

**Course Title – Foundations of Art**

**Implement start year – 2014-2015**

**Revision Committee Members, email, extension – Robert Dooley , Deanna Guittar, Rocky Canonica, Carol Barylski**

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**Unit #2, topic - History of the Arts and Culture:**

**Students will be able to independantly use their learning to look and think like an Art Historian.**

### Stage 1 – Desired Results

#### Established Goals

**2009 NJCCC Standard(s), Strand(s)/CPI #**  
(<http://www.nj.gov/education/cccs/2009/final.htm>)

**Common Core Curriculum Standards for Math and English**  
(<http://www.corestandards.org/>)

1.2- History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.2.12. A.1- Cultural and historical events impact art-making as well as how audiences respond to works of art.

#### 21<sup>st</sup> Century Themes

([www.21stcenturyskills.org](http://www.21stcenturyskills.org))

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

#### 21<sup>st</sup> Century Skills

##### *Learning and Innovation Skills:*

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

##### *Information, Media and Technology Skills:*

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

##### *Life and Career Skills:*

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

	<input checked="" type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility
<p><b><u>Enduring Understandings:</u></b>  <i>Students will understand that . . .</i></p> <p><i>EU 1</i>  • All major art movements have been shaped by both the culture of their origins and also by the movements and cultures that preceded them.</p> <p><i>EU 2</i>  • The origin of the artist’s culture is reflected in the artist’s work.</p> <p><i>EU 3</i>  • Various cultural influences impact an artist’s work and preserve that culture for future generations.</p>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• How can studying different cultures and their effect on art influence self-expression?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• How does art tell us about a culture or society?</li> <li>• How is an artist’s personal expression reflective of the culture in which they live?</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• How does the relationship between the arts and cultures affect and preserve that culture?</li> </ul>
<p><b><u>Knowledge:</u></b>  <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• How an artist’s self-expression is influenced by their culture.</li> </ul> <p><i>EU2</i></p> <ul style="list-style-type: none"> <li>• The major art movements throughout history of many different cultures.</li> </ul> <p><i>EU3</i></p> <ul style="list-style-type: none"> <li>• Techniques and styles of various artists and art movements across different cultures.</li> </ul>	<p><b><u>Skills:</u></b>  <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• Analyze how the arts and artists influence each other across history and cultures.</li> </ul> <p><i>EU2</i></p> <ul style="list-style-type: none"> <li>• Compare/contrast how history and cultures influence the arts.</li> </ul> <p><i>EU3</i></p> <ul style="list-style-type: none"> <li>• Apply various artistic techniques/media used throughout different cultures.</li> </ul>

<b>Stage 2 – Assessment Evidence</b>	
<p><b>Recommended Performance Tasks:</b> <i>Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.</i></p>	
<p><b>Other Recommended Evidence:</b> <i>Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.</i></p> <ul style="list-style-type: none"><li>• Other Recommended Evidence: Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.</li><li>• Teacher generated test</li><li>• Midterm and Final Exam including Practicum/Written/Performance Evaluation</li><li>• Journal entry (Explanation, Interpretation, Application, Perspective, Empathy, and Self-Knowledge)</li></ul>	

- Student written critiques
- Class participation
- Teacher generated question responses (essays)

### Stage 3 – Learning Plan

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

- Students will be introduced to various artworks from different cultures through websites, textbooks, museum trips, images, powerpoints, etc. They will identify and compare the various styles throughout history. (A,M)
- Teacher will guide students in analyzing a selected artwork to identify the style. (A)
- Students will work collaboratively, using supplemental resources, to analyze and compare the artists' works. (M)
- The students will use conventional materials (including but not limited to pencil, color pencil, acrylics, watercolors, markers, pen, plaster, clay, wire) to reflect the knowledge they have acquired through their research when creating works of art. (T)
- Critique different works of art throughout history and identify the culture, style, and time period of the artist. (T)
- Students will self-assess their artworks from a historical and cultural perspective. (T)