

Unit 05: El Arte Español

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 5

Unit Title:	El Arte Español
Suggested Duration:	6 weeks

Interdisciplinary Connections

Interdisciplinary Connections
<p>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</p> <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12
<p>Math Practices: https://www.nj.gov/education/standards/math/Index.shtml</p>
<p>Science Practices: https://www.nj.gov/education/standards/science/Index.shtml</p>
<p>Find and paste appropriate <u>Companion Standards or Practices</u> here.</p>

Reinforces some of the knowledge the students acquired in their History and Art classes.

Technology Integration

Technology Integration
<p>Northern supports the integration of the SAMR Model: a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.</p>

- Use of interactive board (ActivBoard and ActivInspire / SmartBoard)
- Use of Chromebooks and iPads in the classroom

- Use of Google Classroom
- Use of Digital flashcards
- Use of Educational digital platforms like Google Slides, Docs, Sheets, Forms, Microsoft PowerPoint, Word, Excel, Media Player.
- Internet sites

www.laits.utexas.edu/spe/

<http://www.ver-taal.com/index.htm>

www.teachertube.com

<http://www.celta.net/lessons/>

<http://www.spaleon.com/conj.php>

<http://spanish.about.com/>

<http://www.elmundo.es/>

<http://www.bbc.com/mundo>

<http://www.onlinenewspapers.com/>

<http://www.univision.com/portal.jhtml>

<http://www.rtve.es/>

<http://www.cervantes.es>

<http://edu.glogster.com/>

<https://llevatilde.es/>

<http://www.rae.es/>

<https://www.wordreference.com>

Standard(s) Addressed

The design of this unit adheres to the revised New Jersey Student World Language Learning Standards.

STAGE I Desired Results

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Objective (Transfer)

Students will be able to independently use their learning to...

- Explain the styles of five Spanish artists: El Greco, Velázquez, Goya, Picasso, Dalí.
- Identify the works of five Spanish artists: El Greco, Velázquez, Goya, Picasso, Dalí.
- Research the meaning behind a painting of each of the five Spanish artists they studied.
- Demonstrate deeper awareness of historical, literary and artistic highlights of Spanish speaking countries and cultures.

Mastery

Big Ideas/Understanding

Students will understand that...

- Communication is the ability to understand and be understood in real world contexts.
- Language and culture are mutually independent.
- Learning languages provides connections to additional bodies of knowledge.
- Learning languages allows students to realize there are multiple ways of viewing the world.
- Language students have the ability to participate in multilingual communities.

Essential Questions

- What is Culture?
- Why is it important to have some understanding of art?
- How does the art of a country represent its culture?
- Why is it important to learn about the culture of Spanish-speaking countries?

Acquisition

Students will know . . .

- The styles and differences of five Spanish artists: El Greco, Velázquez, Goya, Picasso, Dalí.

Students will be skilled at . . .

- Explaining the styles of five Spanish artists: El Greco, Velázquez, Goya, Picasso, Dalí.

- About the lives of five Spanish artists: El Greco, Velázquez, Goya, Picasso, Dalí.

- The importance of art in understanding a country's culture.

- The historical, literary and artistic highlights of art in Spanish speaking countries and cultures.

- The names of the following paintings by El Greco:

- El entierro del Conde de Orgaz.

- El caballero con la mano en el pecho.

- La vista de Toledo.

- La Trinidad.

- Laocoonte y sus hijos.

- The names of the following paintings by Velazquez:

- Los borrachos.

- La rendición de Breda / Las lanzas.

- La Venus del espejo.

- El aguador de Sevilla.

- Vieja friendo huevos.

- Las Meninas.

- The names of the following paintings by

- Identifying the works of five Spanish artists: El Greco, Velázquez, Goya, Picasso, Dalí.

- Researching the meaning behind a painting of one of the five Spanish artists they studied.

- Demonstrating deeper awareness of historical, literary and artistic highlights of Spanish speaking countries and cultures.

Goya:

- La maja vestida.
- La maja desnuda.
- El quitasol.
- Los fusilamientos del 3 de mayo.
- Saturno devorando a su hijo.

• The name of the following paintings by Picasso:

- Las Meninas.
- La vida.
- Las mujeres de Avignon.
- Los tres músicos.
- La primera comunión.
- El Guernica.

• The name of the following paintings by Dalí:

- La persistencia de la memoria.
- Un minuto antes de despertar de un sueño causado por el vuelo de una abeja alrededor de una granada.
- La muchacha en la ventana.
- El hombre invisible.
- La cara de la guerra.

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Common Summative Assessments	Common Formative Assessments
<p>(Integrated Performance Assessment)</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Unit Test (Interpretive Mode Interpersonal Mode and Presentational Mode) <p>Students will view works of art and identify the artist. In some cases, students will be required to give the title of the painting as well as a particular period.</p> <ul style="list-style-type: none"> • Project – “Mi Obra de Arte Favorita” (Interpretive and Presentational Mode) <p>Students will choose a painting by each of the five Spanish artists and make a postcard out of it. They will write a message on the other side of the post card including the name of painting, the name of the artist, the meaning behind the painting, the characteristics of the painting that allow us to know that it was painted by the particular artist and the student’s impression of the painting.</p>	<p>Practices:</p> <ul style="list-style-type: none"> • Checking for Understanding (Interpersonal Mode) • Reading Comprehension Activities (Interpretive Mode) • Listening Activities (Interpretative Mode) • Writing Activities (Presentational Mode) • Picture Prompt Activities (Presentational Mode) • Students’ conversations / Communicative Activities such as role plays (Interpersonal Mode) • Internet Activities (Interpretive and Presentational Mode) <p>Assessments:</p> <ul style="list-style-type: none"> • Journals (Presentational Mode) • Quizzes (Interpretive Mode, Interpersonal Mode and Presentational Mode)
Modifications	
How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)	

STAGE III Learning Plan

STAGE III Learning Plan
<p>Organize plan by weeks</p> <p>Week 1: Explain the styles and identify the works of five Spanish artists: El Greco, Velázquez, Goya, Picasso, Dalí.</p> <ul style="list-style-type: none"> • Journal - Written activities to help them learn to express their ideas increasingly using academic

vocabulary and complex sentence structure.

- Read, discuss and synthesize the information in a newspaper / internet article and write and produce an opinion paragraph/statement.
 - “El Greco” – Biografía.
- Listen to short oral segments dealing with a variety of topics and answer questions about what they heard.
 - “Great Artists – El Greco”
- Using Google Slides, PowerPoint, Prezi and other educational digital platforms to create presentations to talk about the artist, his paintings, the meaning behind some of the paintings and the characteristics of the artist that allow us to know that he painted the particular painting.
- Formulate and answer direct response questions using previously acquired vocabulary and grammar.

Week 2: Explain the styles and identify the works of five Spanish artists: El Greco, Velázquez, Goya, Picasso, Dalí.

- Journal - Written activities to help them learn to express their ideas increasingly using academic vocabulary and complex sentence structure.
- Read, discuss and synthesize the information in a newspaper / internet article and write and produce an opinion paragraph/statement.
 - “Velázquez” – Biografía.
- Listen to short oral segments dealing with a variety of topics and answer questions about what they heard.
 - “Great Artists – Velázquez”
- Using Google Slides, PowerPoint, Prezi and other educational digital platforms to discuss the artist, his paintings, the meaning behind some of the paintings and the characteristics of the artist that allow us to know that he painted the particular painting.
- Formulate and answer direct response questions using previously acquired vocabulary and grammar.

Week 3: Explain the styles and identify the works of five Spanish artists: El Greco, Velázquez, Goya, Picasso, Dalí.

- Journal - Written activities to help them learn to express their ideas increasingly using academic vocabulary and complex sentence structure.
- Read, discuss and synthesize the information in a newspaper / internet article and write and produce an opinion paragraph/statement.

- “Goya” – Biografía.
- Listen to short oral segments dealing with a variety of topics and answer questions about what they heard.
 - “Great Artists – Goya”
- Using Google slides, PowerPoint, Prezi and any other educational digital platforms to discuss the artist, his paintings, the meaning behind some of the paintings and the characteristics of the artist that allow us to know that he painted the particular painting.
- Formulate and answer direct response questions using previously acquired vocabulary and grammar.

Week 4: Explain the styles and identify the works of five Spanish artists: El Greco, Velázquez, Goya, Picasso, Dalí.

- Journal - Written activities to help them learn to express their ideas increasingly using academic vocabulary and complex sentence structure.
- Read, discuss and synthesize the information in a newspaper / internet article and write and produce an opinion paragraph/statement.
 - “Picasso” – Biografía.
- Listen to short oral segments dealing with a variety of topics and answer questions about what they heard.
 - “Great Artists – Picasso”
- Using Google slides, PowerPoint, Prezi and other educational digital platforms to discuss about the artist, his paintings, the meaning behind some of the paintings and the characteristics of the artist that allow us to know that he painted the particular painting.
- Formulate and answer direct response questions using previously acquired vocabulary and grammar.

Week 5: Explain the styles and identify the works of five Spanish artists: El Greco, Velázquez, Goya, Picasso, Dalí.

- Journal - Written activities to help them learn to express their ideas increasingly using academic vocabulary and complex sentence structure.
- Read, discuss and synthesize the information in a newspaper / internet article and write and produce an opinion paragraph/statement.
 - “Dalí” – Biografía.
- Listen to short oral segments dealing with a variety of topics and answer questions about what they heard.

○ “Great Artists – Dali”

- Using Google Slides, PowerPoint, Prezi and any other educational digital platforms to discuss the artist, his paintings, the meaning behind some of the paintings and the characteristics of the artist that allow us to know that he painted the particular painting.
- Formulate and answer direct response questions using previously acquired vocabulary and grammar.

Week 6: Research the meaning behind a painting of one of the five Spanish artists they studied.

- Research a painting by one of the five Spanish artists and make a postcard out of it. Write a message on the other side of the post card including
 - The name of painting.
 - The name of the artist.
 - The meaning behind the painting.
 - The characteristics of the painting that allow us to know that it was painted by the particular artist.
 - The student’s impression of the painting.
- Unit Test - Students will answer questions about the styles and differences of the five Spanish artists, their paintings, the meaning behind some of their paintings and the characteristics of the artists that allow us to know that they painted the particular paintings. In some cases, students will be required to give the title of the painting as well as a particular period.

Modifications

How are the activities modified/differentiated? (i.e.: abridged text)

Specific Resources for Unit

Specific Resources for Unit

Attached Affirmative Action Compliance Checklist

- Google Classroom
- Digital flashcards
- Educational digital platforms like Google Slides, Docs, Sheets, Forms, Microsoft PowerPoint, Word, Excel, Media Player.
- ActivBoard and ActivInspire / SmartBoard
- Spanish English Dictionary.

- 501 Spanish verbs
- Maps, charts and other graphics
- Teacher created materials
- CDs and DVDs
- Current articles from online Spanish-speaking newspapers
- Chromebooks and iPads
- Internet sites

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<http://www.ver-taal.com/index.htm>

www.teachertube.com

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NB World Language department believes that effective world language instruction promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the tools for ongoing inclusive and equitable communication.

Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Climate Change Education

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations
Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u>Core Idea and Performance Expectation</u> from NJDOE link above.	