

# Unit #20: Greek and Roman Art

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

## Unit Overview

---

Greek and Roman art primary focus is studying the art and art history of Greece through pottery and illustration and Roman art with focus on the study of Rome culture, art history and art through mixed media mosaics. This unit will explore pottery, drawing, design and mixed media use.

## Enduring Understandings

---

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 Greek art?
- \*What is Roman art?
- \* How was Greek art used as a means of communication and religion?
- \* What is the purpose of Roman art and communication and religion?
- \* 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 Greek art used as a means of communication and religion?
- \* What is Greek art?
- \* What is the historical significance, craftsmanship, cultural context appropriate for this unit?
- \*What is Roman art?
- What is the purpose of Roman art, communication, and religion?

## Lesson Titles/Objectives

---

1. Greek Art: Students will be introduced to Greek art and Greek pottery. The students will utilize pottery techniques to design a Greek pot using the design elements of Greece.
2. Greek Art: Students will study Greek Mythology and choose a God/Goddess to draw and research. The drawing will be an illustration using watercolor pencils, design, and color theory.
3. Roman Art: students will study the art of Rome and create a mixed media mosaic using, clay, paper, and spray paint. Students will study the architecture of Rome and incorporate the design elements into the project.

- 1. Greek Art: Students will be introduced to Greek art and Greek pottery. The students will utilize pottery techniques to design a Greek pot using the design elements of Greece.
- 2. Greek Art: Students will study Greek Mythology and choose a God/Goddess to draw and research. The drawing will be an illustration using watercolor pencils, design, and color theory.
- 3. Roman Art: students will study the art of Rome and create a mixed media mosaic using, clay, paper, and spray paint. Students will study the architecture of Rome and incorporate the design elements into the project.

## Standards

---

VA.9-12.1.5.12acc.Cr	Creating
VA.9-12.1.5.12acc.Cr1	Generating and conceptualizing ideas.
	Select
VA.9-12.1.5.12acc.Re	Responding
VA.9-12.1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
VA.9-12.1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
VA.9-12.1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
VA.9-12.1.5.12acc.Cn	Connecting
VA.9-12.1.5.12acc.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
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.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

---

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

## 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 accurate terms.
CCSS.ELA-Literacy.RST.11-12.4	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 11–12 texts and topics.

## **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.

## **Anticipatory Set**

---

Video clip

Magazine article

Group discussion

Related articles

- group discussion
- magazine articles
- related articles
- Video clip

## **Instructional Strategies/Learning Activities**

---

\*Art History worksheet and reading

\*Sketches of Greek pottery

\*Drawing demonstration

\*Powerpoint presentation

\*Greek Mythology worksheet and reading

\*Colored pencil demonstration

\*Sketches of Mosaics

\* Mosaic worksheet and reading

\*Mosaic Demonstration

- \* Mosaic worksheet and reading
- \*Art History worksheet and reading
- \*Colored pencil demonstration
- \*Drawing demonstration
- \*Greek Mythology worksheet and reading
- \*Mosaic Demonstration
- \*Powerpoint presentation
- \*Sketches of Greek pottery
- \*Sketches of Mosaics

## **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

## **Benchmark Assessment**

---

Skills-based assessment

Reading response

Writing prompt

Lab practical