

UNIT 5

Content Area: **Fine Arts**
Course(s): **Art 6**
Time Period: **Marking Period 4**
Length: **8 weeks**
Status: **Published**

Course Pacing Guide

Model

| Unit | Marking Period 3 & 4 | Weeks |
|---------------------------------|----------------------|---------------------------|
| History of the Arts and Culture | | 8 meeting every other day |

Unit Overview

Enduring Understandings

- The arts reflect cultural mores and personal aesthetics throughout the ages.

Essential Questions

- How has war been represented visually throughout time?
- What are the differences between geometric and organic shapes when it comes to the natural world?
- How does a color palette, specifically a warm or cool color palette affect mood in a work of art?
- How is texture used to emphasize emotion?
- Why is proportion important to a work of art?

New Jersey Student Learning Standards (No CCS)

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|-----------------|---|
| | creation of new technologies. |
| VPA.1.2.8.A.2 | Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. |
| VPA.1.2.8.A.3 | Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. |
| VPA.1.2.8.A.CS1 | Technological changes have and will continue to substantially influence the development and nature of the arts. |
| VPA.1.2.8.A.CS2 | Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values. |
| VPA.1.2.8.A.CS3 | The arts reflect cultural morays and personal aesthetics throughout the ages. |

Student Objectives

- Analyze the social and historical and political impact of wars from different eras and how artists interpreted them.
- Analyze how artists use calligraphic line to create social, historical and political ideas
- Differentiate between geometric and organic shapes when creating a work in the natural world.
- Identify how warm and cool colors communicate a given emotion in a social, historical or political context.
- Compare and contrast various forms of balance in masterworks from diverse cultures and historical contexts.
- Identify how proportion and scale has affected aesthetics throughout time.
- Differentiate how pattern is used in objective vs. non-objective works of art.

Perfomance Tasks

Students will be given assignment criteria and expectations before each assignment. A rubric will be given for assessment. Please see attached.

| Criteria | 20 Points | 15 Points | 10 Points | 5 Points | 0 Points |
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| Creativity | Work exceptionally unique, detailed and interesting. Explores sevealal different options and takes many creative risks | Work generally unique, detailed and interesting. Explores some different options and takes some creative risks. | Work somewhat unique, detailed or interesting. Shows some developing ideas but without a true sense of originality. | Work occasionally unique, detailed or interesting. Shows minimal risks taken. Similar to examples shown. | Work not unique, detailed or interesting. Shows no original ideas or risks taken. |
| Use of Elements and | Exceptional understanding and | Good understanding | Basic understanding | Minimal understanding | No understanding and application |

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|---|--|--|---|---|--|
| Principles | application of the elements of art and principles of design. | and application of the elements of art and principles of design. | and application of the elements of art and principles of design. | and application of the elements of art and principles of design. | of the elements of art and principles of design. |
| Craftsmanship | Work done with exceptional care and attention to detail and neatness | Work done with good care and attention to detail and neatness | Work done with basic care and attention to detail and neatness | Work done with minimal care and attention to detail and neatness | Work done with no care and attention to detail and neatness |
| Understanding, Achievement and Completion | Exceptional understanding of project requirements. Assignment followed, and work is all complete and consistent. | Good understanding of project requirements. Assignment followed, and work is mostly complete and consistent. | Basic understanding of project requirements. Assignment followed, and work is somewhat complete and consistent. | Minimal understanding of project requirements. Assignment generally followed, but work is incomplete or consistent. | Lack of understanding of project requirements. Assignment not followed, and work is incomplete and inconsistent. |
| Effort and Participation | Work shows exceptional effort, planning and pride. Participated in all class discussions. | Work shows good effort, planning and pride. Participated in most class discussions. | Work shows basic effort, planning and pride. Participated in some class discussions. | Work shows minimal effort, planning and pride. Participated in few class discussions. | Work shows a lack of effort, planning and pride. No participation in class discussions. |

Learning Plan

Using fonts and calligraphy as a major design component, create a political poster highlighting a current event.