Unit 2: History and Culture

Content Area: **Visual Arts**
Course(s): **Visual Arts**
Time Period: **Generic Time Period**
Length: **45 days**
Status: **Published**

Unit Overview

All students will understand the role, development, and influence of the arts throughout history and across cultures.

Standards

VPA.3-5.1.2.5.1	Art and culture reflect and affect each other.
VPA.3-5.1.2.5.2	Characteristic approaches to content, form, style, and design define art genres.
VPA.3-5.1.2.5.3	Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.

Essential Questions

What impact does art have on world culture?

How does visual art represent important ideas, issues and events in a society?

How do art and culture continue to influence each other?

How does the study of the contributions of significant artists from historical periods impact the visual arts?

What is old and what is new in any work of art?

How important is “new” in art?

Which characteristics in content, form, style, and design define art genres?

What kind of contribution of an individual artist influence a generation of artists and signal the beginning of a new art genre?

Application of Knowledge: Students will know that...

- Art and culture influence each other

- Characteristic approaches to content, form, style, and design define art genres
- Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre
- Understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society.
- Works of art represent important ideas, issues, and events in a society.

Application of Skills: Students will be able to...

- Become culturally literate by understanding the historical, societal, and multicultural aspects and implications of the visual arts
- Compare and contrast the contributions of significant artists from an historical
- Hypothesize how the arts have impacted on world culture
- Interpret the historical, multicultural and societal themes in original creations
- Reflect on a variety of works of art representing societal themes

Assessments

Teacher made rubric(s) to define and assess the history of arts and culture regarding:

- The understanding of historical, social and multicultural themes conveyed in artwork from diverse cultures.
- Compare and contrast the contributions of artwork from diverse cultural periods

Suggested Activities

Discuss how artists utilize subject matter, symbols, and themes to communicate meaning and purpose in art.

Demonstrate visual art as a reflection of societal values and beliefs by utilizing symbols (marks agreed upon by a culture as having specific meaning or connotations) into original works of art.

Utilize contextual information pertaining to distinctive stylistic methodologies to investigate, interpret, and analyze the viewpoint of the culture where the art was created.

Identify through the elements and principals of design how art can help analyze art works and serve as a record of time for that culture

- E.g., line creating the illusion of space; shapes and form being organic, geometric, abstract and kinetic; the use of visual and implied texture, color, various types of balance, the use of rhythm, repetition, variety, proportion and emphasis from objects found in nature

Analyze the distinguishing characteristics of various artists whose significant contribution to the art world has

had an impact on their peer and future generations of artists

- E.g., Leonardo Da Vinci, Jackson, Pollack, Andy Warhol, Anne Hamilton, Jeff Coons, Chen Woo, Rene Magritte etc.

Activities to Differentiate Instruction

Each student will work at his/her level of skill readiness and interest to interpret the assignment/s. Assistance and modification will be offered to those in need and challenges to take the project to a higher, more detailed level will be offered to advanced learners.

Students with needs and challenges:

In the visual arts students will be given opportunities to increase their communication, and increase their skills in relation to fine and gross motor, choice-making, and social interaction skills.

Students will be given opportunities to express and communicate ideas verbally or non-verbally (typing, writing, pictorially) when referring to the art history or culture. Pare share, working with a partner or group on discussing and creating artwork. Using computer, visual communicators or orally to express and communicate thoughts and ideas in reference to art. Ex: Identify realistic and abstract artwork. Compare and contrast what makes art realistic and abstract when viewing artwork.

Advanced learners:

Students will research artists Jeff Coons and Leonard da Vinci and analyze how these artists contributed to the art world and how they have impacted future generations of artists. Present information.

Students can choose any choice of genre or cultural artwork and explain (written or orally) how the genre or cultural artwork reflects the methods, techniques and processes of 2 or 3D art. They can express how one's artwork compares to historical/cultural artwork by analyzing the elements and principles of art used in the lesson.

Integrated/Cross-Disciplinary Instruction

Social Studies: By learning about the history and culture of people around the world, students will learn about:

- Diversity of world peoples and their individual art styles

- Influence and impact of cultures upon each other
- Vocabulary used to understand art names/styles

Resources

“Model Curriculum: Visual Performing Arts (K-12) - Visual Art Overview." *Model Curriculum: Visual Performing Arts (K-12) - Visual Art Overview*. New Jersey Department of Education, n.d. Web. 07 July 2015. <http://www.state.nj.us/education/modelcurriculum/vpa/v/>.

“About the NEA." *National Council on the Arts*. National Endowment For the Arts, n.d. Web. 07 July 2015. <http://arts.gov/about/national-council-arts>.

"NAEA - National Art Education Association." *Home • National Art Education Association*. NAEA, n.d. Web. 07 July 2015. <http://www.arteducators.org/>.