

**Brunswick School Department**  
**Grades: 6-8**  
**Unit 5: Art History and Culture**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>• Art and artists both reflect and shape their time period and culture.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What can art tell one about society and other cultures – now and in previous time periods?</li> <li>• How can the study of other time periods and cultures influence the creation of a work of art?</li> <li>• What is the role of the artist in society?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>• Art has different meanings and functions in different times and places.</li> <li>• The Elements and Principles of Art and Design can be used to describe and understand artworks from different time periods.</li> <li>• Artists often create works inspired by art and cultural traditions other than one's own.</li> <li>• Art movements reflect how different artists create work in response to the world around them.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Terms: art movement, style, culture, time period, abstract, realism, Renaissance, contemporary, representational, non-objective, surreal, Pop Art.</li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>• Create works inspired by various art styles, movements, time periods, and cultures, including one's own contemporary society.</li> <li>• Identify the style of a particular artist, style, or art movement.</li> </ul>
<b>Related Maine Learning Results</b>  <b>And</b>  <b>Common Core Standards</b>	<p>Visual and Performing Arts</p> <p>A. Disciplinary Literacy</p> <p>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>D1.Aesthetics and Criticism. Students analyze and evaluate art forms.</p> <p>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>
<b>Sample Lessons and Activities</b>	<ul style="list-style-type: none"> <li>• Create a work of art that reflects an historical context, art movement, or famous artist.</li> <li>• Make a poster, digital presentation, pamphlet, web page, or timeline that teaches others about a famous artist or art movement.</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>• Rubric</li> <li>• Portfolio</li> <li>• Worksheet</li> <li>• Critique</li> <li>• Peer edit</li> <li>• Reflection/self-evaluation/artist statement</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>• Art Department resource library</li> <li>• Art reproductions print file</li> <li>• Internet sources</li> <li>• Student/teacher exemplars</li> </ul>

**Approved: 3/19/2014**