

# **\*Unit 3 - History and Culture**

Content Area: **Art**  
Course(s): **Intro to Art**  
Time Period: **JanFeb**  
Length: **40 Days - Grades 9,10**  
Status: **Published**

## **Title Section**

---

## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**Introduction to Art - Grades 9,10,11**

**HISTORY AND CULTURE**

**Belleville Board of Education**

**56 Ralph Street**

**Belleville, NJ 07109**

**Prepared by:** Joanne de Florio and Christine Driskill

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-1

Mr. Joseph Lepo, Director of Secondary Education

Board Approved:

## **Unit Overview**

---

### Unit 3 – History and Culture

1. Artists are both a product of culture/history and influence culture/history.
2. Discover the diversity in and connections among forms of artistic expression throughout history and from around the globe.
3. People respond to and communicate their experiences through art making by exploring art in its historic and cultural contexts.
4. Welcome students into the global art world as active participants, engaging with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art.
5. Explore global art with the development of deep conceptual understandings and art historical skills.

## **Enduring Understanding**

---

### **Enduring understandings:**

1. Recognize that ideals change over time and across cultures.
2. Recognize that aesthetic knowledge fosters artistic appreciation and critical analysis.
3. Recognize that the clarity of the work of art and its ability to communicate can be affected by the manner in which it is shown.
4. Recognize the creation of art is unique to the collective human experience.
5. Recognize that all cultures make their own art.
6. Recognize that society creates its own artistic standards.
7. Art is present in our daily surroundings.
8. Art helps to bridge the gaps in such areas of learning as Math, History, Science, Technology.
9. Art History reading enhances historical facts.

## **Essential Questions**

---

### **Essential Questions:**

1. What is art and how is it made?
2. How does art communicate?
3. Why and how does art change?
4. How do we describe our thinking of art?
5. How does one come to appreciate the importance of visual art?

6. How does one develop one's own aesthetic?
7. How does the artist's choice of materials affect a work of art?
8. How do we read and understand a work of art?
9. How do artists from different eras present similar themes?
10. How does the presentation of an artwork affect its significance and meaning?
11. How does art develop in a society?
12. How do culture, history, and society define art?

## **Exit Skills**

---

By the end of Unit 3:

- **1.** All students will demonstrate an understanding of history and culture in art by:
  - Recognizing that all cultures make their own art.
  - Recognizing and describe works of art in terms of historical relevance.
  - Recognizing that society creates its own artistic standards.
  
- 2.** All students will comprehend complex literary and informational texts independently and proficiently.
  
- 3.** All students will understand the role, development, and influence of art throughout history and across cultures by.
  - Demonstrating an understanding of the elements and principles that govern the creation of works of visual art.
  - Understanding the role, development, and influence of the arts throughout history and across cultures.
  - Synthesizing those skills, media, methods, and technologies appropriate to creating visual art.
  - Understanding that art making is shaped by tradition and change.
  - Interpreting that art is variable.

4. All students will recognize the unique qualities of art.

- Culture, Philosophy, Spirituality, History, and Geography
- Characteristics

---

**New Jersey Student Learning Standards (NJSL-S)**

What conditions, attitudes and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

VA.9-12.1.5.12prof.Cr1b

Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

VA.9-12.1.5.12prof.Cr3a

Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.

How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation?

Objects, artifacts and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.

What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?

VA.9-12.1.5.12prof.Pr6a

Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.

Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.

How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is

	visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?
VA.9-12.1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
VA.9-12.1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts. Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?
VA.9-12.1.5.12prof.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. People develop ideas and understandings of society, culture and history through their interactions with and analysis of art. How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
VA.9-12.1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
VA.9-12.1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change, may influence personal responses to art.
CS.9-12.8.2.12.ED.4	Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.

## **Interdisciplinary Connections**

---

### World History:

Global studies.

### World Language:

Big ideas, words, phrases, themes.

### 21st Century Life Skills:

Creative, critical thinking, collaborative problems solving.

LA.RH.11-12

Reading History

LA.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the

course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

Integration of Knowledge and Ideas

Text Types and Purposes

LA.WHST.11-12.1

Write arguments focused on discipline-specific content.

LA.WHST.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

SOC.6.2

World History: Global Studies

9-12.HS-ESS2-4.ESS2.D

Weather and Climate

9-12.HS-ESS2-4.ESS2.D.1

The foundation for Earth's global climate systems is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space.

9-12.HS-ESS2-4.ESS2.D.2

Changes in the atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate.

In situations like these, the models devised depend on a number of factors: How precise an answer do we want or need? What aspects of the situation do we most need to understand, control, or optimize? What resources of time and tools do we have? The range of models that we can create and analyze is also constrained by the limitations of our mathematical, statistical, and technical skills, and our ability to recognize significant variables and relationships among them. Diagrams of various kinds, spreadsheets and other technology, and algebra are powerful tools for understanding and solving problems drawn from different types of real-world situations.

## **Learning Objectives**

---

1. Distinguish and utilize media.
2. Practice established procedures/techniques for using art media.
3. Distinguish ground-breaking uses of new mediums and experiment with new approaches to portraying positive and negative space in art installation or new media artwork.
4. Appraise how various artists and cultural resources influence our creative ability.
5. Clarify differentiated media.
6. Produce original works of art using art media and technique.

7. Compare and contrast innovative applications of art media and technique.

8. Differentiate between objective and subjective thoughts.

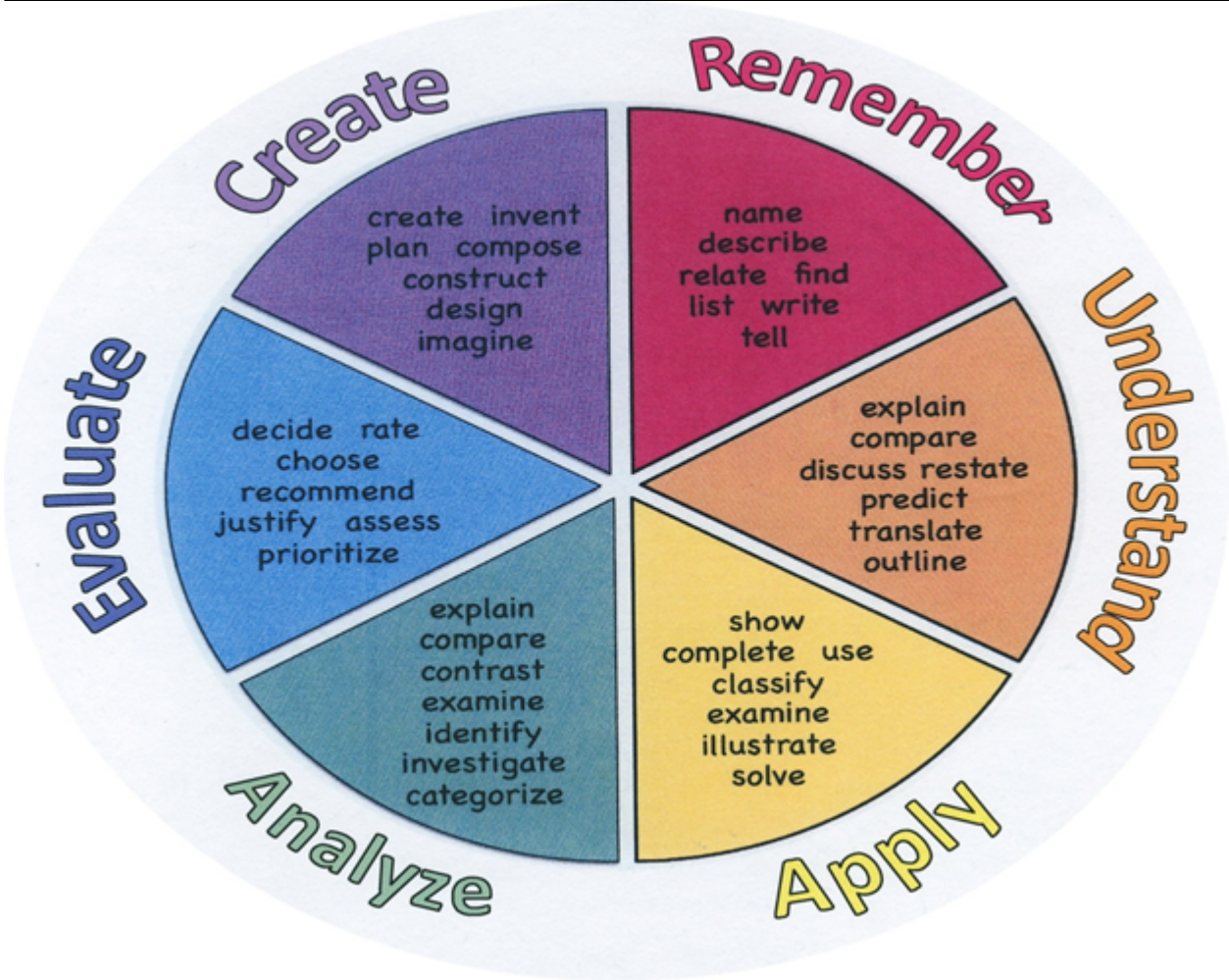
9. Interrelate proper use of vocabulary verbally and in written form.

10. Distinguish and describe works of art in terms of the use of the design principles and in written materials.

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			

	Estimate Extrapolate Generalize Predict	Operate Subtract			
--	--	---------------------	--	--	--



**Suggested Activities & Best Practices**

- Demonstrate the clarity of a work of art and its ability to communicate.
- Recognize that art is present in our daily surroundings.
- Recognize that art helps to bridge the gaps in such areas of learning as Math, History, Science, Technology.
- Understand how Art History reading enhances historical facts.
- Daily observation of individual student learning.
- Khan Academy: Art of Aaron Douglas about the atlantic Passage.
- Metropolitan Museum of Art: Art of the Islamic World *Art of the Islamic World: A Resource for Educators* Edited by Maryam D. Ekhtiar and Claire Moore
- Louvre Museum: Learning About Art, A Closer look at the Winged Victory of Samothrace
- Research disabled artists such as Van Gogh who suffered with epilepsy, Paul Klee who had scleroderma, Chuck Close and Henri Matisse who worked from a wheelchair

- Research artists of color such as Kehinde Wiley, Romare Bearden, Jacob Lawrence
- Research LGBTQ artists such as Andy Warhol, Julie Mehretu, Keith Haring
- Research artists of the Holocaust such as Edgar Ainsworth, Leslie Cole, Eric Taylor
- Research artists of the Asian American culture

Objects, artifacts and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.

What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?

Share

VA.9-12.1.5.12acc.Pr6a

Make, explain and justify connections between artists or artwork and social, cultural and political history.

## **Assessment Evidence - Checking for Understanding (CFU)**

---

- Admit Tickets - formative assessment
- Exit Tickets - formative assessment
- Evaluation rubrics - formative assessment
- Journals - alternative assessment
- Explaining - formative assessment
- Evaluate - formative assessment
- Define - alternative assessment
- Describe - formative assessment
- Study Guide - formative assessment
- Teacher Daily Observations
- Review Questions - summative assessment
- Vocabulary - formative assessment
- Summary Questions - formative assessment
- Quizzes/Tests - summative assessment
- Cooperative structured learning activities
- Do-Now activities - formative assessment
- Portfolio Review - summative assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## **Primary Resources & Materials**

---

- *Art Fundamental Theory and Practice*, Ocvirk, Bone, Stinson, Wigg

- *The Complete Book of Drawing*, Barrington Barber
- *Color, A Complete Guide for Artists*, Ralph Fabri
- *Art From Intuition*, Dean Nimmer
- *Artists Journals and Sketchbooks*, Lynn Perrella

## **Ancillary Resources**

---

- The Getty Institute, [getty.edu](http://getty.edu)
- WebArt, [webart.com](http://webart.com)
- Internet, Virtual Museum Tours
- *Anatomy for the Artist*, Tom Flint & Peter Stanyer
- *The Encyclopedia of Drawing Techniques*, Hazel Harrison
- *The Natural Way to Draw*, Kimon Nicolaides
- *The Human Figure in Motion*, Eadweard Muybridge
- *Art Across Time*, Laurie Schneider Adams
- *Art History*, Marilyn Stockstad's

## **Technology Infusion**

---

- Khan Academy
- Artsonia
- Google Institute
- Wikipedia
- Artweb
- Getty Institute of Discipline Based Art Education
- Sketchbook Express
- Khan Academy: Quiz
- Metropolitan Museum of Art: Art of the Islamic World *Art of the Islamic World: A Resource for Educators* Edited by Maryam D. Ekhtiar and Claire Moore
- Louvre Museum: Learning About Art, A Closer look at the Winged Victory of Samothrace

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts  
 Photostory 3  
 Kid Story Builder  
 Music Maker Jam  
 Paint A Story  
 Office 365  
 MS PowerPoint  
 Stack 'Em Up  
 NqSquared Numbers  
 Physamajig  
 Xylophone 8

Wikipedia  
 Skydrive  
 Lync  
 SkyMap  
 Skype  
 Office 365  
 Puzzle Touch  
 Easy QR  
 Memorylage  
 Life Moments  
 Word Cloud Maker

Where's Waldo?  
 MS Excel  
 Flipboard  
 Office 365  
 Nova Mindmapping

Ted Talks  
 Record Voice Pen



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>  
 And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Alignment to 21st Century Skills & Technology

---

- Creativity and innovation
- Critical thinking and problem solving
- Communication, and collaboration are encouraged, taught, and assessed
- Metropolitan Museum of Art Resources for Educators Lesson Plans
- Louvre Virtual Tours
- Khan Academy
- Google.com-cultural institute art collection
- Artsonia - World's Largest Student Art Museum.

WRK.9.2.12.CAP	Career Awareness and Planning
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
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).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
TECH.9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
TECH.9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).  Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

## 21st Century Skills/Interdisciplinary Themes

---

- Khan Academy
- Artsonia
- Google Institute
- PBS Learning
- Newsela
- Art 21
- Art Web
- Getty Institute
- Sketchbook Express

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## **21st Century Skills**

---

- Career paths in the field of art - Research artists on ART 21 website
- Communication and Collaboration
- Information Literacy - Read about Visual Arts current events on Newsela
- ICT (Information, Communications and Technology) Literacy
- Life and Career Skills
- Creativity and Innovation
- Critical Thinking and Problem Solving - Using The Phillips Collection - Learn & Collect Pre K-12 Education

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## **Differentiation**

---

- Students will have the same subject matter but will have different outcomes.
- Progress will be the same but the product will be different.
- Guided instruction, direct instruction, group instruction.
- Assist students with IEP & 504 guidelines.
- Study guides, group and peer instruction, extended time/ test time, oral testing
- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Scheduled breaks
- Rephrase written directions
- Alternative formative and summative assessment
- Leveled rubrics
- Project-based learning
- Exploration by interest

- Open-ended activities
- Assist students with IEP's and 504's
- Group and Peer instruction
- Communication with Counselors and Parents/Guardians

## **Special Education Learning (IEP's & 504's)**

---

- additional time for skill mastery
  - preview of content, concepts, and vocabulary
  - behavior management plan
  - have student repeat directions to check for understanding
  - teacher initiated weekly assignment sheet
  - assistive technology
  - check work frequently for understanding
  - secure attention before giving instruction/directions
  - multi-sensory presentation
  - preferential seating
  - Reduced/shortened written assignments
  - printed copy of board work/notes provided
  - peer tutoring
  - testing with counselor
- 
- printed copy of board work/notes provided
  - additional time for skill mastery
  - assistive technology
  - behavior management plan
  - Center-Based Instruction
  - check work frequently for understanding
  - computer or electronic device utilizes

- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

---

- using videos, illustrations, pictures, and drawings to explain or clarify
- teaching key aspects of a topic. Eliminate nonessential information
- having peers take notes or providing a copy of the teacher's notes
- providing study guides
- allowing students to correct errors (looking for understanding)
- reducing or omitting lengthy outside reading assignments
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- translated study guides
- group students with like language students when possible
- provide an interpreter
- translate study guides
- 
- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing

- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **At Risk**

---

- decreasing the amount of work presented or required
  - using videos, illustrations, pictures, and drawings to explain or clarify
  - tutoring by peers
  - having peers take notes or providing a copy of the teacher's notes
  - providing study guides
  - allowing students to correct errors (looking for understanding)
  - marking students' correct and acceptable work, not the mistakes
  - reducing or omitting lengthy outside reading assignments
  - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
  - modifying tests to reflect selected objectives
  - allowing the use of note cards or open-book during tests
  - communication with counselor, parent/guardians
  - after school tutoring
  - extra one-on-one class time
- 
- allowing students to correct errors (looking for understanding)
  - teaching key aspects of a topic. Eliminate nonessential information
  - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
  - allowing students to select from given choices
  - allowing the use of note cards or open-book during testing
  - collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
  - decreasing the amount of work presented or required
  - having peers take notes or providing a copy of the teacher's notes
  - marking students' correct and acceptable work, not the mistakes
  - modifying tests to reflect selected objectives
  - providing study guides
  - reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Talented and Gifted Learning (T&G)**

---

- Create a blog or social media page about their unit
- Debate issues with research to support arguments
- Complete activities aligned with above grade level text using Benchmark results
- Advanced problem-solving
- Above grade level placement option for qualified students
- Higher order, critical & creative thinking skills, and discovery
- Flexible skill grouping within a class or across grade level for rigor
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Multi-disciplinary unit and/or project
- Allow students to work at a faster pace
- Communicating with parent/guardian regarding after school classes
- Communicating with parent/guardian regarding college opportunities
- After school art experiences
- 

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## **Sample Lesson**

---

**UNIT: Art During the Harlem Renaissance - Jacob Lawrence and Aaron Douglas**

**INTERDISCIPLINARY CONNECTION: History of the Great Northern Migration and Atlantic Passage**

**STATEMENT OF OBJECTIVE: SSWBAT develop, formulate, organize, and integrate their observational skills relating to the art of the Harlem Renaissance artists.**

**ANTICIPATORY SET/DO NOW: Teacher/Student discussion related to design, colors, history, themes,**

**LEARNING ACTIVITY: Clarify, explain, interpret, and discuss examples from previous landscape paintings by Ellis Wilson in Haiti, begin preliminary drawings.**

**STUDENT ASSESSMENT/CFU's:**

**MATERIALS: KHAN Academy Jacob Lawrence museum tour, Phillips Collection Storytelling Community writing lesson.**

**<https://www.phillipscollection.org/lesson-plan/storytelling-community-mural>**

**21st CENTURY THEMES & SKILLS: Critical thinking, communicating.**

**DIFFERENTIATION: Students will have the same subject matter but will have different outcomes. (Progress will be the same but the product will be different). Guided instruction, direct instruction, group instruction. Assist students with IEP & 504 guidelines. Study guides, group and peer instruction, extended time/ test time, oral testing**

**INTEGRATION OF TECHNOLOGY: KHAN Academy Jacob Lawrence museum tour and Aaron Douglas museum tour,**

**Phillips Collection Storytelling Community**

**<https://www.phillipscollection.org/lesson-plan/storytelling-community-mural>**

**JACOB LAWRENCE VIDEO**

**<https://www.youtube.com/watch?v=t4lgyB5cV5E>**

**AARON DOUGLAS**

**<https://www.khanacademy.org/humanities/art-1010/american-art-to-wwii/harlem-renaissance/v/a-beacon-of-hope-aaron-douglass-aspiration>**

VA.9-12.1.5.12prof.Cn11

Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

VA.9-12.1.5.12prof.Cn11a

Describe how knowledge of culture, traditions and history may influence personal responses to art.

VA.9-12.1.5.12prof.Cn11b

Describe how knowledge of global issues, including climate change, may influence personal responses to art.