

Unit 1

Unit start year (2013-2014)]

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History of the Arts and Culture: Learning to Look and Think Like an Art Historian

Stage 1 – Desired Results	
<p>Learning Goals CC Standard(s), Strand(s)/CPI # www.nj.gov/education/cccs/2009/final.htm</p> <p>History of the Arts and Culture: All students will understand the role, content, and influence of the arts throughout history and across cultures. History of the Arts and Culture: Cultural and historical events impact art-making as well as how we respond to works of art.</p>	<p style="text-align: center;">21st Century Themes (www.21stcenturyskills.org)</p> <p><input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Environmental Literacy</p>
	<p style="text-align: center;">21st Century Skills</p> <p><i>Learning and Innovation Skills:</i> <input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i> <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i> <input type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Initiative and Self-Direction <input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility</p>

<p>Understandings: <i>will understand that . . .</i></p> <p>art movements have been shaped by the culture of their origins and movements and cultures that preceded them.</p> <p>n of the artist's culture is reflected in the artist's work.</p> <p>ultures influence an artist's work and preserve that culture for future is.</p>	<p>Essential Questions:</p> <p><i>EU 1</i> · How can studying different cultures and their effects on art in expression?</p> <p><i>EU 2</i> · How does art tell us about a culture or society?</p> <p>·How is an artist's personal expression reflective of the culture they live?</p> <p><i>EU 3</i> · How does the relationship between the arts and cultures affect preserve that culture?</p>
<p>Objective: <i>Students will know . . .</i></p> <p>in which an artist's self expression is influenced by their culture.</p> <p>or 3D art movements throughout history of many different cultures.</p> <p>of 3D techniques and styles of various artists and art movements erent cultures.</p>	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1</i> · Analyze how the arts and artists influence each other across cultures.</p> <p><i>EU 2</i> · Compare/Contrast how history and cultures influence the 3D</p> <p><i>EU 3</i> · Apply various 3D artistic techniques/media used throughout cultures</p>

Stage 2 – Assessment Evidence

Integrated Performance Tasks: *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

As an art critic or an art historian, students will use supplemental resources (example: museum or internet research) to view a variety of art from different cultures and analyze the various sculptures from different cultures using written and oral critique methods. Through additional research, students will interpret the artist's reason/meaning for including various elements within the piece of art as it relates to history and/or culture. Students will demonstrate their ability to create connections from one culture to another based on simple sculpture techniques, recognize why from one culture to another if our sculpture techniques stay the same and to discuss, write and/or share through artistic means the rationale for meaning through their work of art to the teacher and/or class. (EU1,2)

will create artwork that reflects the style of a historical art movement. Thinking as an artist from the past, students will choose an art that will reflect the values of that art time period. Students will be assessed on their ability to recreate the style, use media reflectively, and incorporate the various artistic influences of that era while keeping in mind its historical context. (EU3)

Thinking as an art historian/museum docent, the students will present modern art (including their own work) as they see it being viewed by artists and explain how it reflects the values during the current year. Students will be assessed on their ability to orally present a modern art style of work they created to the class. They will have to include ten facts about the modern art and describe five things about their work that is influenced by the modern artist.(EU3)

Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

generated test

and Final Exam including Practicum/Written/Performance Evaluation

entry (Explanation, Interpretation, Application, Perspective, Empathy, and Self-Knowledge)

written critiques.

participation

generated question responses (essays)

Stage 3 – Learning Plan

Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements listed below. Each activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer of learning.*

Students will be introduced to various sculptures from different cultures through websites, textbooks, museum trips, images, powerpoints, etc. They will compare the various styles throughout history. (A,M)

Students will be guided in analyzing a selected artwork to identify the style. (A,M)

Students will work collaboratively, using supplemental resources, to analyze and compare the artists' works. (M)

Students will use unconventional materials (sticks, stones, cans, toothpicks, Styrofoam, dental floss, duct tape, etc) to reflect the knowledge they gain through their research when creating sculptures. (T)

Students will identify different works of art throughout history and identify the culture, style, and time period of the artist. (T)

Students will self-assess their sculpture from a historical perspective. (T)

