*Unit 3 - History and Culture Copied from: Intro to Art, Copied on: 02/21/22

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Introduction to Art - Grades 9,10,11

HISTORY AND CULTURE

Belleville Board of Education

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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 (NJSLS-S)

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.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
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.1.1.12.D.CS2	Stimuli for the creation of artworks can come from many places, including other arts disciplines.
VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
VPA.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.1.2.12.A.CS1	Cultural and historical events impact art-making as well as how audiences respond to works of art.
VPA.1.2.12.A.CS2	Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.
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.
VPA.1.3.12.D.CS2	Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.
VPA.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.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.1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
VPA.1.4.12.A.CS2	Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.
VPA.1.4.12.A.CS4	Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.
VPA.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.

Interdisciplinary Connections

World History:

Global studies.

World Language:

Big ideas, words, phrases, themes.

21st Century Life Skills:

Creative, critical thinking, collaborative problems solving.

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.
SOC.6.3.12.CS2	Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
SOC.6.3.12.CS3	Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.
SOC.6.3.12.CS4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.
	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. Distinquish 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.

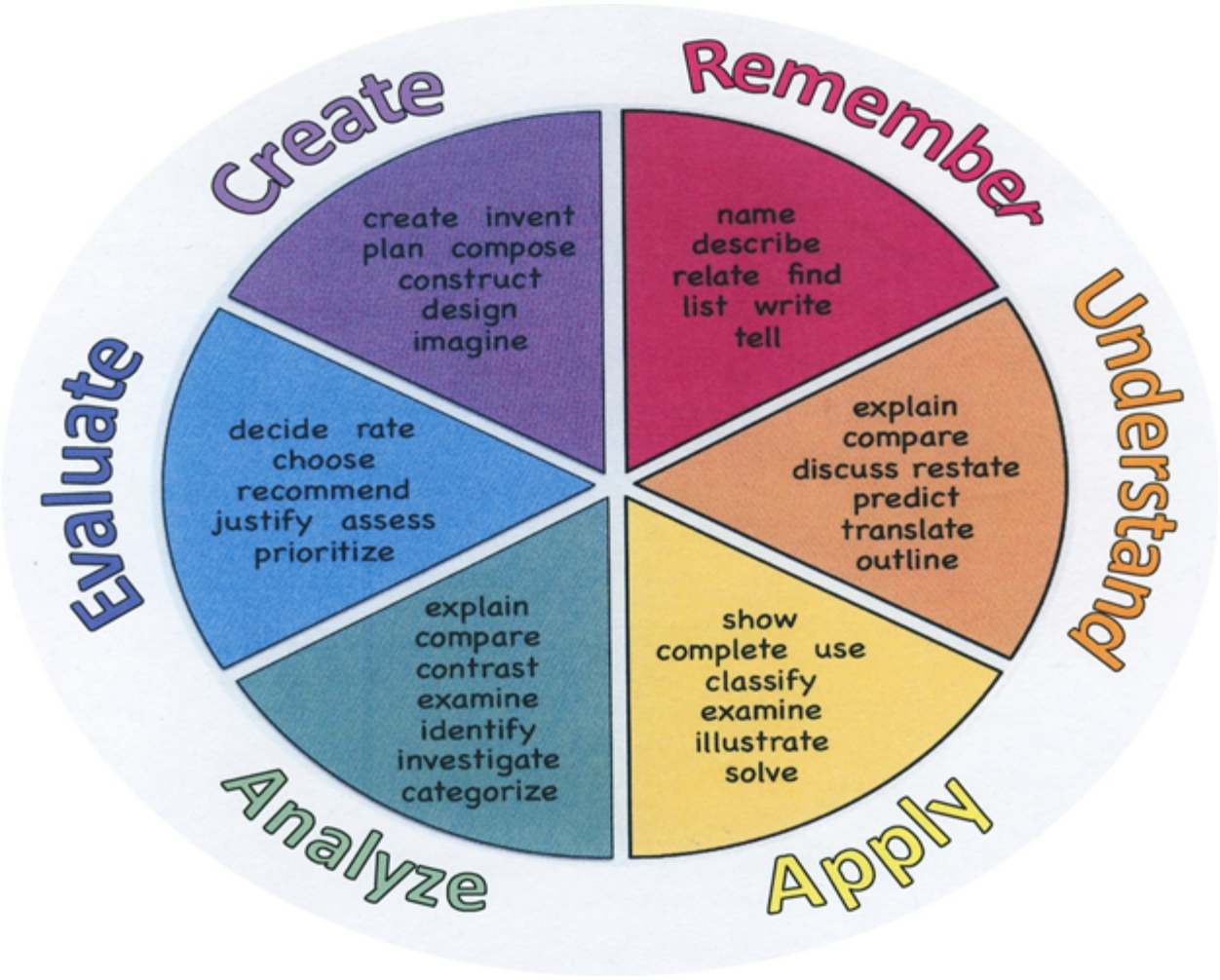
9. Interrelate proper use of vocabulary verbally and in written form.

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	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



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: Seurat, A Sunday on La Grande Jatte
- 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

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 - alernative 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
- WebArt, 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

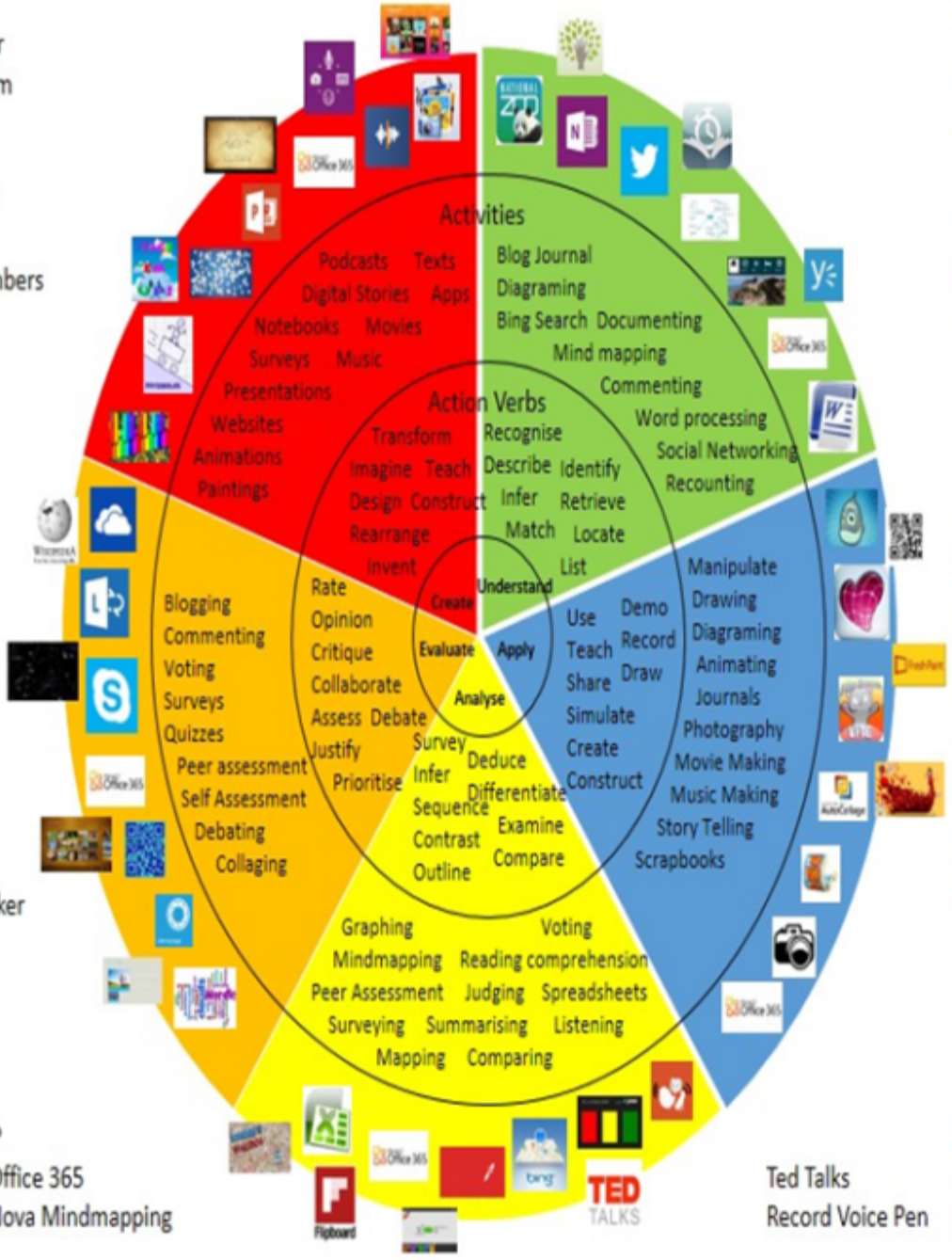
Technology Infusion

- 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 Office 365
Flipboard 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
- Metropolitand Museum of Art Resources for Educators Lesson Plans
- Louvre Virtual Tours
- Khan Acdemy
- Google.com-cultural institute art collection
- Artsonia - World's Largest Student Art Museum.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP11	Use technology to enhance productivity.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
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.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.

21st Century Skills/Interdisciplinary Themes

- Global awareness
- Environmental literacy
- Civic literacy
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving

- 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

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

- 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
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- 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 workpresented 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 workpresented 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
- educing 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 workpresented 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 wit parent/guardian regading after school classes
- Communicating wit parent/guardian regading college opportiniites
- 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