



Curriculum Framework
19th Century Art

Content: Visual Art /Social Studies						
Topic: 19th Century Art						
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Literacy Connection (How will you use READING and WRITING with this material?)
<p>AH-M-4.2.31 Periods-Renaissance, 19th Century (Impressionism, Realism, Naturalism)</p> <p>AH-M-4.2.32 Describe and compare the characteristics and purposes of art – representing various cultures, historical periods, artists, and/or styles (1.13, 2.23, 2.24, 2.25, 2.26).</p> <p>AH-M-4.2.33 Purposes of Art-ritual (celebration, commemoration), imitate nature (reflect the world), expressive (personal expression), narrative (make a point).</p> <p>SS-M-2.1.1 Culture is influenced by language, literature, arts, beliefs, and behaviors may result in unique perspectives.</p>	<p>POS-AH-4-Va-8 Students will examine the effects of time, place and purpose on art forms</p> <p>POS-AH-4-Va-9 Students will investigate and communicate the differences and commonalities in visual artistic expressions from diverse cultures and periods</p> <p>AE-2.16: Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p> <p>AE-2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</p> <p>AE-2.23 Students analyze their own and others' artistic products and performances</p> <p style="text-align: center;">Demonstrators</p> <ul style="list-style-type: none"> Observe, experience and explore a variety of artistic styles and forms in visual art Identify and express arts concepts in visual art Communicate recognition of the diversity of art forms and structures in music, dance, drama and visual arts Compare and contrast formal design, style and structure within each discipline, (music, dance, drama and visual art) <p>AE-2.24 Students appreciate creativity and the values of the arts and humanities</p> <p style="text-align: center;">Demonstrators</p>	<p>K-W-L Charts Using the K-W-L chart allows for the assessment of investigative work within a small group setting.</p> <p>Transactive Informational Writing The assessment of the informational writing from a final writing prompt supplies evidence of individual content knowledge. Rubric attached.</p>	<p>This project is divided into two sessions, requiring one session for student investigative work and a second session for development of a writing piece.</p> <p>Click on the session plans you would like to view.</p> <p>Session One</p> <p>Session Two</p>	<p>A list of picture book and reference book sources has been supplied. The intent is to gather various sources to provide during the student investigation process.</p> <p>A list of internet sources provides related links.</p> <p>K-W-L Chart</p> <p>Expert Investigation Packet</p>	<p>Small group investigations and data collection sharing.</p> <p>K-W-L Charts</p> <p>Whole group sharing of data collected.</p> <p>Diverse examples of art are supplied.</p> <p>Student choice of image and open-ended writing entries</p>	<p>The investigative aspect of session one uses visual images and narratives about each piece of artwork.</p> <p>A list of picture book and reference book sources has been supplied.</p> <p>A list of internet sources provides related links.</p> <p>A culminating event involves a transactive writing prompt.</p>

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<p>SS-M-4.3.2 Human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity, and technology.</p>	<ul style="list-style-type: none"> • Explore a variety of art forms in visual art • Describe reaction to visual art works using basic vocabulary • Respond to the expressive qualities of visual art • Begin to formulate personal values based on the perception and reaction to the expressive qualities of visual art <p>AE-2.25 Through their productions and performances or interpretation, students show an understanding of the influence of time, personality, and society on the arts and humanities</p> <p style="text-align: center;">Demonstrators</p> <ul style="list-style-type: none"> • Recognize the role of the artist in visual art • Demonstrate through products forms of visual art • Examine the effects of time, place, and personality on visual art forms <p>AE-2.26 Students recognize differences and commonalities in the human experience through their productions, performances and interpretations</p> <p style="text-align: center;">Demonstrators</p> <ul style="list-style-type: none"> • Express openness to differences and commonalities among diverse cultures • Investigate and communicate the differences and commonalities in the artistic expressions of visual art from diverse cultures • Demonstrate through products visual art from diverse cultures 					