

Unit 3: French art/impressionism

Content Area: **World Language**
Course(s): **French III CP**
Time Period: **3 weeks**
Length: **3 weeks**
Status: **Published**

Unit Overview

Students will identify what impressionism is in comparison to other types of art and how it influenced the culture of France and spread to other cultures. Students will also be familiar with famous art museums and for which type of art they are famous for.

Transfer

By the end of Unit 3 Students will be able to:

1. Identify what impressionism is and how it compares to other styles of art.
 2. Identify noteworthy impressionist paintings and artists.
 3. Explain why Impressionism is influential in the world and how it came about.
 4. Identify famous museums found in Paris, Nice and other parts of France and the works of art they are famous for.
 5. Students will use the past tense to tell where they went and utilize the passe compose with etre which differs from the passe compose with avoir they are familiar with.
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Meaning

Understandings

Students will understand that...

1. Impressionism was revolutionary and highly criticized upon its' inception.
2. Claude Monet and Edouard Manet are considered the founding fathers of Impressionism.
3. French art is famous and influential throughout the world.
4. Vocabulary related to museums and artwork.
5. Impressionism differs from other types of art (classic, modern, post-modern, etc.)
6. Using the past tense with verbs of motion is different from the passe compose with avoir.

Essential Questions

Students will keep considering...

1. How does art reflect thoughts and movements going on in society?
2. How is Impressionism different from other artwork?
3. Why is it important to view artwork and understand the meaning of it?
4. Why is art so pervasive in the French culture?
5. How can I explain where I went and did using the past tense?

Application of Knowledge and Skill

Students will know...

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1. The origin of the Impressionist movements
2. History of Claude Monet and Edouard Manet.
3. Key paintings by Monet, Degas, Renoir, Cezanne, Gauguin and Van-Gogh
4. Vocabulary related to artwork and museums.
5. Which art museums hold which iconic works.
6. How to describe what they have done in the past using etre.

Students will be skilled at...

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- 1.Explaining how Impressionism differs from other types of art.
2. Identifying styles of art by examining different paintings.
3. Using vocabulary to give opinions on different types of artwork.
4. Knowing the different artists associated with different styles of art.
5. Identifying the museums known for different styles of art.

Academic Vocabulary

https://docs.google.com/document/d/1O9ZQhU8ZGc_qEtvMuYRAXAB80OX3xkoMs46RiAquKO0/edit

Target 2

Students will be introduced to other styles of art that preceded and anteceded Impressionist art and why it was revolutionary for that time.

WL.7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions
WL.7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
WL.7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school - related topics.
WL.7.1.IL.C.5	Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.

Target 3

Students will identify at least 4-5 different museums in France and what iconic works they hold as well as what type of art you can find there.

WL.7.1.IL.C.1	Use knowledge about cultural products and cultural practices to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience.
WL.7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.

WL.7.1.IL.C.C.5	Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject - area preferences, academic record, and career awareness, exploration and preparation.)
WL.7.1.IL.C.C.8	Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)

Target 4

Students will utilize the passe compose with etre to describe verbs of motion.

WL.7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
WL.7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
WL.7.1.IL.C.5	Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.

Summative Assessment

1. Mid-unit quizzes (given after sufficient material has been presented and formatively assessed)
2. End of unit exams
3. Mid or end of unit projects
4. Class presentations
5. Research reports (French artists/paintings)

21st Century Life and Careers

Select all applicable standards from the applicable standards

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
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Formative Assessment and Performance Opportunities

1. "Do Now" activity
2. Exit slips
3. Review games
4. Surveys
5. Rough drafts
6. Think-pair-share activities
7. Peer-teaching and mentoring
8. Role play
9. Question and answer
10. Choral response
11. Teacher observation
12. Creating and practicing dialogues.
13. Selection and Presentation of French artist of choice along with iconic work(s)
14. Web-quests
15. You-tube clips and comprehension questions

Differentiation/Enrichment

Differentiation / Enrichment



DIFFERENTIATION:

1. Students will be strategically seated in an area of the classroom where distraction is minimal, enabling better

focus on the lesson

2. Small group learning activities will be monitored for appropriateness of grouping and responses in the group. Grouping will be managed as necessary to provide modeling reinforcement and comfort of participation.
3. Graphic organizers, outlining, and other note-taking techniques will be presented to help students better comprehend text, class lectures, and discussions
4. Provide accommodations for individual learning styles

ENRICHMENT:

1. Provide students with supplemental resources to expand knowledge base and create experiences for deeper learning.
2. Expand and extend concepts, theories, ideas, relationships, and generalizations
3. Provide opportunities to utilize learned material at a higher knowledge level

Unit Resources

1. Museum websites (Louvre, Musee D'Orsay, Picasso Museum, Centre Pompidou, musee de Chagall)
2. Online practice workbook
3. Writing, audio, and visual workbook
4. Leveled vocabulary and grammar workbook
5. Teacher resource book
6. Audio CD
7. DVD series
8. Short texts
9. Informational texts
10. Youtube clips
11. T'es Branche textbook

12. Impressionism powerpoint agenda