

# Unit 1: Women in Art

Content Area: **Performing Arts**  
Course(s):  
Time Period:  
Length: **Approximately 2 Weeks**  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Unit 1: Answering Why Are There No Great Women Artists?

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### Learning Objectives

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- Create a working definition of women in art that will be revisited and revised throughout the course
- Decide and describe the type of artwork that is expected to be made by women
- Hypothesize why there are “no great women artists”
- Identify the ways we qualify artists and their contributions to our society
- Identify the ways we qualify artwork produced by women
- List all known women artists, personally and globally

### Essential Skills

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- Artists will be able to analyze how responses to art develop over time based on knowledge of and experience with art and life.
- Artists will be able to critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
- Artists will be able to determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
- Artists will be able to 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.
- Artists will be able to make, explain and justify connections between artists or artwork and social, cultural and political history.

### Standards

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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.

## **Instructional Tasks/Activities**

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

- Art vocabulary and exercises
- Colored pencil and marker techniques worksheet
- Create artist sample portfolio
- Rejected Disney Princesses completed Goal Tracker
- Rejected Disney Princesses drawing project
- Rejected Disney Princesses response/critique handout and participation
- Rejected Disney Princesses writing assignment
- Sketchbook Daily Draws
- Small group discussion project: Why Are There No Great Women Artists?

## **Assessment Procedure**

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- Classroom Total Participation Technique
- Classwork
- Daily draw warm ups
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- In class projects
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project

- Quiz
- Quizzes and tests
- Rubric
- Sketchbook checks
- Teacher Collected Data
- Teacher observation
- Test
- 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 track project goals and complete written critiques

## **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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## **Unit Vocabulary**

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- Contemporary
- Material
- Media
- Art
- Art history
- Artist
- Content
- Critique
- Portfolio
- Style

## **Artistic Materials**

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- Colored pencils
- Erasers
- Markers
- Paper
- Pencil sharpeners
- Regular pencils
- Rulers

## **Resources**

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- PowerPoints

- Internet
- Juxtapoz Magazine, “Why Are There No Great Women Artists” article by Linda Nochlin
- World Art reference guide