# Unit 1: Cave Art Weeks 1-10

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

## UNIT RATIONALE

This unit serves as an introduction to the world's art history timeline.  This will be the first unit.  Students will study prehistoric cave art, which is humankind's earliest form of written communication and expression.  We are studying cave art because we understand and gain knowledge about ancient cultures through the artworks and artifacts they leave behind.  Civilizations from the past have a direct impact on the culture of our lives and the world today.  Knowledge of world history informs our understanding and our ability to anticipate in an increasingly global society.

## ESSENTIAL QUESTIONS

Why did pre-historic people draw, carve, and paint on cave walls?

How were cave art paintings created?

How did pre-historic people create the tools to make artwork?

What symbols are found in cave paintings around the world?

Why is it important to study the art of the past?

## STANDARDS

## NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

### New Jersey (NJSLS) - Grades 6-8 - Visual and Performing Arts (2020) - Visual Arts

| **1.5.8.Cr2a:** |
| --- |
| Demonstrate persistence and willingness to experiment and take risks during the artistic process. |
| **1.5.8.Cr2c:** |
| Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience. |
| **1.5.8.Re7b:** |
| Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions. |
| **1.5.8.Re8a:** |
| Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of |

media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

| 1.5.8.Cn11a: |
| --- |

Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

| VA.6-8.1.5.8.Cr2a | Demonstrate persistence and willingness to experiment and take risks during the artistic process. |
| --- | --- |
| VA.6-8.1.5.8.Cr2c | Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience. |
| VA.6-8.1.5.8.Re7b | Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions. |
| VA.6-8.1.5.8.Re8a | Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. |
| VA.6-8.1.5.8.Cn11a | Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. |

## NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

| CAEP.9.2.8.B.3 | Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. |
| --- | --- |
| CAEP.9.2.8.B.5 | Analyze labor market trends using state and federal labor market information and other resources available online. |
| CAEP.9.2.8.B.6 | Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. |
| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans. |
| TECH.8.1.8.C.1 | Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries. |
| TECH.8.1.8.C.CS1 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. |
| TECH.8.1.8.C.CS2 | Communicate information and ideas to multiple audiences using a variety of media and formats. |
| TECH.9.4.8.CI.4 | Explore the role of creativity and innovation in career pathways and industries. |

## NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

| CS.6-8.8.2.8.EC.1 | Explain ethical issues that may arise from the use of new technologies. |
| --- | --- |

## PRE-ASSESSMENTS

Ask students what they know about cave art paintings.

# INSTRUCTIONAL PLAN

## MODULE 1

| | |
|---|---|
| **Student Learning Intentions (SLI) WALT: (We are learning to…)** | Paint with tempera paints.<br>Create an emoji design to communicate a message.<br>Understand and gain knowledge about ancient cultures by the artworks and artifacts they leave behind. |
| **Student Learning Strategies** | - lecture<br>- class discussion<br>- class critique<br>- visual art project assignments<br>- small group work<br>- teacher demonstrations<br>- EdPuzzle quizzes<br>- student research<br>- teacher feedback during the class period<br>- questioning to check for understanding |
| **Success Criteria** | Students will be able to identify cave art motifs.<br>Students will be able to discuss the tools ad techniques needed to make pre-historic cave paintings.<br>Students will be able to effectively use tempera paints.<br>Students will be able to design a new emoji design to communicate a message. |
| **Formative Assessment (drives instructional decisions)** | - Edpuzzle quizzes<br>- Class discussion<br><br>https://edpuzzle.com/assignments/6267d6bf45440943472f37a9/watch<br>https://edpuzzle.com/assignments/6267d4de0b8e1842a3082bfa/watch |
| **Activities and Resources** | Janson, H.W. and Anthony F. Janson.  History of Art for Young People. New York: Harry N. Abrams, Inc., 1997. |

Marceau, Jo, ed.  Art; A World History.  New York NY:  DK Publishing, Inc. 1997.

Ocvirk, Otto G., Robert E. Stinson, Philip R. Wigg, Robert O. Bone, and David L. Cayton.  Art Fundamentals; Theory and Practice.  Boston, MA: McGraw-Hill Companies, Inc., 1998.

## Suggested Modifications

**English Language Learners**

**Native language support**: The teacher provides auditory or written content to students in their native language.

**Adjusted Speech**: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals**: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary**: The teacher front-loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

**Special Education Students**

**Chunking**: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding**: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time**: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading**: The teacher will read work orally to students. Classwork such as tests and literature circles may need to be read aloud to the student.

**Timers**: The teacher will use timers as an instructional tool. The use of timers is beneficial fo

students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

**Students with 504 Plans**

**Chunking**: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding**: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time**: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Gifted & Talented Strategies**

**Extensions/Enrichments**: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, apply acquired knowledge, and/or produce something in reference to acquired knowledge.

**Modify/Change Activities**:  Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

**Students at Risk of School Failure**

**Directions or Instructions: Make sure directions and/or instructions are given in**

**limited numbers. Give directions/instructions verbally and in a simple written format.**

**Ask students to repeat the instructions or directions to ensure understanding occurs.**

**Check back with the student to ensure he/she hasn't forgotten.**

**Peer Support: Peers can help build confidence in other students by assisting in peer**

learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day writes down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands-On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch, and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means

near the front.

## REFLECTIONS

## INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

| | |
|---|---|
| SOC.6.2.8.GeoPP.1.a | Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies. |
| SOC.6.2.8.HistoryCC.1.c | Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure. |