

Unit #60: European Art

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

Unit Overview

The European art unit will study the art and cultures of Italy. The students will explore rose windows and the purpose of them along with creation of one.

The Spanish art unit will study the art of Spain and cultures. The students will emulate a spanish artist painting using mixed media.

Within the two units of study the students will use a variety of mediums to create their art projects.

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.

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

Essential Questions

- * What is the purpose of the rose window?
 - * How was Spanish art influenced by its cultures?
 - * How does the historical responses affect the evolution of various artistic styles, trends, and movements?
 - * What is the historical significance, craftsmanship, cultural context appropriate fo rthis unit?
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Lesson Titles/Objectives

1. Italian Art Rose Window: Students will create a rose window using the influences of Italian art and scratch board techniques. Students will study the art and cultures of Italy.

2. Spanish Art Emulated Spanish Artist Painting: Students will use tempera painting techniques to emulate spanish artist of Spain. Students will study the art and cultures of Spain.

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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.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
VA.9-12.1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
VA.9-12.1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
VA.9-12.1.5.12acc.Re9	Applying criteria to evaluate products.
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.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

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).
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). Innovative ideas or innovation can lead to career opportunities. 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 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.

Equity Considerations

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): Highlights of AAPI Artists

Materials Used: <https://americanart.si.edu/art/highlights/asian-american#:~:text=SAAM's%20collection%20includes%20paintings%20created,art%20since%20the%201970s%20by>

Addresses the Following Component of the Mandate:

- Social

Climate Change

Climate change art is art inspired by climate change and global warming, generally intended to overcome humans' hardwired tendency to value personal experience over data and to disengage from data-based representations by making the data "vivid and accessible". Social Issues Art Lessons discussing the following possible topics that deal with Climate Change.

- increase the climate literacy of the United States by broadening the understanding of human-induced climate change, including possible consequences, disproportionate impacts of such consequences, and potential solutions;
- apply the latest scientific and technological discoveries to provide learning opportunities to people of all ages; and
- help people understand and promote implementation of new technologies, programs, and incentives related to climate change, climate adaptation and mitigation, climate resilience, climate justice, and environmental justice.

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): Studies of individual artists that are LGBT or have a disability

Materials Used:

LGBTQ:

[Leonardo da Vinci \(1452-1519\)](#)

[Michelangelo \(1475-1564\)](#)

[Frederic Chopin \(1810-1849\)](#)

[Ethel Smyth \(1858-1944\)](#)

[Aaron Coplan \(1900-1990\)](#)

[Frida Kahlo \(1907-1954\)](#)

[Samuel Barber \(1910-1981\)](#)

[Leonard Bernstein \(1918-1990\)](#)

[Andy Warhol \(1928-1987\)](#)

[Freddie Mercury \(1946-1991\)](#)

[Elton John \(1947\)](#)

[David Bowie \(1947-2016\)](#)

[Keith Haring \(1958-1990\)](#)

[Jean-Michel Basquiat \(1960-1988\)](#)

[Annie Leibovitz \(1948\)](#)

Disabilities:

[Ludwig Van Beethoven \(1770-1827\)](#)- Deaf

[Auguste Rodin \(1840-1917\)](#)- Dyslexia

[Auguste Renoir \(1841-1919\)](#)- Arthritis

[Vincent Van Gogh \(1853-1890\)](#)- Bipolar

[Henri de Toulouse-Lautrec \(1864-1901\)](#)- Mobility

[Georgia O'Keeffe \(1887-1986\)](#)- Blind

[Frida Kahlo \(1907-1954\)](#)- Mobility

[Walt Disney \(1901-1966\)](#)- Dyslexia

[Itzhak Perlman \(1945\)](#)- Mobility

[Ray Charles \(1947-2004\)](#)- Blind

[Stevie Wonder \(1950\)](#)- Blind

Addresses the Following Component of the Mandate:

- Social

Holocaust Mandate

Topic: Art Created by Victims and Survivors

Whether satirical, fantastical, or realistic, art created by victims and survivors of genocide depicts the complex human responses to persecution, and to the destruction of one's life and culture. During and after the Holocaust, individuals in ghettos, concentration camps, postwar DP camps, etc. lacked access to basic supplies. The resulting artworks thus varied widely in size, medium, and preservability. Although a lot of art has survived, much of it has not. Therefore, art is just one (i.e., is not the only) way to grapple with horrific events as they unfolded. Nevertheless, a wealth of resources are available to teach about the Holocaust using art made by victims and survivors.

Materials Used:

Collections include artwork created by victims and survivors of the Holocaust. Below are links to selected materials, which include image scans, biographical information of artists, and other relevant information.

- [Art of the Holocaust](#) is a site devoted to art of the Holocaust from the University of South Florida. It includes Nazi art, art by survivors, and teaching guides.
- [Learning About the Holocaust Through Art](#) is an important contribution to Holocaust education. This website provides high-quality reproductions of art works produced during the Holocaust. It also includes biographies of the artists and histories of the ghettos and camps in which the artists were interned. Study resources and lesson plans support its use in the classroom, and an interactive section enables users to choose and annotate works for their own online collection. The website is available in English, Hebrew, Russian and Spanish. The website has been jointly produced by World ORT (an international educational charity) and Beit Lohamei Haghetot ([Ghetto Fighters' House Museum](#) - a major Holocaust museum in the Western Galilee).
- [Exhibitions: Yad Vashem](#) is a collection of online exhibitions produced by Yad Vashem, the State of Israel's memorial to the Holocaust.
- [Imperial War Museum](#) (UK) - Artist Responses to the Holocaust
- From Google Arts and Culture - [Art and the Holocaust](#)

Addresses the Following Component of the Mandate:

The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior: to understand that genocide is a consequence of prejudice and discrimination: and to understand that

issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

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

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- * Current events of the arts discussion
- * Online video clip
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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 rose window
- *Drawing demonstration
- *Powerpoint presentation
- * Spanish artist worksheet and reading
- *Painting demonstration

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- *Art History worksheet and reading
- *Drawing demonstration
- *Painting demonstration
- *Powerpoint presentation
- *Sketches of rose window

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

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.

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Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

Alternative Assessments

Performance tasks
Project-based assignments
Problem-based assignments
Presentations
Reflective pieces
Concept maps
Case-based scenarios
Portfolios

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

Summative Assessment

Project:

Rose Window

Spanish Artist Painting

Unit Quiz

- Rose Window
- Spanish Artist Painting
- Unit Quiz

Resources & Materials

- All instructional worksheets and supplemental materials have been created by myself specifically for this course- each project along with all the resources to teach it have been developed in a confluent manner to teacher the students specific skills building upon one another as the course progresses.
- Teacher samples created along with step by step documentation shown both in photos and electronically through document camera
- Hands on demonstrations and procedural skills are taught in a “follow along” manner before students then take those skills and apply them to solving the problem they are faced with.

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

Technology

Demonstration Camera

Powerpoint presentation on Italian Art and Spanish Art

Video clip on Rose Windows and their importance

Smartboard Interaction

Art Periodicals on European art of the Renaissance

Various books, Articles and videos on specific art domains

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

