

# Unit 1: South America

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

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Unit 1: The Art and Culture of South America

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### Learning Objectives

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- Basic knowledge of specific terms to describe Art expressions from Brazil, Panama, Argentina, El Salvador, and Ancient Mayan and Andes cultures.
- Consider the significance and influence of Latin America art and culture in today's society.
- To Identify major periods in South American art history.
- To identify the elements of each style studied in the course. To understand the chronology and evolution process of artistic expression through the times and cultures.
- To Identify various South America Countries and their cultures.

### Essential Skills

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- Essential Skill 1 - Copy and paste
- Essential Skill 10 - Copy and paste
- Essential Skill 2 - Copy and paste
- Essential Skill 3 - Copy and paste
- Essential Skill 4 - Copy and paste
- Essential Skill 5 - Copy and paste
- Essential Skill 6 - Copy and paste
- Essential Skill 7 - Copy and paste
- Essential Skill 8 - Copy and paste
- Essential Skill 9 - Copy and paste

## Standards

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VA.9-12.1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student's existing artwork.
VA.9-12.1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
VA.9-12.1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
VA.9-12.1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA.9-12.1.5.12adv.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.
VA.9-12.1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
VA.9-12.1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
VA.9-12.1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
VA.9-12.1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
VA.9-12.1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
VA.9-12.1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
VA.9-12.1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.

## Instructional Tasks/Activities

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- Collaboratively work with artists to create a metalwork that is inspired from the Ancient Mayans.
- Cultural terms and definitions of the various South American regions
- Investigate Optical Illusion art and create a kinetic artwork in the style of Julio le Parc
- Investigate, plan, and practice in the Mola textile art form incorporating the style of the Guna women of Panama.
- Understand the cultural significance and history of Carnival. Investigate and participate in Brazilian mask making.

## Assessment Procedure

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- Classroom Total Participation Technique
- Classwork
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Problem Correction

- Project
- Rubric
- Teacher Collected Data
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz

## **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.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Differentiation**

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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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- <https://julio-le-parc.com/en>
- [aems.ueuc.edu](https://aems.ueuc.edu).
- Google slides - MultiCultural Arts Lessons - Mary Walsh

- metmuseum