To Live One's Art

Student Material



Do you think you have what it takes to be a well-known artist? Have you ever watched TV, gone to a concert, or seen a design and thought, *I could do that*?

Thanks to social media, you no longer need to wait for a big break — you can create it. Platforms like YouTube, Instagram, and TikTok give you instant, free access to a global audience.

Take Justin Bieber, discovered through a homemade YouTube video in 2008. Or Alessia Cara, who began by posting acoustic covers online from her bedroom. Her talent caught the attention of a record label, and now she's a Grammy-winning artist. Today, artists aren't just discovered through social media — they use it to fund their projects. One of the most popular 2014 Super Bowl ads for Chevy was paid for entirely by crowdsourced donations. No budget from Chevrolet. Oscar-winning directors such as Ron Howard even promote crowdsourcing as a creative tool.

Visual artists build Instagram galleries. Writers blog to global audiences. Musicians drop singles from their bedrooms to millions of ears. The internet is your gallery, your label, your publisher.

But with opportunity comes competition. Every second, social media is flooded with new content. To stand out, your work has to rise above the noise.

You are an artist. Now is your chance to hone your skills and develop your voice — so when the spotlight finds you, you're ready to shine.

Poet Rainer Maria Rilke once said, *"To allow the completion of every impression . . . to await humbly and patiently the hour of the descent of a new clarity: that alone is to live one's art."*

Artists through the ages have trained relentlessly and reflected deeply to refine their craft. You can, too.

So, how will you harness your creativity and today's technology? You've got the tools. You've got the talent. This is your moment to shine online. Who knows? Mainstream may be next.

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To Live One's Art *Rubric*

Student Material

	Novice	Apprentice	Practitioner	Expert
Artist Study	❑ selects a 19th-century artist to study ❑ reads several selections by/about the artist ❑ reflects on artist's life and career in several paragraphs citing sources when necessary	❑ selects a 19th-century artist to study and finds writings and/or interviews by the artist ❑ reads several selections by/about the artist, noting advice offered about the craft of creativity ❑ reflects on artist's writing/interviews to describe how the artist's advice applies to your own artistic perspective, citing sources in MLA format when necessary	❑ selects one or more 19th-century artists to study and researches to find primary sources, including the artists' writing and/or interviews recorded ❑ researches to find several secondary sources about the artist's style and career ❑ reads several selections by/about the artist, annotating specific advice offered about making a career out of one's art ❑ reflects in writing on each selection, responding directly to the author's advice by outlining and describing several ways that the artist's career provides a guide for your own practice and artistic/professional perspective ❑ accurately cites sources in MLA format	all of *Practitioner* plus: writes about how artists researched may have fared in a 21st-century setting
Artist Group	❑ comes prepared to weekly discussion with written reflections ❑ listens and responds directly to other members of the group ❑ responds to questions that pertain directly to personal reflections ❑ responds to diverse perspectives	❑ comes prepared to weekly discussion with written reflections and text references ❑ listens and responds directly to other members of the group ❑ responds to questions in a way that relates opinions to real-world artistic concerns ❑ poses questions to group mates ❑ responds to diverse perspectives by summarizing key points and clarifying or justifying own views as needed	❑ comes prepared to weekly discussion with written reflections and text references ❑ listens and responds directly to other members of the group ❑ monitors airtime in discussion, neither dominating the conversation nor sharing sporadically ❑ poses and responds to questions that relate 19th-century lessons to current real-world, artistic concerns ❑ responds thoughtfully to diverse perspectives by summarizing key points and making new connections that reference group mates' views	all of *Practitioner* plus: ❑ actively incorporates all group members into the discussion ❑ mediates to clarify points of misunderstanding among group members when needed

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Original Piece	❑ applies all reflections from artist study and group discussions to an original piece ❑ piece presented to group for feedback prior to class presentation	❑ applies all reflections from artist study and group discussions to an original piece, ❑ piece presented to group for feedback prior to class presentation ❑ group feedback is incorporated in revisions of the final piece ❑ final presentation is accompanied by brief written or oral explanation of the creation process	❑ final piece includes evidence of reflection based on artist study and group discussion ❑ piece presented to group for feedback prior to class presentation ❑ group feedback is incorporated to revise piece ❑ final presentation is accompanied by a brief oral explanation of personal artistic growth ❑ final presentation is accompanied by a brief written account of the way that peer feedback influenced revisions to the final piece	all of *Practitioner* plus: piece is presented in more than one media format (e.g., video and live, digital and tactile, etc.)
Virtual Campaign	❑ display your final work on a social media site ❑ use the site to invite viewers to share comments about your work	❑ design a social media campaign to showcase your final work ❑ use your social media campaign to connect with peers ❑ invite viewers to share comments or support your continued work	❑ design a social media campaign using more than one social media forum to share final work ❑ include links or images to your body of work in the social media campaign ❑ engage with peers and actual artists to develop connections between your work and the efforts of others ❑ invite viewers to share comments and provide support for your work ❑ link your social media forum to other media sites to increase web traffic	all of *Practitioner* plus: develop a campaign to solicit crowdsourced funding for continued artistic endeavors

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To Live One's Art *Scaffold for Learning* Student Material



Benchmark Video and Discussions
- Unit launch "The Artistic Process" to create a felt need
- Specific art content (e.g., performance pieces, media techniques)
- Connections between history and art of a time period
- The power of social media

Instructional Activities: Learning

Instructional Texts/Websites
- Reading selections by/about artists (I, P)
- Engage in a Group Discussion (P, SG)
- Writing complex questions (I)
- Writing an objective summary (I)
- Determining author's point of view (I, P)
- Author's purpose (I)
- How to synthesize information from multiple sources (I, P)

Instructional Videos
- Annotating text (I)
- Citations in MLA (I)
- Writing complex questions (IV)
- Writing an objective summary (I, P)
- Determining author's point of view (I)
- Author's purpose (I, P)
- Interview techniques (IV)
- How to synthesize information from multiple sources (I, P)

How-to Sheets
- Searching for primary/secondary sources
- Annotating text
- Citations in MLA
- Design a social media campaign
- Determine a reliable source

Interactive Websites
- Interactive museum exhibits
- Crowdsourcing sites
- Music editing websites
- NoRedInk
- Freerice — history, pop culture (I, HW)

Learning Centers
- Technique exploration (P, SG)
- Artist group discussions (SG)
- Analyzing social media campaigns (SG)
- Compare/contrast points of view (P, SG)

Small-Group Mini-Lessons
- Technique exploration
- Annotating text
- Writing complex questions
- Determining author's point of view
- Author's purpose
- Citations in MLA
- How to synthesize information from multiple sources

Instructional Activities: Additional

Practice
- **Responding to works by artists (I, P)**
- **Researching primary and secondary sources about artists (I)**
- **Providing feedback on peers' original work (P)**

Application
- **Reviewing artists' social media campaigns (P, SG)**
- **Creating an original piece (I)**
- **Designing a social media campaign (I)**
- **Analyze "unbiased" summaries (I, P)**

Assessment
- **Self-assess vocabulary (I)**
- **Use rubric to peer edit task (P)**
- **Use rubric to self-assess task (I)**

Reflection
In your *Efficacy Notebook*, reflect on the following: What "aha" moment did you have about the value of multiple perspectives? What did you like about this task?

Key: Individual **(I)**, Pairs **(P)**, Small Groups **(SG)**, Activities suitable for homework **(HW)**, Insights Video **(IV)**

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To Live One's Art *Content Facilitation Grid (One Week Writing Sample)*

Teacher Material

Students	Reads to identify what a text says explicitly as well as inferences drawn from the text	Determines a central idea of a text and analyzes its development over the course of the text	Explains what an objective summary of a text is and its purpose	Writes an objective summary of a text	Analyzes in detail how an author's ideas or claims are developed and refined	Determines an author's point of view or purpose in a text	Writes in response to a text, referencing specific concepts and quotes	Uses proper MLA citations	Writes reflectively, making personal connections to a text

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To Live One's Art *Sample Art Facilitation Questions* Teacher Material

Comprehension: *Ask questions that ensure students understand content and skills needed to solve the problem*	• What are your primary and secondary resources? • Who are some artists from the 19th century in your discipline? • What is the purpose of an objective summary? • What are some new techniques you can add to your repertoire?
Application: *Ask questions that ensure the ability of students to apply learning to new situations.*	• How can you apply advice from other artists to your personal practice? • What will it take to master a new technique? • How can you apply the efforts of the 19th-century artist to your personal technique?
Connection: *Ask questions that ensure the ability of students to apply learning to their lives*	• What artists from the past have influenced your style? • How are you like artists of the past? How are you different from them? • Have you ever supported an "unknown" artist on social media? • How do you think social media might help you showcase your art?
Synthesis: *Ask questions that encourage students to create new information from existing data*	• How are art and culture connected? • How are the various visual and performing arts of a time connected? • How can artists harness the power of social media? • How do you grow as an artist, in your form and personal style? • What advice would you give to an up-and-coming artist?
Metacognition: *Ask questions that prompt students to think about their own thinking process*	• What strategies work best for you when you seek to build a skill within your artistic discipline? • What do you find most challenging about your art? What do you find most exciting? • What have you learned from this process? • What are your strengths as an artist? What are your weaknesses? • How would you describe your current style as an artist? • How has your style evolved since you began?

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To Live One's Art *Transfer Task*

Student Material

Through this unit, you have worked with your peers through discussions and feedback cycles to improve your craft. Now is the time to take all those insights and create a new piece of artwork using a medium of your choice. Along with your artwork or performance, please include an explanation of how previous insights, discussions, and feedback have informed your new product.

In your explanation, be sure to include the following:

- Paper-based or digitally produced design
- The connection between the design and previous insights and feedback
- Your influences in creating the design
- An introduction on why this medium and design choice
- The tone for a targeted audience
- Transitions
- Varied syntax (sentences) for meaning/style
- Concluding statement

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To Live One's Art *Teacher's Notes*

Teacher Material

Unit Overview

To Live One's Art is an *Authentic Learning Unit* that integrates literacy standards for grades 9–10 with any area of the performing and visual arts. Students will work to refine their personal artistic practice in response to reading text by and about the practice of 19th-century artists. Through a cycle of structured reflection and application, and through "Artist Group" discussions, students will develop an artist's approach to refining their practice and developing an original style. They will use these reflections to create an original piece (e.g., visual art, dance, music, etc.) and present for class feedback. Then, they will harness the power of social media to share their artistic endeavors.

Common Core Standards Addressed

- RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.5, RI.9-10.6
- WHST.9-10.2, WHST.9-10.6, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, WHST.9-10.10
- SL.9-10.1

Enduring Understandings	Essential Questions
• Artists have a personal style that develops over time through a range of personal experiences and explorations. • Artists refine their skills through disciplined, strategic, reflective practice. • Feedback from peers enhances artistic practice. • There is a history of artistic expression and reflection that supports artists today. • Culture and history are deeply connected to and reflected by art of that time. • Artists can memorialize their process through writing and/or technology.	• How are art and culture connected? • How are the various visual and performing arts of a time connected? • How do you grow as an artist, in your form and personal style? • How do artists share their process with others? • How can technology extend the reach of artists?

21st Century Skills Addressed

Core Content and Interdisciplinary Themes

- Subject-Area Mastery
- Global Awareness

Learning and Innovation

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information and Media Literacy

- Information Literacy
- Media Literacy
- Information and Communication Technology

Life and Career:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability

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