

# Unit #10: Ancient Art

Content Area: **Fine and Performing Arts**  
Course(s):  
Time Period: **September**  
Length: **number of days**  
Status: **Published**

## Unit Overview

---

The Ancient Art unit is designed to introduce students to the beginning of art through the prehistoric era. Students will study the art of the prehistoric era looking at the most primitive ways art was made and produced. The main focus of study will be the correlation of primitive art styles, techniques, history and how it has contributed to art today through means of communication and history.

## Enduring Understandings

---

Art media, techniques and processes work together to create works of art.

Art reflects the time period, culture, geography, and status of a region's inhabitants.

Artists of different cultures express meanings and ideas in different ways.

Artists get inspiration from many sources.

Art is a personal or individual response to their environment.

Artists use elements of art and principles of design to organize visual communication.

Art elements and design principles can be used intentionally to elicit a specific response from the viewer.

## Essential Questions

---

- \* What is prehistoric art?
  - \* How was prehistoric art used as a means of communication?
  - \* How does the historical responses affect the evolution of various artistic styles, trends, and movements?
  - \* What is the historical significance, craftsmanship, cultural context appropriate for this unit?
- 
- \* How does the historical responses affect the evolution of various artistic styles, trends, and movements?
  - \* How was prehistoric art used as a means of communication?

- \* What is prehistoric art?
- \* What is the historical significance, craftsmanship, cultural context appropriate for this unit?

## Lesson Titles/Objectives

---

1. Cave Painting: Students will be able to render a prehistoric cave painting using conte crayons and studying the prehistoric caves of France.
2. Scratch Art Sarcophagus: Students will be introduced to Egyptian Art, Egyptian history, and create a sarcophagus scratch art using hieroglyphics using scratchboard tools and techniques.
3. Egyptian Painting: Students will create a painting inspired by The Book of the Dead using tempera paint creating the ancient styles and techniques used in the Egyptian style.

- 1. Cave Painting: Students will be able to render a prehistoric cave painting using conte crayons and studying the prehistoric caves of France.
- 2. Scratch Art Sarcophagus: Students will be introduced to Egyptian Art, Egyptian history, and create a sarcophagus scratch art using hieroglyphics using scratchboard tools and techniques.
- 3. Egyptian Painting: Students will create a painting inspired by The Book of the Dead using tempera paint creating the ancient styles and techniques used in the Egyptian style.

## Standards

---

VA.9-12.1.5.12acc.Cr	Creating
VA.9-12.1.5.12acc.Cr1	Generating and conceptualizing ideas.
VA.9-12.1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
VA.9-12.1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
VA.9-12.1.5.12acc.Pr4	Selecting, analyzing, and interpreting work.
VA.9-12.1.5.12acc.Pr6	Conveying meaning through art.
VA.9-12.1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
VA.9-12.1.5.12acc.Re9	Applying criteria to evaluate products.
VA.9-12.1.5.12acc.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
VA.9-12.1.5.12acc.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
VA.9-12.1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
VA.9-12.1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.

## Indicators

---

VPA.9-12.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual
---------------------	---

	artworks from diverse cultural perspectives and identify specific cross-cultural themes.
VPA.9-12.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
VPA.9-12.1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
VPA.9-12.1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
VPA.9-12.1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
VPA.9-12.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
VPA.9-12.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
VPA.9-12.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
VPA.9-12.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

## Career Readiness, Life Literacies, & Key Skills

---

CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).  With a growth mindset, failure is an important part of success.

## Inter-Disciplinary Connections

---

CCSS.ELA-Literacy.RST.9-10.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
CCSS.ELA-Literacy.RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
CCSS.ELA-Literacy.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still

## Warm-Up

---

\* Students will be asked the the daily " question of the day" or "task of the day" which be a warm up pertaining to the lesson.

\* Online video clip

\* Current events of the arts discussion

\* Art history literature

- \* Art history literature
- \* Current events of the arts discussion
- \* Online video clip
- \* Students will be asked the the daily " question of the day" or "task of the day" which be a warm up pertaining to the lesson.

## Closure

---

Students will complete a self assessment

Students will complete an exit ticket

Oral review or discussion on lesson

Students will be posed the question of the day to wrap up the daily activities. They will answer as a class and make sure to have the correct answer. This will review objective as well as clarify any information given to the lesson

- Oral review or discussion on lesson
- Students will be posed the question of the day to wrap up the daily activities. They will answer as a class and make sure to have the correct answer. This will review objective as well as clarify any information given to the lesson
- Students will complete a self assessment
- Students will complete an exit ticket

## Formative Assessment

---

Question of the day

Preliminary sketches

Daily walk arounds assessing students progress

Self critique of work in progress

Peer critiques

- Daily walk arounds assessing students progress
- Peer critiques
- Preliminary sketches
- Question of the day
- Self critique of work in progress

## **Alternative Assessments**

---

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Benchmark Assessments**

---

Skills-based assessment

Reading response

Writing prompt

Lab practical

## **Summative Assessment**

---

Project: Cave Drawing

Project: Egyptian Scratch Art

Project: Egyptian Painting

Unit Quiz

- Project: Cave Drawing
- Project: Egyptian Painting

- Project: Egyptian Scratch Art
- Unit Quiz

## **Anticipatory Set**

---

Video clip

Magazine article

Group discussion

Related articles

- Group Discussion
- Magazine Articles
- related articles
- Video clip

## **Resources & Materials**

---

- Art Periodicals
- Powerpoint presentation
- Smartboard Interaction
- Various books, Articles and videos on specific art domains
- Video clip

## **Instructional Strategies/Learning Activities**

---

\*Art History worksheet and reading

\*Sketches of primitive art

\*Drawing demonstration

\*Powerpoint presentation

\*Scratch art worksheet and reading

\*Scratch art demonstration

\*Sketches of Egyptian Art

\* Painting worksheet and reading

## **\*Painting Demonstration**

- \* Painting worksheet and reading
- \*Art History worksheet and reading
- \*Drawing demonstration
- \*Painting Demonstration
- \*Powerpoint presentation
- \*Scratch art demonstration
- \*Scratch art worksheet and reading
- \*Sketches of primitive art

## **Modifications**

---

### **At Risk Modifications**

---

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals

- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

### **ELL Modifications**

---

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

### **IEP & 504 Modifications**

---

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

### **G&T Modifications**

---

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities



- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

## Technology

---

Powerpoint presentation on Ancient Art

Video clip on Ancient Art- Khan University

Smartboard Interaction

Art Periodicals

Various books, Articles and videos on specific art domains

TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.