Unit 1: The Ancient World: Influence of art on culture

Content Area: **Language Arts Literacy**
Course(s):
Time Period: **September**
Length: **3 weeks**
Status: **Published**

Enduring Understandings

Human being are distinguished from other creatures by the richness of their inner life, the constant flow of thoughts and feelings that constitutes human experience

An understanding of the influence of past on present art facilitates art appreciation

Fundamental principles, such as the principal of exaggeration on human forms, provide a base to art

Essential Questions

What is Humanities?

What insights about the human mind can be gleaned from the study of Humanities?

What is the “principle of exaggeration”?

Are modern societies becoming less literate by relying on visual and “virtual” means of communication?

Content

Vocabulary:

rationalism, materialism, humanism, imperialism, propaganda, modes of expression, modes of reflection, medium, composition, full-round, relief, texture, design, melody, rhythm, form, proscenium, archetype

Potential Works of Study:

How Humans Made Art and How Art Makes Us Human, Plato, Aristotle, Greek Tragedy/Comedy, Egyptian conservatism and human form, Roman architecture

Skills

Explore (various media, technologies and processes in the production of two and three dimensional art)

Sketch (ideas for 3D visual art activity)

Identify (shared patterns of development in early human civilizations)

Compare/contrast (foundational views from different civilizations/ schools of thought)

Describe (a situational conflict between obligation to community/nation and obligation to humanity at large)

Analyze (how works of a given period reflect historical and social events and conditions)

Resources

Standards

CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct

	perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LA.11-12.CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.11-12.CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
LA.11-12.CCSS.ELA-Literacy.CCRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
VPA.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.1.1.12.D.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.
VPA.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.