

# Unit 2: Ancient Art

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

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Ancient Art Summary

Unit 1, What is Art: Visual Literacy, will explore and probe ideas of how we define, see, and judge artwork today and throughout history. This introductory unit will instill questions that will be repeated throughout the course of the school year. These questions and ideas share overlap with the majors and broadly, the performing arts. Artists will create a working definition of art that will be challenged and re-examined over the duration of the course.

## Learning Objectives

- Appropriately use acrylic paint techniques and procedures
- Create artwork that is reflective of early civilization's values, concepts, and purposes
- Define and construct a timeline to place and understand historical anthropocene
- Develop an understanding of early civilizations' day-to-day
- Develop geographical and global relationship understandings between art and the following ancient cultural groups: Egyptian, Greek, Roman, coastal African, and East Asian
- Examine process as an artist and the artistic process
- Explore the importance of community on ancient societies based on the study of artwork
- Identify materials and means for creating primitive art
- Maintain a journal for goal setting in artistic project with teachers' discretion and guidance
- Use sculptural materials such as air drying clay and paper mache to create thoughtful projects

## 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

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VPA.1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
VPA.1.2.12.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.1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
VPA.1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
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.1.4.12.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.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

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

- (After)Life and Death project: art product (mask or bowl) and formal written critique
- Ancient Art timeline
- Art vocabulary exercises and activities
- Art vocabulary introduction

- Cave Paintings narrative project: artistic group product and reflection questions
- Chimera drawing mini project
- Totems sculpture project: art product and journal reflection
- Writing Assignment: Ancient Civilization Values and Evidence

## **Assessment Procedure**

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- Midterms and finals
- Artist portfolio
- Classroom Total Participation Technique
- Classwork
- Daily Draw warm ups
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Formal written critiques
- In class participation
- In class projects
- Journal / Student Reflection
- Kahoot
- 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**

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- 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 goals
- Use PowerPoint or other presentation media

## **Accommodations & Modifications & Differentiation**

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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**

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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**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning

- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- 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**

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- 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**

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## Resources

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- 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

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- Afterlife
- Ancient
- Architecture
- Bronze casting
- Burial
- Ceremony
- Chimera
- Civilization
- Clay

- Community
- Death mask
- Dynasty
- Empire
- Funerary
- Homosapiens
- Kingdom
- Mega/Neolithic
- Mosiacs
- Mythology
- Narrative
- Paint
- Paper mache
- Prehistoric
- Preservation
- Primitive
- Relief
- Religion
- Ritual
- Ruins
- Statue
- Temple
- Timeline
- Tomb
- Totem
- Tradition
- Urn
- Values

## **Artistic Materials**

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- Acrylic paint
- Colored pencils
- Drawing pencils
- Paint brushes
- Paper clay
- Paper mache
- Sculpting tools
- Sharpies/markers

## **Unit Artists**

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### **CIVILIZATIONS:**

- East Asia (Early Shang)
- Egypt (The Old, Middle, and New Kingdoms)
- Greek and Roman (Classical world era)
- Mayan
- Minoan
- Mycenaeans

## **Teaching Strategies**

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- 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.