

Unit 4: Post Renaissance

Content Area: **Performing Arts**
Course(s):
Time Period:
Length: **Approximately 8 weeks**
Status: **Published**

State Mandated Topics Addressed in this Unit

<u>State Mandated Topics Addressed in this Unit</u>	
N/A	N/A

Post Renaissance Summary

Unit 4, Post Renaissance will give a condensed view at the art created after the Renaissance up to Modern Art. This unit will reframe artists' understandings of how artwork is viewed and created today and provide opportunities to compare and contrast artists and their stylistic choices. This unit will cover Impressionism, Post Impressionism, Cubism, Surrealism, and Pop Art with a focus on the artist as an individual.

Learning Objectives

- Appropriately use artistic materials to complete in-class assignments related to the Post Renaissance era
- Compare and contrast artists in the aforementioned movements and their stylistic choices
- Continue constructing a historical and art historical timeline to consider global influences on artwork
- Identify influences on the following artistic movements: Impressionism, Post Impressionism, Cubism, Surrealism, and Pop Art
- Participate in various simulated activities to aid in categorizing and clarifying different artists and their respective movements and styles
- Plot major artistic movement on a map for visual reference (added to timeline)
- Research and outline famous artists' careers and influences in the art world

Essential Skills

- Artists will be able to analyze and interpret artwork.
- Artists will be able to analyze the role and responsibility of an artist.
- Artists will be able to appropriately depict scale and proportion in the human figure and portrait.
- Artists will be able to compare and contrast periods of art movements.

- Artists will be able to critique and give constructive feedback on own artwork and artwork of others.
- Artists will be able to develop a rich fine arts vocabulary.
- Artists will be able to discuss the roles of artists in local communities.
- Artists will be able to discuss the use of art as a form of visual communication.
- Artists will be able to display knowledge of various media and their properties.
- Artists will be able to examine art's place in the world.
- Artists will be able to examine self as an artist.
- Artists will be able to identify and apply color relationships using color theory.
- Artists will be able to properly and appropriately care for, store, and present artwork.
- Artists will be able to safely use and store art materials.

Standards

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.1.2.12.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.1.4.12.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.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
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.

Instructional Tasks/Activities

Students will correctly demonstrate, perform, identify, discuss, analyze, compare:

- Art vocabulary exercises and activities
- Art vocabulary introduction
- Artist and Style portrait painting/drawing
- Artist interview (partner) project
- Artist interview group activity
- Formal written critique
- Guess Who writing assignment
- Post Renaissance notes

Assessment Procedure

- Formal written critiques
- Artist portfolio
- Classroom Total Participation Technique
- Classwork
- Daily Draw warm ups
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- In class participation
- In class projects
- Journal / Student Reflection
- Kahoot
- Midterms and finals
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Quizzes and tests
- Research projects
- Rubric
- Self-evaluated project goal and tracking
- Sketchbook checks
- Teacher Collected Data
- Teacher observation
- Test
- Vocabulary packets and exercises
- Worksheet

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here

- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify
- Use Google Docs to complete written assignments, critiques, and project goal tracking
- Use PowerPoint or other presentation technology for the artists interview assignment

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Special Education

Modifications and accommodations to this unit will be based on individual IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy

- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Honors Modifications

Resources

- 50 Artists You Should Know
- Art of Nineteenth Century Europe
- Big Eyes
- Drawing on the Right Side of the brain
- Exit Through the Gift Shop
- Frida Kahlo: I Paint My Reality
- Graffiti School
- Henri Matisse: The Cut Outs
- Juxtapoz Magazine and Juxtapoz.com
- National Gallery of Art
- PowerPoints
- The Hidden Lives of Great Artists
- The Metropolitan Museum of Art website
- The Moma website
- The Moma World Reference
- The Secret Language of the Renaissance
- The Secret Lives of Colors
- The Secret Lives of Famous Artists
- The World Art Reference Guide
- Visual Reference Guide: Mythology
- Visual Reference Guide: World History
- World Art: The Essential Illustrated History

Unit Vocabulary

- Cubism
- Post Impressionism
- Ready-made
- Representational
- Abstract
- En plein air
- Fauvism
- Futurism
- Hudson River School
- Impressionism
- Landscapes

- Manifest Destiny
- Minimalism
- Modern Art
- Photography
- Pointillism
- Pop Art
- Post-modern Art
- Rococo
- Surrealism

Artistic Materials

- Acrylic paint and paint brushes
- Colored pencils
- Drawing pencils
- Markers

Unit Artists

- Edgar Degas
- Andy Warhol
- Auguste Rodin
- Chuck Close
- Claude Monet
- Diego Rivera
- Edouard Manet
- Edward Munch
- Frida Kahlo
- George Seurat
- Georgia O'Keeffe
- Henri Matisse
- Jackson Pollock
- Jean-Michel Basquiat
- Keith Haring
- Marcel DuChamp
- Mark Rothko
- Mary Cassatt
- Pablo Picasso
- Paul Cezanne

- Paul Gauguin
- Pierre-Augusta Renoir
- Piet Mondrian
- Rene Magritte
- Roy Lichtenstein
- Salvador Dali
- Vincent Van Gogh

Teaching Strategies

- In class assignments will produce works of art that reflect thoughtful consideration of concept in addition to skill building with a variety of fine arts materials.
- Meaningful instruction will be given using PowerPoint notes and presentations, hand out worksheets, art process and technique demonstrations, and modeling thought and creative processes.
- Sketchbook assignments and daily warm ups will reinforce classroom knowledge and build upon prior understandings.
- Various teaching methods and techniques will be utilized in this course.