Unit 1 Connecting Anchor Standard 10

Content Area: **Art**
Course(s): **Art 7**
Time Period: **Marking Period 1**
Length: **MP1**
Status: **Published**

Essential Questions

How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?

Big Ideas

Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

Practice: Still-life Drawing

CRLLKS- 21st Century

9.1.8.PB.5: Identify factors that affect one’s goals, including peers, culture, location, and past experiences

Activity - Personal Identity Split-face Self Portrait - students learn about all parts of identity including culture, heritage, and race; to incorporate into their portrait.

Diversity Integration

Objective - Students will explore and express their personal identities by creating a split-face self-portrait that incorporates elements of their culture, heritage, and race. This project aims to foster an understanding and appreciation of the diverse identities within the classroom, encouraging students to reflect on how these aspects shape their experiences and perspectives. By integrating these elements into their artwork, students

will gain insights into their own identity and the identities of their peers, promoting a respectful and inclusive classroom environment.

Activity - Personal Identity Split-face Self Portrait - students learn about all parts of identity including culture, heritage, and race; to incorporate into their portrait.

CSDT Technology Connection

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Enduring Understandings

●1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.