

Instructional Unit Title: Arriving at Abstraction

The teacher may provide images of representational and abstract art so that students can begin considering the similarities and differences in these two artistic styles.

The teacher may provide examples of abstract styles (e.g., Cubism, Surrealism, Action Painting) so that students can analyze the history and purpose for using abstraction.



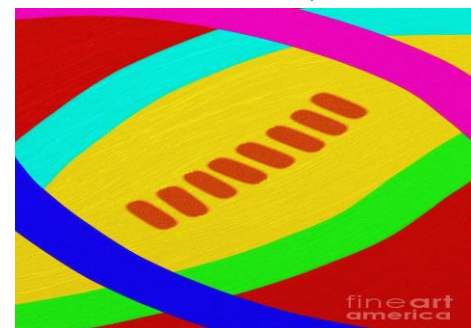
The teacher may lead a discussion, using examples, about methods of abstraction (e.g., composition, perspective, arbitrary color, distortion, etc.) so that students can identify and describe approaches to abstraction.

The teacher may provide a variety of 2-D media and visual examples so that student can experiment using various methods for abstraction.

The teacher may provide examples of abstract art inspired by music (e.g., Kandinsky, Chagall, O'Keefe) so that students can consider inspirational/emotional sources for abstract artwork.



The teacher may utilize musical compositions that express a variety of emotional tones (e.g., sad, excited, calm, etc.) so that student can consider similar ways that visual representations might reflect emotion.



The teacher may use samples from a variety of music genres (e.g., classical, jazz, country, pop, etc.) so that students can begin generating possible visual approaches to represent the emotional aspects/associations within each genre.



The teacher may use visual and musical expressions to enable students to begin examining the unique (and similar) ways these artistic expressions can capture and depict emotion.

PERFORMANCE ASSESSMENT: The graphic design company you work for has been hired by a music promotion company to create new logos/visual identities for their organization. This company works with artists that represent multiple musical genres; they will need logos/visual identities for each genre! Your task is to choose one genre (jazz, country, pop, classical, etc.) and work with a small group of fellow designers to draft and create an abstract image to be used on t-shirts, posters, and billboards that will represent this particular genre within the company. The design should use 2-D media and distortion of expressive features to illustrate a musical style (not a single music group or band) as an abstract work of art.

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 <http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples>.