Unit 02: Prehistoric Art and of the Ancient Near East

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **5-6 class sessions**
Status: **Published**

Brief Summary of Unit

Students will explore the earliest known art artworks and consider their origins and significance. They will become acquainted with the history and contributions these cultures have made to the development of art. They will begin to explore the practical and spiritual aspects of art from these cultures. In addition they will reflect upon issues concerning the definition of art.

Standards

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

1.5.12adv.Cr	Creating
1.5.12adv.Cr1	Generating and conceptualizing ideas.
1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
1.5.12adv.Cr2	Organizing and developing ideas.
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
1.5.12adv.Cr2b	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
1.5.12adv.Cr3	Refining and completing products.
1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
1.5.12adv.Pr	Presenting
1.5.12adv.Pr4	Selecting, analyzing, and interpreting work.
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
1.5.12adv.Pr5	Developing and refining techniques and models or steps needed to create products.
1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art.
1.5.12adv.Pr6	Conveying meaning through art.
1.5.12adv.Pr6a	Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of

	social, cultural and/or political experiences.
1.5.12adv.Re	Responding
1.5.12adv.Re7	Perceiving and analyzing products.
1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
1.5.12adv.Re8	Interpreting intent and meaning.
1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
1.5.12adv.Re9	Applying criteria to evaluate products.
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
1.5.12adv.Cn	Connecting
1.5.12adv.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
1.5.12adv.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.
1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.

Transfer

Essential Questions

- • How did the rise of civilization change the face of art in the ancient world?
- • Why do people create art, and how can we know?

Essential Understandings

- • People create art for many reasons – some of the basics are response to environment, spirituality, ritualism, political, story telling, and self expression.
- • The transition from nomadic to a settled agrarian civilization in the “Fertile Crescent” affected the ways that people created and used art.

Students Will Know

Students Will Be Skilled At

- • Basic vocabulary of sculpture (in-the-round, bas relief, high relief, open and closed forms, etc.), and sculptural techniques (additive, subtractive, modeling, carving, chiseling, etc.)
- • The 3 prehistoric ages: Paleolithic, Mesolithic, and Neolithic.
- • The 6 major civilizations and their chronological order: Sumerian, Akkadian, Neo-Sumerian, Babylonian, Assyrian, and Neo-Babylonian (useful acronym: SANBAN).
- • The geographical sites being explored.
- • The identification information of selected works of art from each culture/time period.

Evidence/Performance Tasks

- • Answer the essential questions.
- • Completion of homework and in classroom assignments derived from classroom activities (such as but not limited to: Readings, study guide activities and worksheets on Prehistoric Art and the Art of the Ancient Near East. 10 minute AP practice essay on the Victory Stele of Naram Sin, with rubric.)
- • Ongoing notes, sketches, handouts, and reflections compiled in notebooks.
- • Participation in classroom activities such as: class discussion, Q and A sessions, cooperative group projects, role-playing, critique sessions, etc.
- • Self and teacher assessment using teacher generated rubric.
- • Unit quiz: Prehistoric Art and the Art of the Ancient Near East

Learning Plan

- • Homework debriefing o Class activity: 10 minute AP practice essay on the Victory Stele of Naram Sin o In class evaluation of essay using College Board rubric and scored sample essays.
- • Homework debriefing and presentation “Art used to document, ritualize, and empower authority.” o Handouts related to topic of discussion. o Class activity: such as small group exploration and presentations (application of the 3 S’s) o Homework reading and study guide activity related to next class period topic.
- • Homework debriefing and presentation “Naturalism and symbolism in Mesopotamia: the Sumerian ziggurats and votive sculpture, Assyrian palace sculpture and relief” o Handouts related to topic of discussion. o Homework reading and study guide activity related to next class period topic.
- • Homework debriefing and presentation: “Sacred space and religious ritual: monument, spirit, and site.” o Class discussion oTeacher presentation of additional information on prehistoric art. o Homework reading on the Art of the Prehistoric Art, CD study guide activity with teacher prepared worksheet (material for next day)
- • Homework debriefing and presentation: “Stonehenge and the Anishinabe petroforms in Manitoba, Canada.” o Class activity: such as paring and sharing activity “Interpretations and Conjecture.” o Class discussion oTeacher presentation of additional information on prehistoric art. o Homework reading on the Art of the Ancient Near East, CD study guide activity with teacher prepared worksheet (material for next day)
- • Homework reading on Prehistoric Art and CD study guide assignment (material for next day)
- • Preview the essential questions and connect to learning throughout the unit.

- Unit quiz: Prehistoric Art and the Art of the Ancient Near East

Materials

Suggested Strategies for Modifications

- additional time on task
- alternative outcome options
- assessment based on individual development in the area of study
- audio tape of instruction
- cooperative learning groups
- handouts of notes, procedures, processes, diagrams, etc.
- images and visual aids
- one-to-one instruction and assistance
- preferential seating
- reading material modified to student level
- revised techniques, use of tools and media in hands-on activity
- study partners
- testing materials appropriate to student level