

Course Title – Creative Arts Media	
Implement start year – 2015-2016	
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Unit #2 , topic – History of the Arts and Culture	
Transfer Goal – Students will be able to independently use their learning to look, think, and work like an Art Historian.	
Stage 1 – Desired Results	
<u>Established Goals</u> 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/)	<u>21st Century Themes</u> <u>(www.21stcenturyskills.org)</u> <input checked="" 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
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.	<u>21st Century Skills</u> <i>Learning and Innovation Skills:</i> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <i>Information, Media and Technology Skills:</i> <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy

	<p><i>Life and Career Skills:</i></p> <p><input checked="" type="checkbox"/> Flexibility and Adaptability</p> <p><input checked="" type="checkbox"/> Initiative and Self-Direction</p> <p><input type="checkbox"/> Social and Cross-Cultural Skills</p> <p><input checked="" type="checkbox"/> Productivity and Accountability</p> <p><input type="checkbox"/> Leadership and Responsibility</p>
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • 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><i>EU 2</i></p> <ul style="list-style-type: none"> • The origin of the artist’s culture is reflected in the artist’s work. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • various cultural influences impact an artist’s work and preserve that culture for future generations. 	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How can studying different cultures and their effect on art influence self-expression? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How does art tell us about a culture or society? • How is an artist’s personal expression reflective of the culture in which they live? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How does the relationship between the arts and cultures affect and preserve that culture?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Ways in which an artist’s self-expression is influenced by their culture. <p><i>EU2</i></p> <ul style="list-style-type: none"> • the major art movements throughout history of many different cultures. <p><i>EU3</i></p> <ul style="list-style-type: none"> • techniques and styles of various artists and art movements across different cultures. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • analyze how the arts and artists influence each other across history and cultures. <p><i>EU2</i></p> <ul style="list-style-type: none"> • compare/contrast how history and cultures influence the arts. <p><i>EU3</i></p> <ul style="list-style-type: none"> • apply various artistic techniques/media used throughout different cultures.

Stage 2 – Assessment Evidence

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

- Teacher generated test
- Teacher will provide ongoing feedback, individual conferences, while students are working and make refinements to the final composition or piece
- Journal entry (Self Evaluation, Explanation, Interpretation, Application, Perspective, Empathy, and Self-Knowledge)
- Individual / group written/oral critiques including self-evaluation
- Class participation
- Teacher generated question responses (essays)
- Textbook questions and essays
- Written/Performance Assessment

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/style to show how the selection of various principles and elements define a style of art. (A)
- Teacher will guide students to identify artistic styles/movements impact on another. Students will then compare and contrast various styles/movements to identify the impact of preceding art movements. (A,M)
- 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)
- Students will 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)
- Role playing as a art historian/museum docent, the students will present post-modern art (including their own work) as they see it being viewed by future generations and explain how it reflects the values of (this current year). (T)