

# 6-8 Unit 4, Art, Viewing, Understanding, Verbalizing, Creating, and Appreciating Art

Content Area: **Art**  
Course(s): **Art**  
Time Period: **April**  
Length: **10 weeks**  
Status: **Published**

## Common Core Standards

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AR.6-8.1.4.8	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
AR.6-8.1.4.8.1	Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.
AR.6-8.1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
AR.6-8.1.4.8.2	Art may be used for utilitarian and non-utilitarian purposes.
AR.6-8.1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
AR.6-8.1.4.8.3	Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.
AR.6-8.1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
AR.6-8.1.4.8.4	Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.
AR.6-8.1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
AR.6-8.1.4.8.5	Symbolism and metaphor are characteristics of art and art-making.
AR.6-8.1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
AR.6-8.1.4.8.6	Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.
AR.6-8.1.4.8.A.6	Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.
AR.6-8.1.4.8.7	Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.
AR.6-8.1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
AR.6-8.1.4.8.1	Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.
AR.6-8.1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
AR.6-8.1.4.8.2	Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.
AR.6-8.1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
AR.6-8.1.4.8.3	Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.
AR.6-8.1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

## Student Learning Objectives

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Student will be able to use contextual clues to discover artistic intent.

Student will be able to display an emotional response to cultural and historical visual art.

Students will understand that art can be utilitarian and non-utilitarian.

Students will be able to distinguish among artistic styles, trends, movements, and techniques in visual art within diverse cultures and historical eras.

Students will understand abstraction in art.

Students will compare and contrast changes in artwork over time.

Students will recognize symbolism and metaphors in visual art.

Students will differentiate between traditional and non-conventional visual art.

Students will analyze form, function, craftsmanship, and originality in visual art.

Students will evaluate and assess work of peers on content, form, and technical proficiency.

Students will recognize that elements of art and principles of design are universal.

Students will compare and contrast in written essays.

## **Enduring Understanding**

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Discuss and critique personal art work as well as the art work of their peers.

## **Essential Questions**

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What is the difference between art and art history?

Can art have a function?

What do you think the artist is trying to say?

Why is this work important?

What does it mean to be a successful artist today?

Can color (rhythm, etc.) affect mood/emotions?

Why is art necessary?

Can art help me understand other subjects and can other subjects help me understand art?

How does art make us think more abstractly?

How does art help us learn about other people?

## **Instructional Activities**

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Open discussion and critique of art work

Projects using a variety of media

Project research

Museum visit

## **Texts and Resources**

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<http://www.google.com/culturalinstitute/home>

<http://www.artcyclopedia.com/>

[http://arthistory.about.com/library/artists/blnames\\_main.htm](http://arthistory.about.com/library/artists/blnames_main.htm)

<http://www.metmuseum.org/metmedia>

<http://www.heritagepreservation.org/PROGRAMS/SOS/4KIDS/howtolooh.htm> (sculpture)

## **Assessment**

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Rubric

Student observation

Open discussion

Research project presented in written format, art project, or powerpoint

Teacher observation of student critiques

Student portfolios

