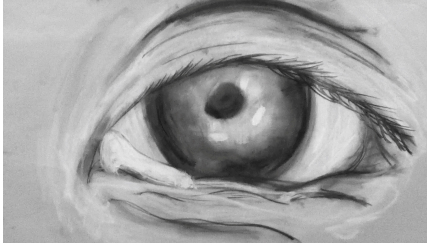
Understanding By Design

We began our unit with the end in mind by discussing the standards we would achieve and how we could show what we know and can do. Students collaborated to create criteria for the products they would create and shape the final summative assessment, the Animation Film Festival. We adjusted the assessment rubric to reflect their input and students kept a copy in their sketchbooks to refer to and receive feedback along the way. Students found it easy to understand the expectations and criteria from the outset.

Art and Storytelling: Exploring Issues with Charcoal Animation					
Objective	Evidence	Level 4	Level 3	Level 2	Level 1
VA:Cr1.2.6a: Formulate an artistic investigation of personally relevant content for creating art.	Project Planning Worksheets/ Thumbnail Sketches	Planning notes and thumbnail sketches show deep reflection of using a source article to create personally relevant content.	Planning notes and thumbnail sketches show reflection of using a source article to create personally relevant content.	Planning notes and thumbnail sketches show little reflection of using a source article to create personally relevant content.	No evidence of understanding.
	Individual conferences.	Discussions reveal relevant connection of chosen topic to students thinking and art making process.	Discussions reveal significant connection of chosen topic to students thinking and art making process.	Discussions reveal loose connection of chosen topic to students thinking and art making process.	No evidence of understanding.
	Student Artwork	Final film clearly shows opinion and perspective of artist.	Final film clearly shows opinion and perspective of artist. Content not always clear.	Final film makes loose connection to perspective of artist.	No evidence of understanding.
	K.A. Presentation	Clearly introduces film content and personal interest/ connection to audience.	Introduces film content and personal interest/ connection to audience. Concept/ content not always clear.	Awareness of concept. Can restate, but without descriptions.	No evidence of understanding.

VA:Cr2.1.6a: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.	Student artwork. K.A. Artist Talk	Student artwork shows a thoughtful exploration of charcoal and reductive drawing techniques. Film shows a focused engagement in documenting the process of creating the artwork.	Student artwork shows exploration of charcoal and reductive drawing techniques. Film shows a documentation of the process of creating the artwork.	Minimal evidence of exploring charcoal medium and documentation of process to create film.	No evidence of understanding.
VA:Cr2.2.6a: Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.	Individual conferences. Edmodo reflection. K.A. Artist Talk	Student can make several connections to the ways in which the method and materials used in creating artworks affects the environment.	Student can make connections to the ways in which the method and materials used in creating artworks affects the environment.	Student connections to the ways in which the method and materials used in creating artworks affects the environment are minimally present or unclear.	No evidence of understanding.
VA:Re8.1.7a: Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood.	Critique/ Discussion. Edmodo reflection. K.A. Artist Talk	Student was able to make and insightful observation about how approaches, characteristics of form and structure, relevant contextual information, subject matter, and use of media might inform the idea or mood of a classmates film.	Student was able to make observations about how approaches, characteristics of form and structure, relevant contextual information, subject matter, and use of media might inform the idea or mood of a classmates film.	Student observation and analysis of form, subject and content minimally present or unclear.	No evidence of understanding.

Differentiation: To ensure that all students were successful with the unit, I employed several strategies to differentiate instruction, especially for the many students who were also English Language Learners. These included pre-teaching essential vocabulary, assisting with research by paraphrasing passages, maintaining vocabulary lists and word walls and ensuring students had daily individual consultations. Because of the visual elements of the project, students who were challenged by expressing themselves with language were able to achieve their language arts standards at a high level by using symbolism and mood to express their ideas.



A still image from the film *Life*, by Hyo Min Lee, Grade 7.

Formative Assessment and Feedback

Students were able to have frequent individual consultations and periodic peer critiques as they worked. Another tool that I used to facilitate communication and feedback was an Edmodo page I created for our class that allowed for a variety of informal assessments that I used to guide instruction and students used to share resources and ideas.

Using an informal poll on our Edmodo group to gauge student's understanding of a lesson.

Me to Middle School Art

Why do you think William Kentridge shows his drawing process in his animations by erasing instead of animating his work on a computer?

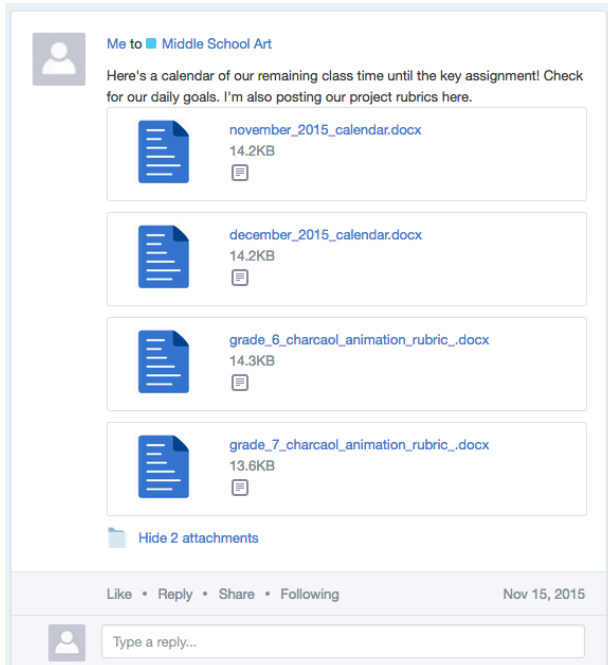
he is a traditional artist who doesn't know how to use modern animation technology and applications.	14%, 1 vote(s)
he thinks that computer based art makes people feel emotionally detached from the artwork.	0 vote(s)
he wants to create a bridge between old artistic practices and new ones.	43%, 3 vote(s)
he thinks that artworks can also be about the process of making art, of playing with and exploring ideas, not the end result.	43%, 3 vote(s)

Total Votes: 7 (Refresh)

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Nov 1, 2015


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Me to Middle School Art

Here's a calendar of our remaining class time until the key assignment! Check for our daily goals. I'm also posting our project rubrics here.

 november_2015_calendar.docx
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 december_2015_calendar.docx
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 grade_7_charcaol_animation_rubric_.docx
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Helping students stay on track with timelines and rubric criteria.



Oskar C. to Middle School Art

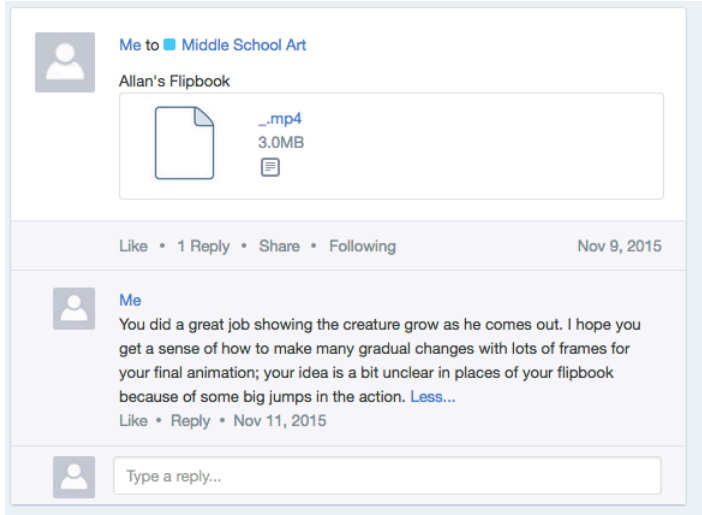
here is the link, really good, different type of pollution problems.
<http://www.worldwildlife.org/threats/pollution>

Pollution | Threats | WWF
www.worldwildlife.org

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Students sharing online resources.



Me to Middle School Art

Allan's Flipbook

 [_mp4](#)
3.0MB

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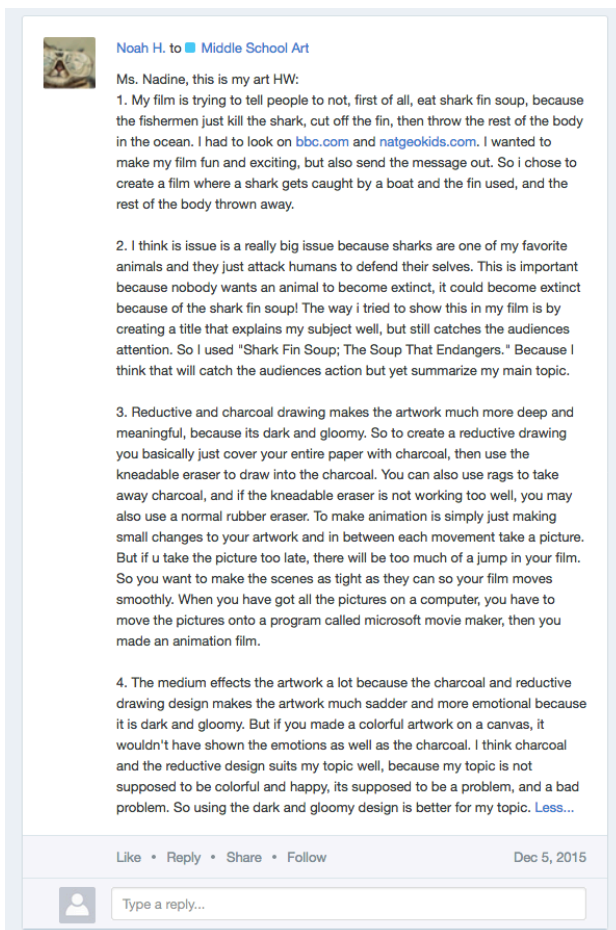
Me

You did a great job showing the creature grow as he comes out. I hope you get a sense of how to make many gradual changes with lots of frames for your final animation; your idea is a bit unclear in places of your flipbook because of some big jumps in the action. [Less...](#)


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A student receiving in-progress feedback on his project via Edmodo.



Noah H. to Middle School Art



Ms. Nadine, this is my art HW:

1. My film is trying to tell people to not, first of all, eat shark fin soup, because the fishermen just kill the shark, cut off the fin, then throw the rest of the body in the ocean. I had to look on bbc.com and natgeokids.com. I wanted to make my film fun and exciting, but also send the message out. So i chose to create a film where a shark gets caught by a boat and the fin used, and the rest of the body thrown away.
2. I think is issue is a really big issue because sharks are one of my favorite animals and they just attack humans to defend their selves. This is important because nobody wants an animal to become extinct, it could become extinct because of the shark fin soup! The way i tried to show this in my film is by creating a title that explains my subject well, but still catches the audiences attention. So I used "Shark Fin Soup; The Soup That Endangers." Because I think that will catch the audiences action but yet summarize my main topic.
3. Reductive and charcoal drawing makes the artwork much more deep and meaningful, because its dark and gloomy. So to create a reductive drawing you basically just cover your entire paper with charcoal, then use the kneadable eraser to draw into the charcoal. You can also use rags to take away charcoal, and if the kneadable eraser is not working too well, you may also use a normal rubber eraser. To make animation is simply just making small changes to your artwork and in between each movement take a picture. But if u take the picture too late, there will be too much of a jump in your film. So you want to make the scenes as tight as they can so your film moves smoothly. When you have got all the pictures on a computer, you have to move the pictures onto a program called microsoft movie maker, then you made an animation film.
4. The medium effects the artwork a lot because the charcoal and reductive drawing design makes the artwork much sadder and more emotional because it is dark and gloomy. But if you made a colorful artwork on a canvas, it wouldn't have shown the emotions as well as the charcoal. I think charcoal and the reductive design suits my topic well, because my topic is not supposed to be colorful and happy, its supposed to be a problem, and a bad problem. So using the dark and gloomy design is better for my topic. [Less...](#)

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A student reflecting on his process and sharing it on Edmodo.

Student Examples

Parents and families, students, teachers and faculty were invited for a special presentation of the films and a question and answer session for the student artists at the end of the unit for our final assessment. We also uploaded the films and created a QR code that could be posted around the school to be easily viewed and shared on personal devices after the presentation. The following examples can be viewed by scanning the qr code below with the camera of a smartphone and following the link.

Black Lives Matter, by Chris Lee. Grade 6.

**BLACK LIVES
MATTER**



<https://vimeo.com/180190650>

Chris was especially successful in creating an artwork that expresses the social division felt by the Black Lives Matter movement in the U.S. Chris insightfully used his research to create a moving animation of a specific event that incited this compelling campaign. His use of simple black and white imagery and a stirring musical score created an emotionally effective response to the assignment.

Shark Fin Soup: The Soup that Endangers, Noah Hathout. Grade 7.



<https://vimeo.com/180193905>

Noah was especially successful in creating an engaging film that explored the use of shark fins in the food system; he was able to achieve an excellent sense of movement throughout and effectively problem solved how to achieve some challenging transitions between scenes. Through this project, Noah discovered his natural proclivity for drawing and had impressive success with his drawing techniques throughout the rest of the year.

Website

For more vibrant examples from my classroom, please visit nbouliane.org.