

# Art & Spanish Integrated Unit

Content Area: **World Languages**  
Course(s):  
Time Period: **Marking Period 3**  
Length: **2-3 weeks**  
Status: **Published**

## Unit Overview

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8<sup>th</sup> grade Spanish students will comprehend life and history of famous, selected, Spanish-speaking artists through teacher-guided power point presentations and student-guided class discussions. This will provide students will a foundation to expand the students' knowledge of these artists' works which are critiqued and reflected on during art class. Students will also demonstrate an understanding of the museum rules and regulations and apply these to their visit to the Philadelphia Art Museum. Students will experience the museum through a teacher-created scavenger hunt to guide students through the various available exhibits which feature many of the Spanish-speaking artists covered in both the Art and Spanish classes. Students will reflect on their experience through class discussion and completed scavenger hunt project.

## Essential Questions

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Who are the Spanish-speaking artists found in the Philadelphia Museum of Art?

How do the lives and histories of these artists influence their artwork?

What are some of the artifacts that represent Spanish-speaking countries in the Philadelphia Museum of Art?

What are appropriate "museum" behaviors and expectations?

## Content

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- Introduce and discuss Spanish-speaking artists and Spanish-related historical artifacts
- Students discuss and reflect upon the life and works of selected artists
- Students will review and comprehend museum protocol and behavior
- Students will discuss and reflect upon their individual museum experience

## Skills

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- Note-taking

- Observation techniques
- Discussion / express opinion
- Critique / reflect

## **Assessments**

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- observation of students interacting with works of art within the museum
- completion of scavenger hunt
- participation in reflection & discussion

## **Lessons/Learning Scenarios**

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Spanish: power point lessons with note-taking, followed by class discussion and individual reflection

Art: class discussion of museum expectations, significance of museums, and selected works of art

## **Standards**

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WL.7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
WL.7.1.IL.C.4	Compare and contrast age - and level - appropriate culturally authentic materials orally and in writing.
WL.7.1.IL.C.5	Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.
WL.7.1.IL.C.C.2	The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
WL.7.1.IL.C.C.3	Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
WL.7.1.IL.C.C.5	Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject - area preferences, academic record, and career awareness, exploration and preparation.)
WL.7.1.IL.C.C.9	Current trends and issues influence popular culture. (Topics that assist in the development

	of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)
WL.7.1.IL.C.L.1.a.3	Express an opinion and preference.
VPA.1.1.8.D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
VPA.1.1.8.D.2	Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
VPA.1.1.8.D.CS1	Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.
VPA.1.1.8.D.CS2	The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.
VPA.1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
VPA.1.2.8.A.CS3	The arts reflect cultural morays and personal aesthetics throughout the ages.
VPA.1.3.8.D.5	Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.
VPA.1.3.8.D.CS1	The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.
VPA.1.3.8.D.CS2	Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.
VPA.1.3.8.D.CS4	Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.
VPA.1.4.8.B.CS2	Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.
VPA.1.4.8.B.CS3	Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.

## Resources

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- Teacher-created artist bio power-points
- Teacher-created museum scavenger hunt
- Philadelphia Museum of Art