Unit 2: History of Arts and Culture

Content Area: **Visual Arts**
Course(s): **Generic District Course**
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.6-8.1.2.8.1	Technological changes have and will continue to substantially influence the development and nature of the arts.
VPA.6-8.1.2.8.2	Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.
VPA.6-8.1.2.8.3	The arts reflect cultural morays and personal aesthetics throughout the ages.

Essential Questions

- What impact can art have on world culture?
- How does visual art represent important ideas, issues and events in a society?
- How does 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?

Application of Knowledge: Students will know that...

- Artwork represents important ideas, issues, and events in a society.
- Technological changes have and will continue to substantially influence the development and nature of the arts
- The arts reflect cultural morays and personal aesthetics throughout the ages
- Visual art provides insight into the lives of people and their values through various world cultures

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

- Analyze how the arts have impacted world culture
- Compare and contrast the contributions of significant artists from an historical period

- Interperet the historical, social and multicultural themes in artwork
- Reflect upon artwork representing societal themes
- Understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society

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

Identify how proportion/scale has affected the aesthetics throughout time, both socially and culturally in two and three-dimensional works of art.

- E.g: Andrew Wyeth, Christina's World, 1948, Claes Oldenburg, Clothespin, 1976.

Rescognize innovations of perspective history over time by viewing and critiquing visuals on perspective

- E.g: Compare and Contrast Medieval art to Renaissance art

History overview how ceramic in its various forms influenced humanity over time.

- E.g: Pinch and coil techniques

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, 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 one innovation when referring to perspective. Create artwork that displays that perspective method. Ex: One-point perspective (of blocks, word font, river stream leading to a vanishing point)

Advanced learners:

Students research on how proportion/scale have affected the aesthetics throughout time and plays a role in works of art. 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 ones 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:

- 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/>.