

**Visual and Performing Arts
Elementary Art
Unit 5: 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 one about 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 one’s own. • Art movements reflect how different artists create work in response to the world around them.
Vocabulary	<ul style="list-style-type: none"> • Terms: 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 one’s 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 style="padding-left: 80px;">b. Compare the quality and effectiveness of art works using multiple criteria from observations, print and/or non-print resources.</p>

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	<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>
Sample Lessons and Activities	<ul style="list-style-type: none"> • Create a work of art that reflects an 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.
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> • Rubric • Portfolio • Worksheet • Critique • Peer edit • Reflection/self-evaluation/artist statement
Sample Resources	<ul style="list-style-type: none"> • Art Department resource library • Art reproductions print file • Internet sources • Student/teacher exemplars

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