

**Visual and Performing Arts**  
**Art III**  
**Unit 1: Creative Process**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ The creative process in art involves the use of a variety of strategies and problem solving skills.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What is the creative process?</li> <li>▪ What creative thinking strategies, processes and problem solving skills do artists use?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Artists use specific creative thinking strategies to plan and develop ideas for their work.</li> <li>▪ Artists use a sketchbook or journal to document the creative process.</li> <li>▪ Artists use their individual creativity and point of view in the creative process.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ reflection, creativity, point of view, style, breadth</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Maintain a sketchbook/journal to use for planning, research, creative documentation, and personal reflection.</li> <li>▪ Maintain a sketchbook documenting ideas for future reference to create works of art.</li> <li>▪ Demonstrate realistic time-management strategies balancing the planning and completing works of art.</li> <li>▪ Create works that apply complex creative and divergent thinking skills.</li> <li>▪ Maintain a working portfolio that demonstrates both breadth and quality.</li> <li>▪ Demonstrate technical quality and craftsmanship on finished pieces of artwork.</li> <li>▪ Produce work that demonstrates an individual style.</li> <li>▪ Reflect upon personal artwork and artistic process.</li> </ul>

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<p><b>Related Maine Learning Results</b></p>	<p><u>Visual and Performing Arts</u></p> <p>A. Disciplinary Literacy</p> <p>A1.Artist’s Purpose Students research and explain how art and artists reflect and influence culture and periods of time.</p> <p>A2.Elements and Principles of Design Students evaluate all the features of composition.</p> <p>a. Evaluate Elements of Art, color, form, line, shape, space, texture, and value.</p> <p>b. Evaluate Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity.</p> <p>A3.Media, Tools, Techniques, and Processes Students compare the effects of media and their associated tools, techniques, and processes using elements, principles, and expressive qualities in art forms and genres.</p> <p>B. Creation, Performance, and Expression</p> <p>B1.Media Skills Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works.</p> <p>B2.Composition Skills Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms.</p> <p>B3.Meaning Making Students create a body of original art work.</p> <p>a. Demonstrate sophisticated use of media, tools, techniques, and processes.</p> <p>b. Demonstrate knowledge of visual art concepts.</p> <p>c. Communicate a variety of ideas, feelings, and meanings.</p> <p>B4.Exhibition Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection.</p> <p>C. Creative Problem Solving</p> <p>C1.Application of Creative Process Students apply and analyze creative problem solving and creative thinking skills to improve or vary their own work and/or the work of others.</p>
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<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"><li>▪ Create thumbnails in sketchbook that demonstrate a personal style for future reference.</li><li>▪ Practice and experiment with new art media in sketchbooks before creating final works of art.</li><li>▪ Engage in the creative thinking and problem solving as part of the planning process.</li><li>▪ Refer to sketchbook references for inclusion in works of art.</li><li>▪ Create works of art that portray an individual style and advanced thought processes.</li><li>▪ Reflect upon creative process during and after studio projects.</li></ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"><li>▪ Sketchbook</li><li>▪ Artist's Statements</li><li>▪ Critique</li></ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"><li>▪ <u>Publications:</u><ul style="list-style-type: none"><li>○ <u>Art Synectics</u></li><li>○ <u>Design Synectics</u></li><li>○ Ken Veitch books</li></ul></li></ul>