

| Planned Course: Clay, Metal, and World Arts | Course Number: AH812 | Department: Art | |
|----------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| Unit: Art to Influence and Affect | Grade Level: 9-12 | | |
| Estimated Time: 3 weeks | Level/Track: Mid | Date Approved: 8/8/2011 | |
| PA Academic Standards | Core Concepts (in question format) • Skills/Knowledge | Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities) | Assessments (include types and topics) |

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| <p>9.2.12 A. Explain the historical, cultural, cultural and social context of an individual work in the arts</p> <p>9.2.12 F. Know and apply appropriate vocabulary used between social studies and the arts and humanities</p> <p>9. 4.12. B. Describe and analyze the effects that works in the arts have on groups, individuals, and the culture</p> <p>9.2.12.C. Relate works in the arts to varying styles and genre and to the periods in which they were created</p> <p>9.2.12 G. Relate works in the arts to geographic regions</p> <p>9.4.12. B. Describe and analyze the effects that works in the arts have on groups, individuals, and the culture</p> | <p>► Can students understand and explain why cultures create or use art to influence and affect?</p> <p>► Can students relate a variety of art to influence and affect works to specific geographic regions and cultures?</p> | <p>Teacher presentation and class analysis on the art to influence and affect, applying appropriate art and cultural vocabulary.</p> <p>Teacher slideshow presentation on art to influence and affect, incorporating style, use, and culture / geography.</p> <p>Students analyze art elements and principles among artworks to influence of various cultures and regions, identifying components distinctive to their cultures</p> | <p>In-progress teacher observation of student participation and comprehension demonstrated in class discussions and activities about art to influence and affect, including, but not limited to: respect for the cultures and their art, appropriate art vocabulary use, and demonstrated knowledge of art elements and principles</p> <p>Completion and degree of involvement on sketchbook assignments</p> <p>Informal in-progress critiques between student and teacher, of student artworks: Craftsmanship Strength and depiction of influential theme Application of art elements and principles (see techniques units for specific skill evaluation information)</p> |
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| <p>9.2.12 J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts</p> <p>9. 4.12. B. Describe and analyze the effects that works in the arts have on groups, individuals, and the culture</p> <p>9.4.12 C. Compare and contrast the attributes of various audiences environments as they influence individual aesthetic response</p> | <p>▶ Can students analyze and draw comparisons (differences and similarities) of art to influence and affect among different cultures?</p> | <p>Student research influential art and the needs or movements of a culture in relationship to the artworks.</p> <p>Small group activity: students analyze and map the similarities and differences among art to influence from various cultures (ex: Aunt Jemima from United States, JR from France, etc.)</p> | <p>Teacher / student rubric of finished art to influence and affect works, based on given criteria, including: Craftsmanship Design elements and principles Strength and depiction of influential theme (to be paired with technique unit for further specific criteria)</p> |
| <p>9.1.12 B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts</p> <p>9.1.12 E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques</p> | <p>▶ Can students effectively apply techniques to design and create an original work to influence and affect, based needs in one’s own culture</p> | <p>Teacher demonstration of specific techniques and steps used in creating art to influence and affect. (See techniques units for example)</p> <p>Students create an original art to influence piece based on personal and cultural needs (ex: found object sculpture to influence animal rights)</p> | |

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| <p>9.1.12 B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts</p> <p>9.1.12 D. Demonstrate specific styles through the production or performance of a unique work of art</p> <p>9.1.12 G Analyze the effect of rehearsal and practice sessions</p> | <p>► Can students effectively apply culturally based style through application of art elements and principles from a given culture?</p> | <p>Sketchbook assignments exploring cultural use of elements and principles specific to a particular culture or artist</p> <p>Student’s design and create an original art of to influence, applying art elements and principles to emulate those of a given culture, genre, and / or artist (ex: flat, interlaying shapes of cubism in Picasso’s Guernica)</p> | |
| <p>9.2.12 Analyze how historical events and culture impacts forms, techniques, and purposes</p> <p>9.3.12 D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response</p> <p>9.4.12 D. Analyze and</p> | <p>► Do students demonstrate a deeper respect and understanding for the arts of other cultures and their people? (i.e.: respecting how and why art is used to affect culture, etc.)</p> | <p>Integrated into class discussions, activities, in the production of student artworks, and group critiques</p> <p>Small group experiment: debate in an attempt to influence others, switching viewpoints to defend</p> | |

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| <p>interpret a philosophical position identified in works in the arts and humanities</p> <p>9.1.12 C. Integrate and apply advanced vocabulary to the arts forms</p> <p>9.3.12 B. Determine and apply criteria to a person's work and works of others in the arts</p> <p>9.3.12 C. Apply systems of classifications for interpreting works in the arts and forming a critical response</p> | <p>▶ Can students determine and apply criteria to form a critical response towards their own work, and the work of others?</p> | <p>Active student participation in group critiques of completed projects, including use of appropriate art vocabulary</p> <p>Informal, in-progress critiques between student and teacher during the creating process, specific to design, strength of influence, craftsmanship, and cultural connections</p> | |
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