

Brunswick School Department
Art 6-8
Art History and Culture

| | |
|---|---|
| Essential Understandings | <ul style="list-style-type: none"> • Art and artists both reflect and shape their time period and culture. |
| Essential Questions | <ul style="list-style-type: none"> • What can art tell us about our own society and other cultures – now and in previous time periods? • How can the study of other time periods and cultures influence the creation of a work of art? • What is the role of the artist in society? |
| Essential Knowledge | <ul style="list-style-type: none"> • Art has different meanings and functions in different times and places. • The elements and principles of art and design can be used to describe and understand artworks from different time periods. • Artists often create works inspired by art and cultural traditions other than their own. • Art movements reflect how different artists create work in response to the world around them. |
| Vocabulary | <ul style="list-style-type: none"> • <u>Terms:</u> art movement, style, culture, time period, abstract, realism, Renaissance, contemporary, representational, non-objective, surreal, Pop Art. |
| Essential Skills | <ul style="list-style-type: none"> • Create works inspired by various art styles, movements, time periods, and cultures, including our own contemporary society. • Identify the style of a particular artist, style, or art movement. |
| Related Maine Learning Results And Common Core Standards | <p>Visual and Performing Arts</p> <p>A. Disciplinary Literacy</p> <p style="padding-left: 40px;">A1.Artist’s Purpose. Students explain and compare different purposes of artists and their artwork, in the context of time and place.</p> <p>D. Aesthetics and Criticism</p> <p style="padding-left: 40px;">D1.Aesthetics and Criticism. Students analyze and evaluate art forms.</p> <p style="padding-left: 80px;">a. Compare and analyze art forms by applying grade span appropriate arts concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.</p> |

| | |
|---|--|
| | <p>b. Compare the quality and effectiveness of art works using multiple criteria from observations, print and/or non-print resources.</p> <p>c. Compare the effectiveness of selected media, techniques, and processes in communicating ideas.</p> <p>d. Explain and compare different purposes of artists and art work in the context of time and place.</p> <p>E. Visual and Performing Arts Connections</p> <p>E1.The Arts and History and World Cultures. Students compare products of the visual/performing arts to understand history and/or world cultures.</p> <p>CCS: Disciplinary Literacy</p> |
| <p>Sample Lessons and Activities</p> | <ul style="list-style-type: none"> • Creation of a work of art that reflects a historical context, art movement, or famous artist. • Make a poster, digital presentation, pamphlet, web page, or timeline that teaches others about a famous artist or art movement. |
| <p>Sample Classroom Assessment Methods</p> | <ul style="list-style-type: none"> • Rubric • Portfolio • Worksheet • Critique • Peer edit • Reflection/self-evaluation/artist statement |
| <p>Sample Resources</p> | <ul style="list-style-type: none"> • Art Department Resource Library • Art Reproductions Print File • Internet Sources • Student/teacher Exemplars |