

Investigating and Processing

Making Art meaningful and successful



Process Based Learning

1

Investigation, First steps from Process to Product

2

Plan, Using big ideas

3

The CREATIVE CYCLE

4

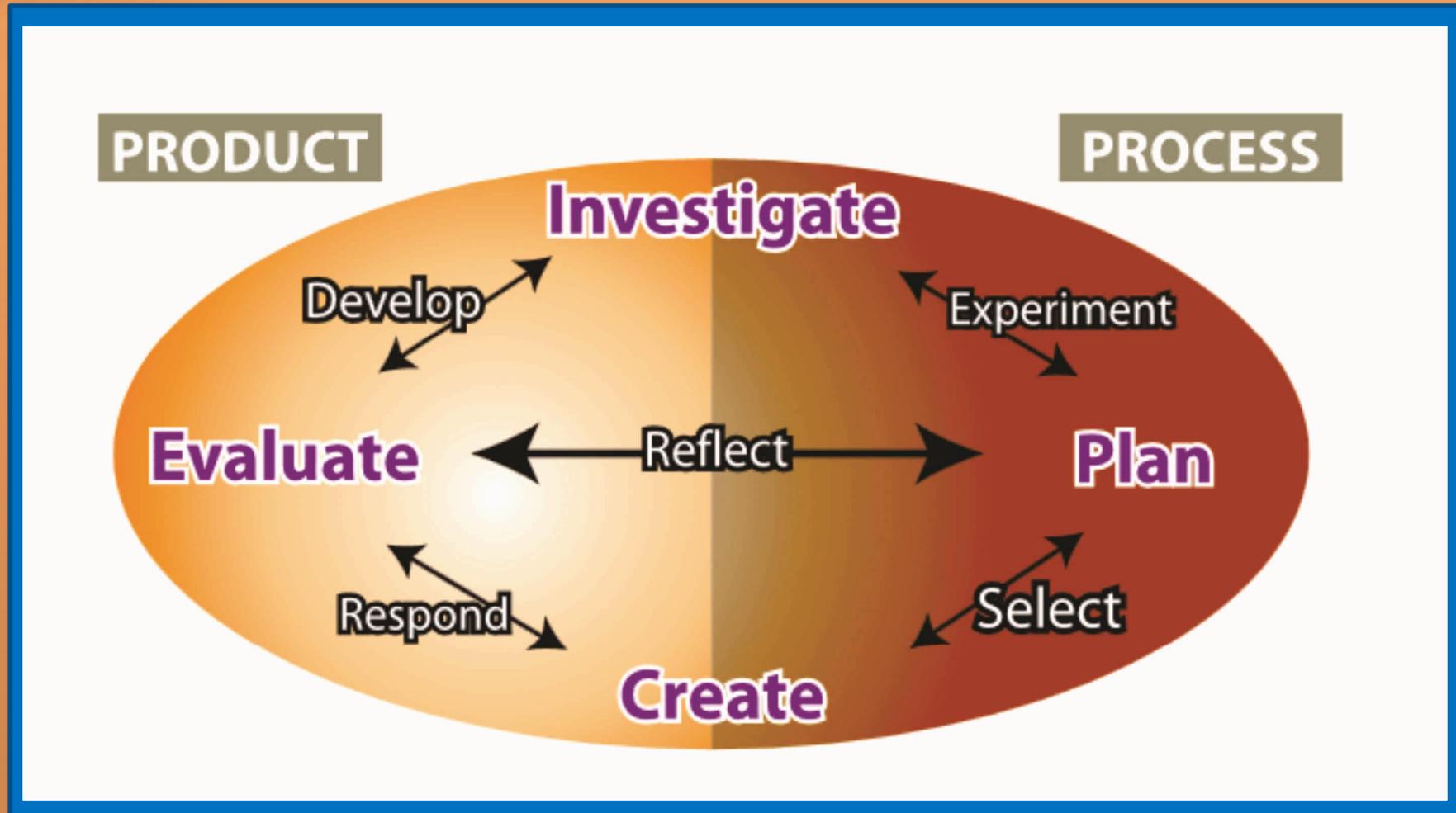
Create, Making your Product

5

Reflection and Evaluation



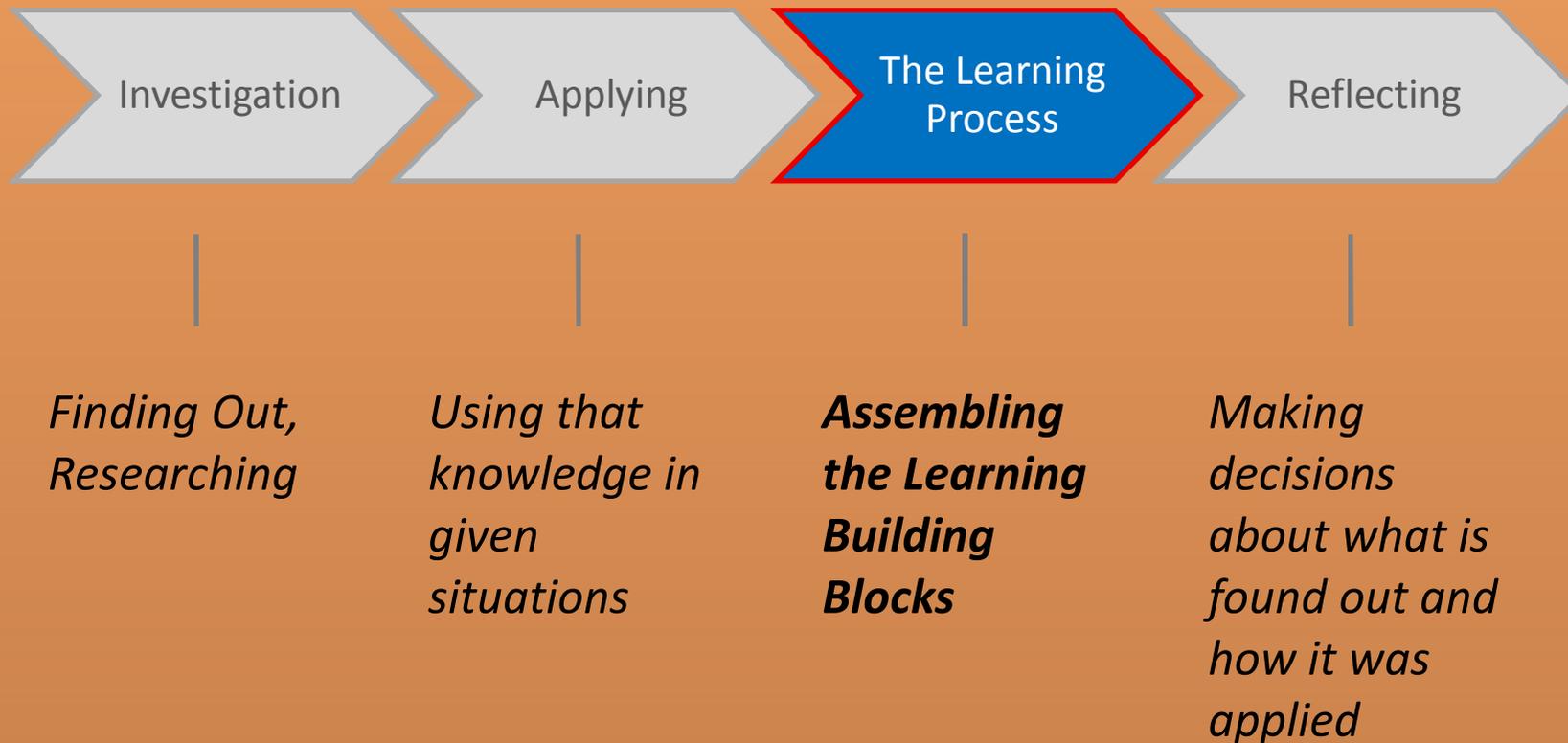
The Creative Cycle





Process Learning is Behavioural

Process Learning gives emphasis to how Learning takes place, NOT just to the Products of Teaching. The Process can be described as follows....





Assessing Process

Objective A - Define the goal (Investigate)

“ Students should:

- “ - identify and explain a topic based on personal interest
- “ - justify one focus learning context as a context for making an artwork
- “ - outline a clear, achievable, challenging goal
- “ - create specifications that will be used to evaluate the project's artwork outcome/product.

Objective B- Selecting sources and applying information (Plan)

Students should:

- select varied, relevant sources to achieve the goal
- evaluate sources.
- transfer and apply information to make decisions, create solutions and develop understandings in connection with the project's artistic goal.



Process Objectives

Objective C - Achieve the goal (Create)

Students should:

- evaluate the outcome/product against their own specifications for success.
Students award a level that relates to the descriptors in collaboration with their teacher.

Objective D - Reflect on learning (Reflection and Evaluation)

Students should:

- reflect on how completing the project has extended their knowledge and understanding of art and the focus learning context
- reflect on how they have developed as a learner and artist by completing the project.
- evaluate the effectiveness of their project in all its stages and its role in helping improve their learning process, both in art and the way they think about the world.



Process Assessment Criteria

Criterion A: Defining the Goal (Investigate)

Maximum: 4

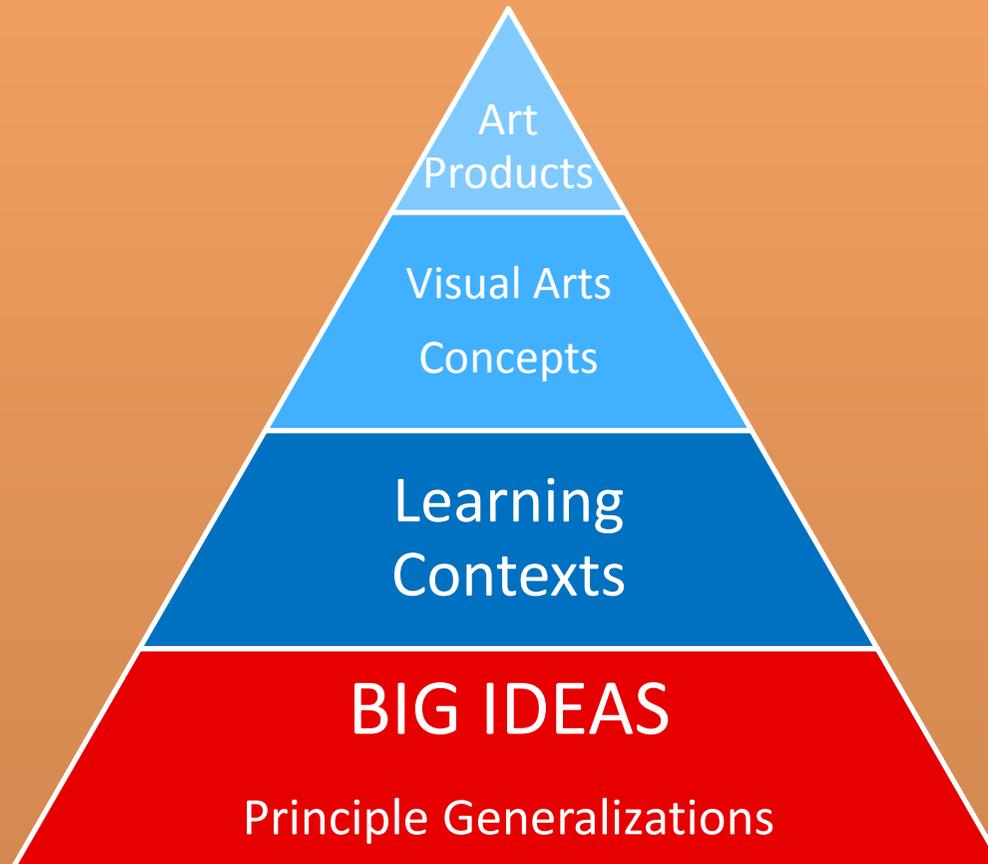
Students should:

- identify and explain a topic based on personal interest
- justify one focus learning context as a context for making an artwork
- outline a clear, achievable, challenging goal
- create specifications that will be used to evaluate the project's artwork outcome/product.

0	The student has not reached a standard described by any of the descriptors given below.
1	identifies the topic of interest, a learning context focus and a limited goal creates minimal specifications to evaluate the project's outcome/product or none at all .
2	outlines superficially the topic of interest, the focus learning context and an achievable goal creates specifications for evaluating the project's outcome/product, however they lack definition .
3	describes clearly the topic of interest, the focus learning context and an achievable and appropriately challenging goal creates satisfactory specifications for evaluating the project's outcome/product.
4	justifies effectively the topic of interest, the focus learning context and an achievable and appropriately challenging goal creates appropriate specifications for evaluating the project's outcome/product.

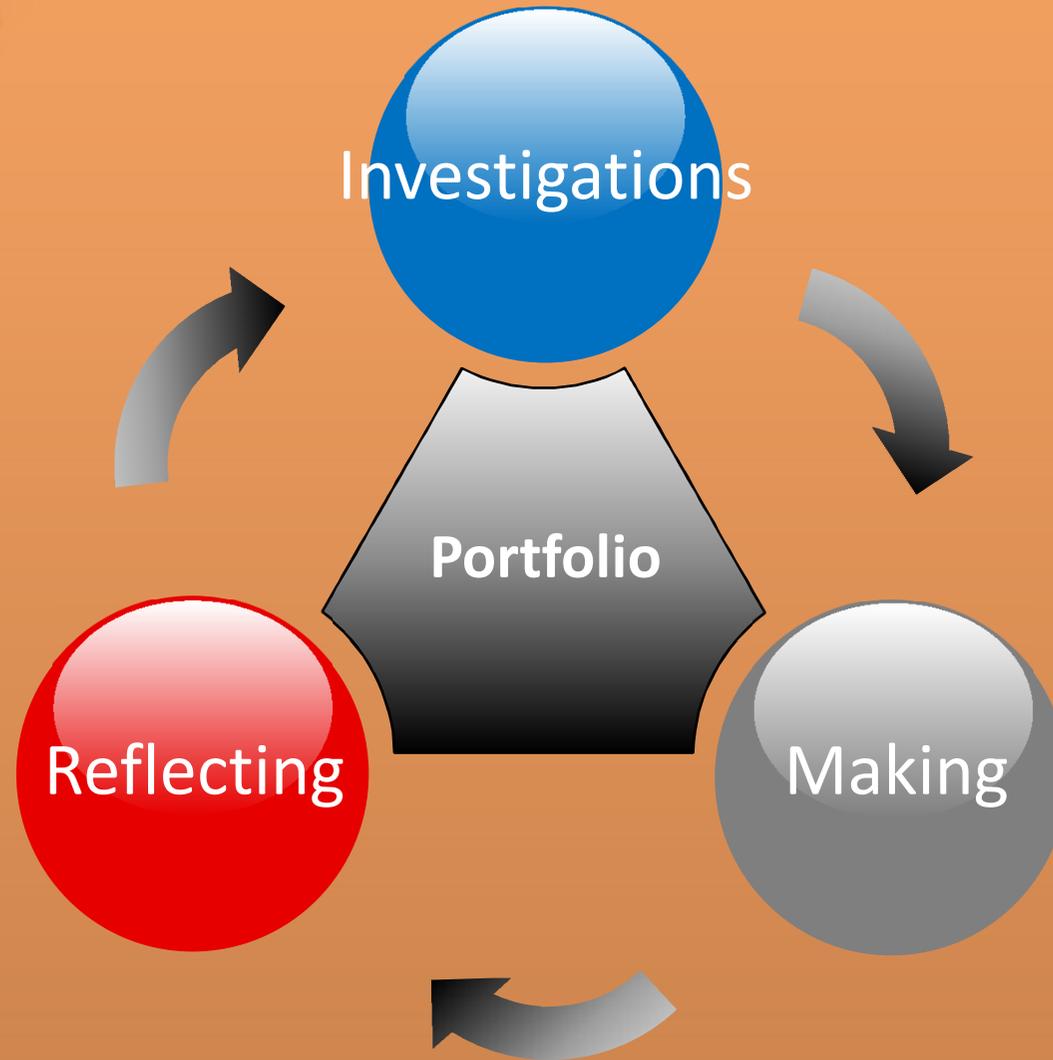


The Value of Process in Art





Learning and the Portfolio

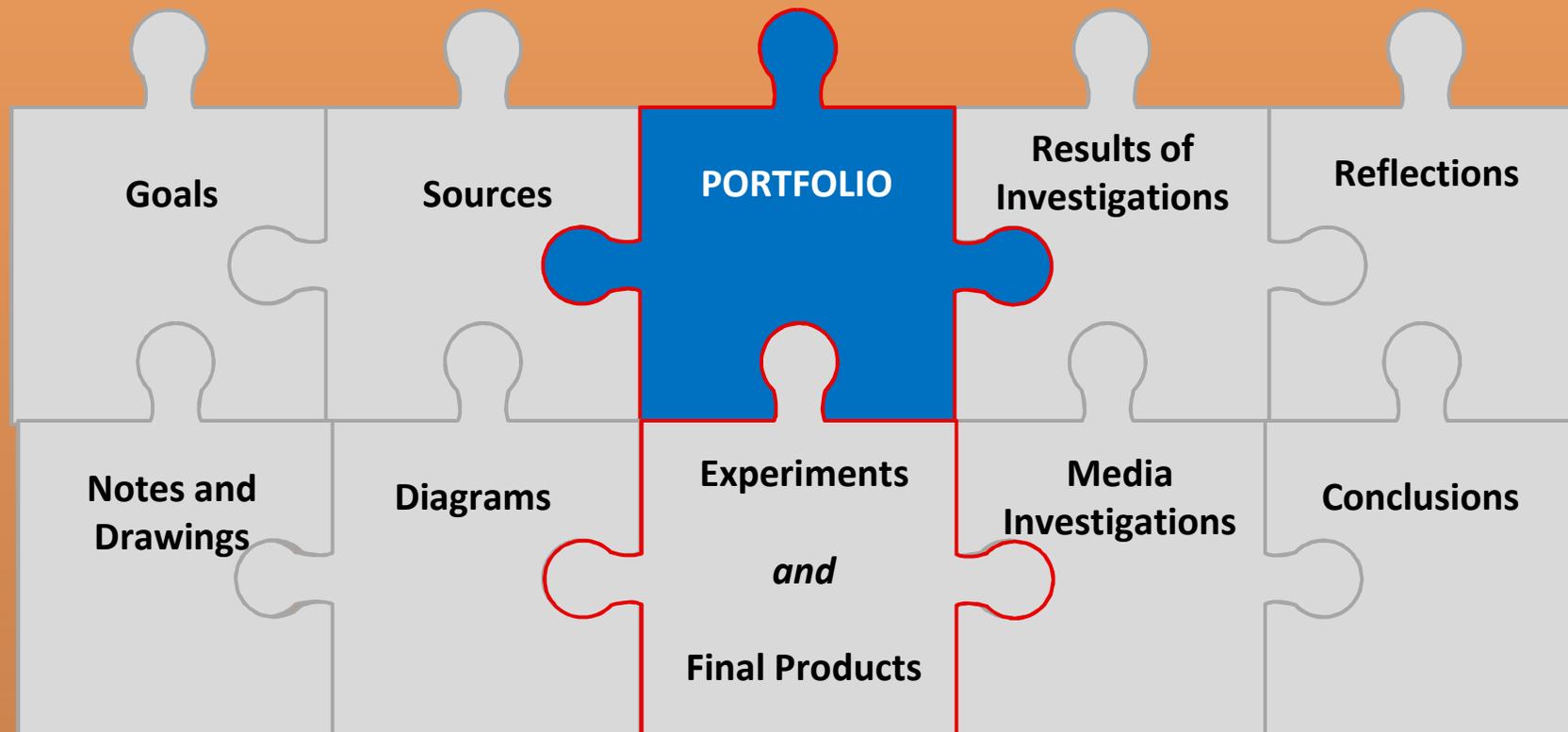




Your Journal/Portfolio

The Results of any Investigation

The Portfolio is a collection of everything a student does in the course of an investigation using good organizational skills in time and self-management, while communicating and collaborating with their teacher, demonstrating sound information literacy, thinking and reflection





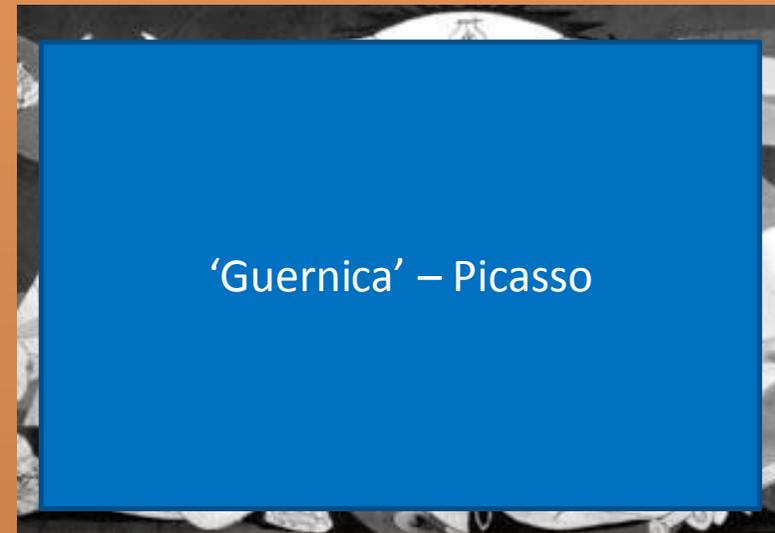
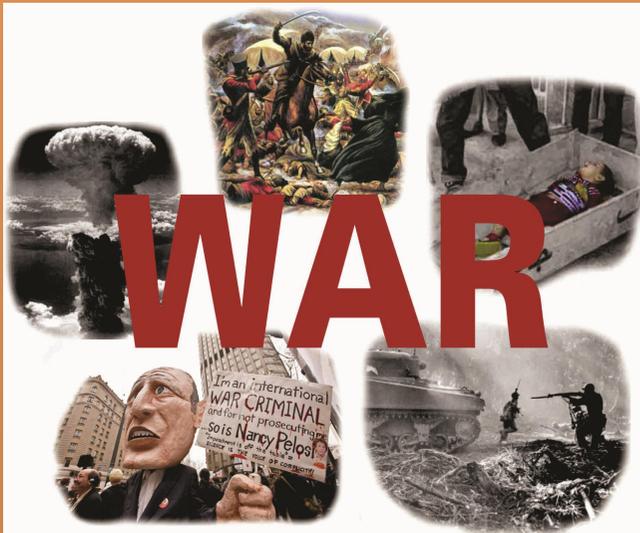
What is the Visual Arts

Art is the Product of Knowledge

“ Knowledge for Art comes from knowing about the world the artist lives in.

Art is the Product of ‘Art’

“ Using knowledge about the world, artists ‘reflect’ on the world they know through what they know about Art.





Art and Process Learning

Art has it's own Objectives

- “ Art Appreciation
- “ Art Criticism
- “ Art Making

Learning is Interdisciplinary

- “ It involves BIG Ideas
- “ These can apply equally to all knowledge disciplines
- “ These BIG ideas involve ‘enduring’ or ‘deep learning’
- “ They make learning in art more powerful and meaningful.



Investigating Concepts

What is a Concept?

- “ It is a ‘*Knowledge Organizer*’
- “ It provides a **structure** so that ‘knowledge’ can be expressed in given situations as a variety of ideas.
- “ They can be simple or complex.

Types of Concepts

- “ **Subject concepts** organize knowledge so that it can be understood with-in the framework of a subject or *discipline*.
- “ **Rich Concepts** organize knowledge about the world. They are used across subjects. They are *interdisciplinary*.

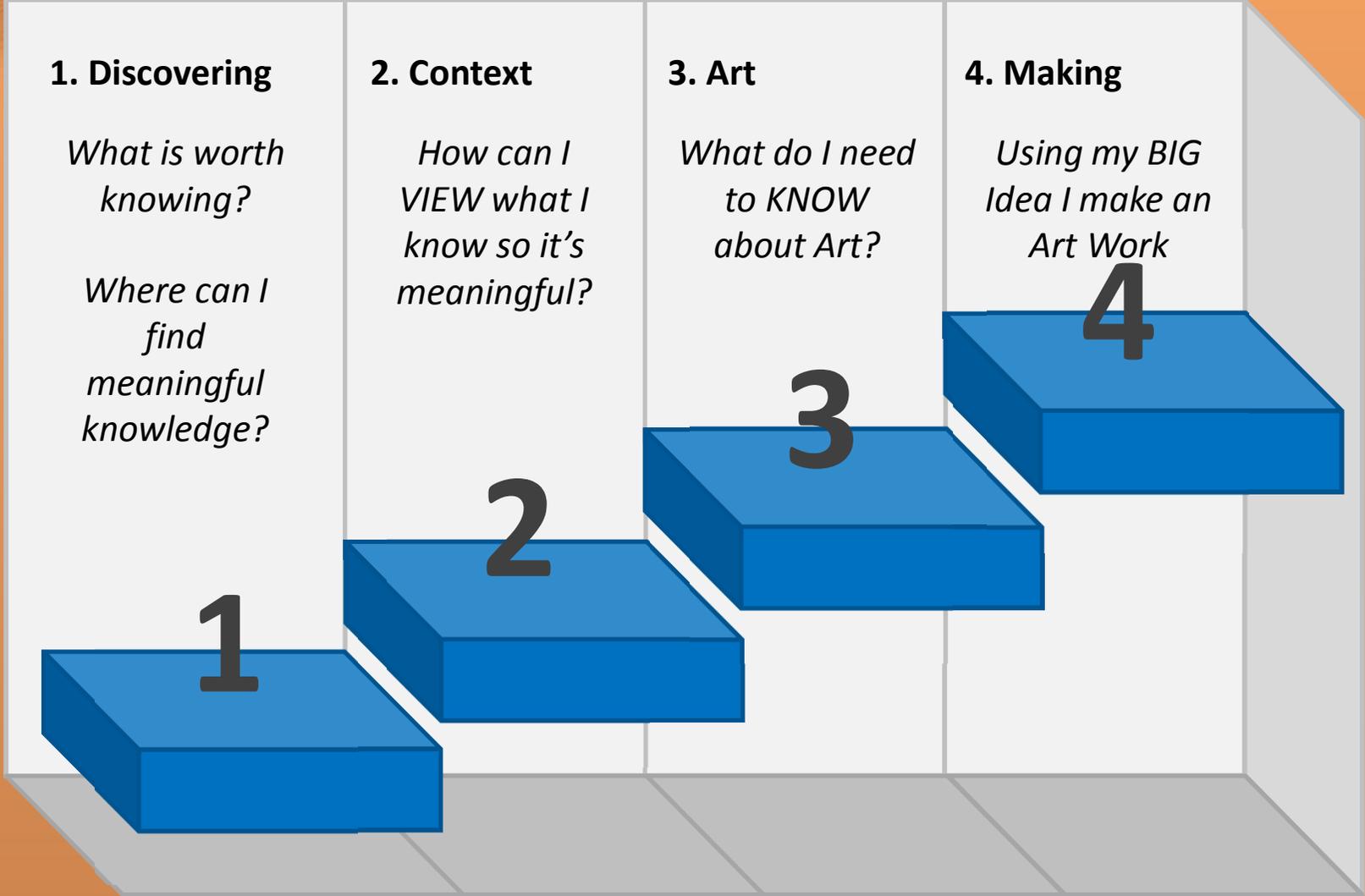


Examples

Rich Concepts	Learning Contexts	Subject/Art Concepts	Art Facts and Skills
Customs and Rituals	Community & Social	Positive and Negative Space	Media
Patterns	Human Creativity	Aesthetic	Technique
Changing Lifestyles	The Human Condition	Creative	Spatial Organisation
Cause and Effect	Environmental Concerns	Form	Use of the Golden Section
Systems		Irony	Interpretation



How does it work?





Using the Big Idea in Art



'Dialogue' – Tang Song and Xiao Lu 1987

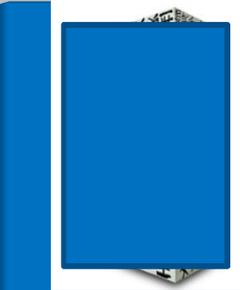
- Big Idea '*Social Justice*', '*Relationships*'
- Art Concepts '*Perform*', '*Energy*'



'Guernica' – Picasso

Big Idea '*Power and Control*'

Art Concepts '*Political Critique*', '*High Art*'



'Electric Box No.8' – Tsang Tsou Choi 曾炬財-
Unknown

- Big Idea '*Perceptions*'
- Art Concepts '*Code*', '*Communication*'

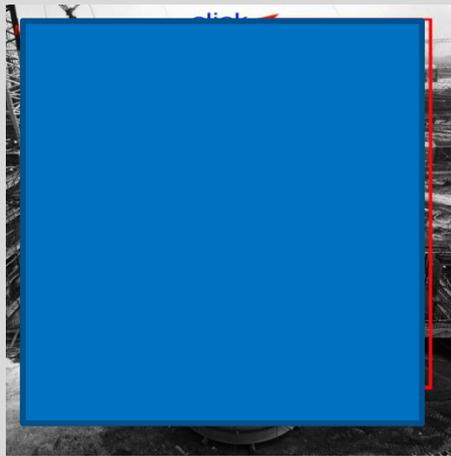


Interdisciplinary Links



‘Hand Me Down World’ Lloyd Jones 2011

- Big Idea ‘*Relationships*’
- Literature Concepts: ‘*Shaping Character*’, ‘*Belonging*’

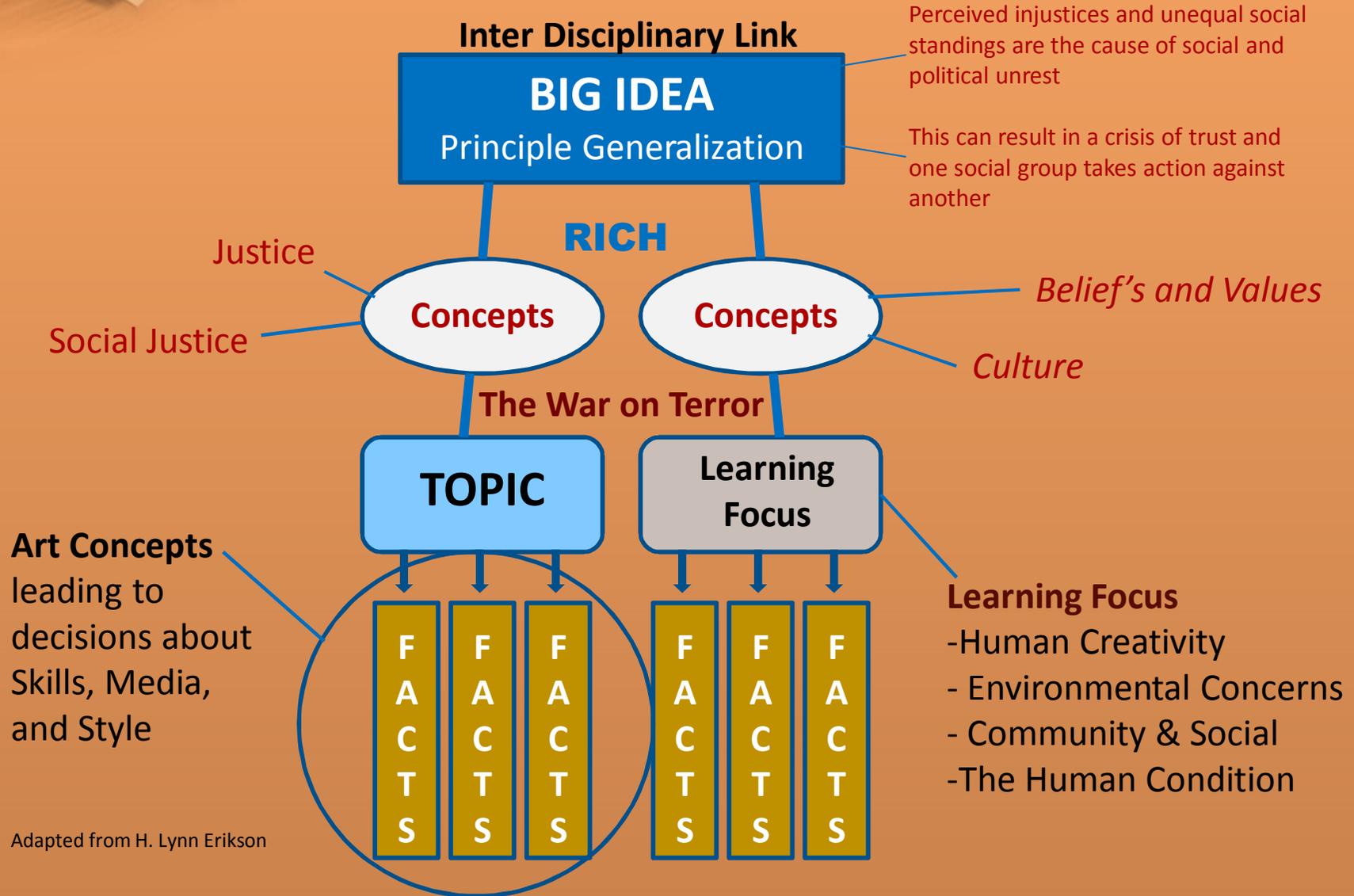


‘*Fukushima Nuclear Disaster.*’ 2012

- Big Idea ‘*Power and Control*’
- Science Concepts, ‘*Genetic and Environmental influences lead to diversity of Populations*’



Knowledge Theory at Work



Adapted from H. Lynn Erikson



Choosing the Main Idea

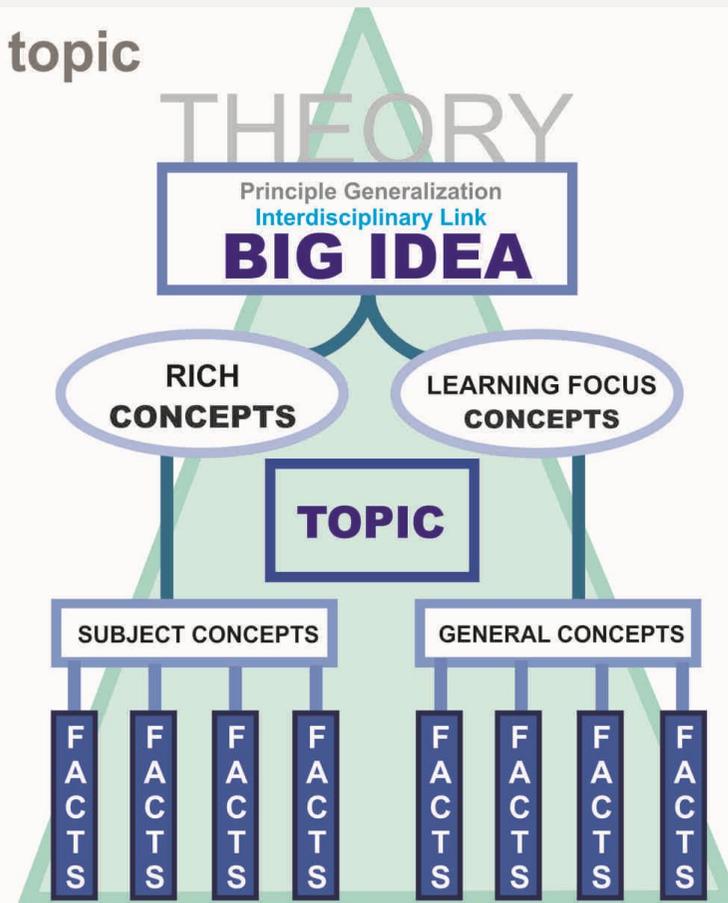
The Process for identifying the topic

Main Idea

Identified Concepts

Topic

Learning Context





Rich Concepts

"	adaption	"	Justice, rights and responsibilities
"	aptitude	"	life and living
"	abuse	"	living and nonliving
"	ambition	"	location
"	behaviour	"	mobility
"	beliefs and values	"	needs and wants
"	cause and effect	"	organisation
"	change	"	patterns
"	changing lifestyles	"	perception
"	citizenship	"	personal safety
"	classification	"	Place in space
"	community	"	power and control
"	communication	"	production
"	conflict and cooperation	"	relationships
"	consequences	"	resources
"	conservation	"	Revolution
"	consumption	"	Rites of passage
"	creativity	"	ritual
"	culture	"	roles, rules and laws
"	customs and rituals	"	similarities and differences
"	cycles	"	social justice
"	design	"	Society and socialisation
"	development	"	spirituality
"	distribution	"	Supply and demand
"	diversity	"	survival
"	ecological sustainability	"	Systems
"	energy	"	the global society
"	environment	"	the physical world
"	feelings and emotions	"	thinking critically
"	guardianship	"	Time
"	gender equity	"	tradition
"	human rights	"	transitions
"	imagining and constructing the future	"	union
"	indigenous peoples	"	well-being
"	individual potential	"	work and leisure
"	individuals and groups		
"	institutions		
"	interaction		

These are examples of 'rich concepts' that provide umbrellas is under which specific topics and 'big ideas' may be explored and placed. They are NOT subject specific. They serve as a way of defining big issues. These are 'sample' concepts and there may be others that also fit as interdisciplinary bridges.



Learning Contexts

“ - **Community and Social**

- “ How can I interact with others?
- “ Why is it necessary to interact with others?
- “ What functions can I use to help communicate with others?

“ - **Human Creativity**

- “ How do humans create and why?
- “ What functions of human life are creative?
- “ What are the consequences of creative action?

“ - **The Human Condition**

- “ What are the ways I think and act?
- “ How am I changing and what causes those change?
- “ What can I do to care for myself, and ensure the well-being of others?

“ - **Environmental Concerns**

- “ How can I know about for the environments I live in?
- “ What resources do I need to improve living conditions?
- “ How do I communicate our obligations?

Learning Contexts provide a lens for the student to focus their investigation through. They provide a link to the context of the real world and provide learning with a relevance that is otherwise lacking.

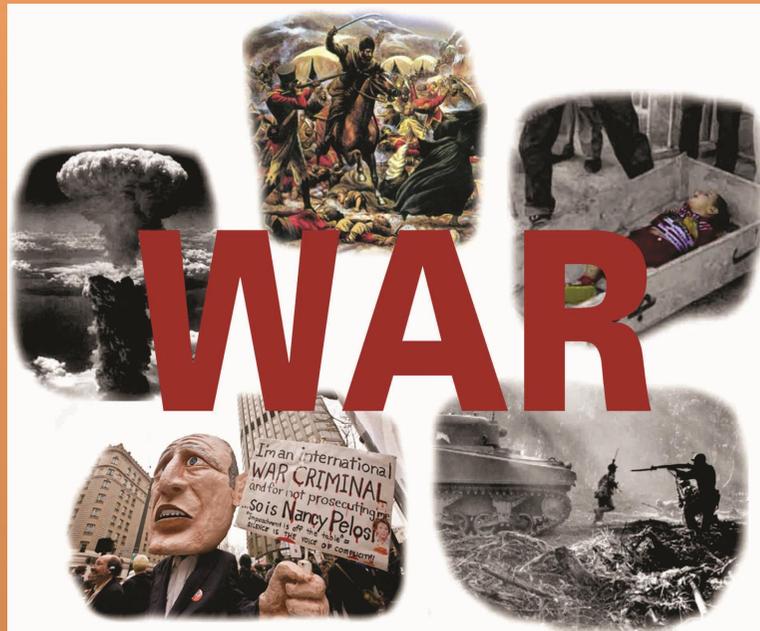


Some Sample Art Concepts

- " Line
- " Proportion
- " Variety
- " Texture and Movement
- " Positive and Negative Space
- " Space and Perspective
- " Composition
- " Shape
- " Form
- " Line
- " commercialism
- " mass-production
- " irony
- " humour
- " high art
- " low art
- " 'in the round'
- " Relief
- " Graphic
- " Spectrum
- " Energy
- " aesthetic
- " material
- " nature
- " philosophy
- " conceptual
- " machine
- " formal
- " informal
- " invention
- " anti-communication
- " communication
- " install
- " perform
- " Figurative
- " social critique
- " political critique
- " constructive
- " deconstructive
- " code
- " metaphor
- " perception
- " readymades
- " paradoxes



Making it Work – An Example





RICH CONCEPT: Perspectives

History

Sept 11, 2001
'turning point'
Bin Laden
'terrorist groups'
'Significant individuals'
Afghanistan
'citizens, allies, roles'

Culture

- 'Religion'
- 'Belief's and Values'
- 'Perspectives'
- 'Terrorists/Terrorism'
- Cultures
- Oppression/Opressed



Visual Arts

- 'Expressionism'
- 'Impact'
- 'Propaganda'
- 'Colour'
- 'Effect'

Government

- 'Leaders'
- 'Treaties'
- 'Policies'
- 'Leadership'
- 'Cooperation'
- 'Conflict'

Economics

- Cost of War
- 'human'
 - 'Environmental'
 - 'Societal'



Rich Concepts

Learning Focus

Perceived injustices and unequal social standings are the cause of social and political unrest. This can result in a crisis of trust and one social group takes action against another

Visual Art Concepts

Graphic
Social Critique
Perceptions
Paradox
Deconstruction

Style

Conceptual
Performance
Post Modern
Expressionist
etc

Technical

Art Models
Techniques
Media
Product
Context

Specifications

Context
Size
Anticipated
Effect
Materials

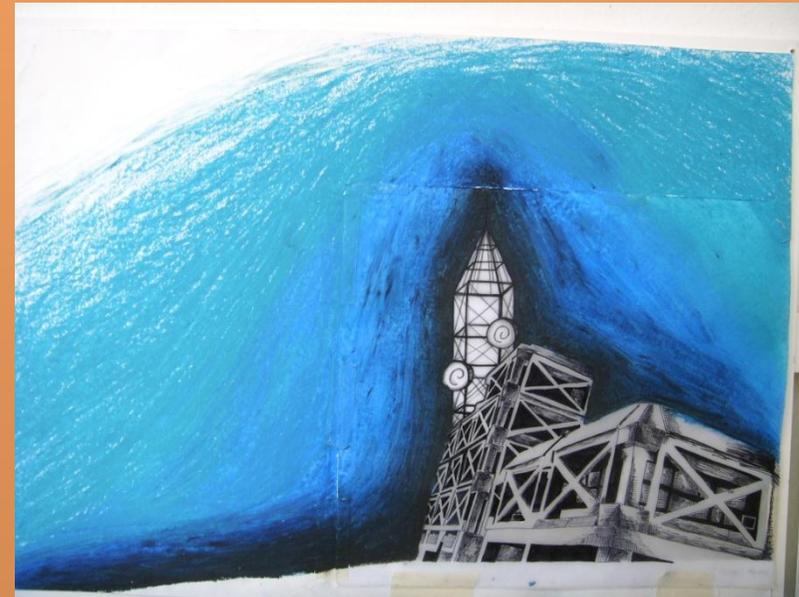


Sample Student Products

Conceptual Lens: Communication



Art Concepts: Abstract, Movement, Energy



Art Concepts: Power, Positive & Negative Space

Hong Kong Students: Standard 3.



Some Student Examples

Conceptual Lens: Global Stress



Art Concepts: Irony, figurative



Art Concepts: Politics, Nature
Shape, form



Art Concepts: Conceptual,
Social Critique

Hong Kong Students: Standard 2.



Some student examples

Conceptual Lens: Urban Living



Art Concepts: Construction, Deconstruction, Social Critique

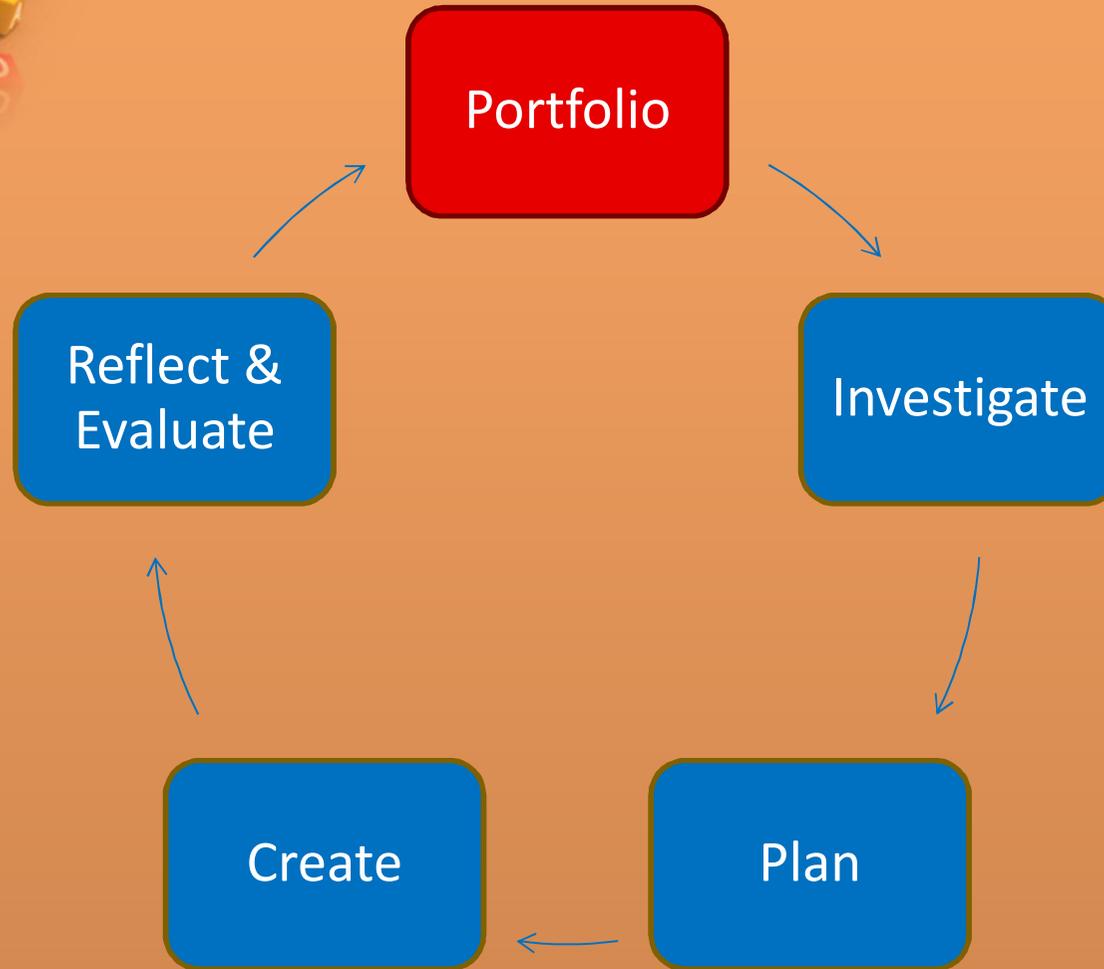


Art Concepts: Metaphor, Space and Perspective



Art Concepts: Paradox, Line, Energy

Hong Kong Students: Standard 3.





**Do you have
any questions?**

