

# The Art of Expression I

## Course Narrative

The Art of Expression I is about identifying and analyzing the rationale behind the philosophical nature of an artist's creation, and the impact those artistic choices have on society. The goal of these units is to gain student understanding in the perspectives, interactions, cycles, and cultures that influence art.

### Unit 1: Perspectives

The perspectives unit is about depicting one's ideas by analyzing the mysteries of an artist's mind while recognizing the relationship between art, artists, and critics through which one can discover how to effectively communicate a vision. The goal of this unit is for students to be able to understand the motivations and influences for an artist's work, while gaining a deeper appreciation for how relationships influence art. Finally, students should understand how the motivation and appreciation drive an artist to produce a work in a specific medium. In order to adequately gain this understanding, students must first understand the concept of brain dominance; by comparing and contrasting the creative side of the brain with the analytical side, students can begin to understand an artist's creative tendencies. Through examples such as (but not limited to) Mark Twain, Rex Reed, and Michiko Kakutani, the students can analyze literary and artistic criticisms to understand the relationships between artists and audience. It is only through such analysis that students will be able to move forward to understanding the multiple means of representation in artistic expression. Students should view and analyze similar themes throughout different genres of art (such as film, literature, paintings, etc.) to understand how the same idea can be communicated through various mediums. Throughout this unit students should continuously add original works to their portfolio. Students can research various artists and identify their brain dominance; create their own "map of the brain" in which they show they're more of a creative or analytical nature; take an original work and collaborate with a peer to produce a new work; take an existing work of art and communicate it through a new medium. Through these activities, and various other poems, short stories, etc., students will be able to put their own understanding and creativity into the unit goals for understanding. Over the course of this unit students should be working toward a culminating, informational essay in which they choose an artist, define his tendencies and style, and explain the impact of artistic relationships and visions. This would also be a great unit for students to visit museums such as Washington's National Gallery or the Newseum, and write about their favorite piece/genre of art. By seeing physical examples of sculptures, performance, and pop art, students will be able to gain a deeper understanding and apply that information to further units.

### Unit 2: Interactions

The Interactions unit is about analyzing the relationship between the creator and different mediums by recognizing the artist as both a contributor and participant in art, by understanding the audience's background, and using that understanding of the purpose, subject, and audience to interpret artistic representation. The goal of this unit is for students to understand not only the artist's role of themselves in art, but how they incorporate themselves and his audience for a specific purpose. When starting this unit, it is imperative for students to begin a dialogue centering around how much of the artist goes into the work. By viewing films such as *Midnight in Paris* and *The Darjeeling Limited*, students can employ a concept-comparison-routine in which they analyze the impact of the author's self in their work. Once students have an understanding of the artist as a "self," they can move to understanding how the audience influences artistic expression. By reading "Brandon's Clown," by Wallace Armstrong, students can examine the consequences of an artist not adhering to his audience. Once students grasp the concepts of self and audience, they can then advance to analyzing how those pieces work together to form artistic representation. Throughout this unit students should continuously add original works to their portfolio. Students can write original works for an assigned audience and discuss the level of ease or difficulty in writing for a specific audience. Students can also engage in gallery walks, identifying the intended

audience, subject, and purpose of the selected works. Students can also trade original works with peers to find the audience, subject, and prose in each other's work. As the students are working through this unit, they are building skills in understanding the workings of an author's mind. After practicing each of the concepts in this unit, students should revisit the ideas in a culminating argumentative essay by analyzing if an artist can ever truly separate himself from his work by comparing the role of an artist in a work and the impact it has on the final product.

### Unit 3: Cultures

Within the third unit the students will explore the patterns of behaviors and interactions that influence an artist's expression. During this unit of study students should become more aware of how traditions and trends play together to create conflict and cultural shifts. A good place to start in this unit is by examining the interactions within a community through the musical *Fiddler on the Roof* or the film adaptation of *The Boy in the Striped Pajamas*. These works illustrate how art embodies the frustrations of having to live within the expectations of one's community. *The Boy in the Striped Pajamas* can provide extended study into an artist's use of realism and can be connected to paintings, photography, and television (reality TV) that attempt to realistically portray life. Follow-up this up with reading "There Will Come Soft Rains" by Ray Bradbury and/or "By the Waters of Babylon" by Stephen Vincent Benet; both texts focus on the human obsession with power and technology. In this post-apocalyptic obsessed world, these stories will provide a rich analysis of a very popular trend in expression. Television series such as "Revolution" and "Doomsday Preppers" and the graphic novel series "The Walking Dead," can also serve to enhance and deepen discussion. Enhance this trendy idea by having students discuss and read about the influence the Harry Potter series had within various mediums of expression. As a 10-14 day writing assignment, students will complete an LDC task that requires students create an original narrative that portrays a conflict within culture. Finally, the unit will require students to create a Public Service Announcement and conduct research in order to understand how art can raise awareness. This dialogue is continued through a close analysis of *A Modest Proposal*, by Jonathan Swift, a profound satire that exposes the conflict among social classes. Over the course of the unit students should also complete a minimum of three original works. Students should be encouraged to explore many different mediums. These works would allow students the opportunity to also work collaboratively in order to make connections between the micro-concepts and their own and peer work.

### Unit 4: Cycles

The Cycles unit will continue the trend of analyzing art's impact on a society that was established in the previous unit of The Art of Expression. Cycles' primary focus is on understanding the relationships between structure and outcome by analyzing patterns, recognizing consequences and acknowledging art's influence on society as a whole.

Through this unit, students will be able to understand there are patterns throughout artistic works that are constantly reinvented as well as seeing both the negative and positive impact that patterns have on an artist. They will recognize the universal themes associated with art as well as the reality that an artist can lose interest in their subject and how those limits can hinder the creative process. Conversely, an artist's impact on society can be overwhelmingly positive as a successful artist can create trends that in turn inspire future artists and spawn imitations of their own products.

Students will examine classic pieces of literature such as excerpts Jane Austen's *Pride and Prejudice* and its countless modern adaptations, in particularly the YouTube web series, "The Lizzie Bennett Diaries" and pieces

from the best-selling parody *Pride and Prejudice and Zombies* as ways of reinventing a classic piece of art. The rationale for the constant reinvention of successful pieces of art and trends in art is critical to grasping this unit's concepts of how trends are created and what their influences are.

Students will closely examine the paintings of Edgar Degas and to track stylistic changes in an artist's catalog of work, noting the implication societal influences can play in an artist's creative process. Students will further examine artists that have been able to successfully transfer mediums such as Michaelangelo (painting, sculpture), Hugh Jackman (musicals, film), Justin Timberlake (music, acting), successfully identifying the reasons for their change and what societal factors could have influenced the change.

Regarding how trends affect society students will discuss and analyze the fads associated with zombies, vampires and dystopia in young adult fiction and focus on art from the upcoming film adaptation of *Wuthering Heights* and its marketing campaign resembling art from the *Twilight* texts. The connections to the artwork for both texts will help students understand how advertisers attempt to draw in fans of other texts by playing on some obvious and some not-so-obvious connections such as the romance between Heathcliff and Catherine in *Wuthering Heights* compared to the Edward and Bella romance. Students will also analyze the use stereotyping in media through advertising to examine how trends are created.

Students will create several original pieces of art and will also complete and LDC Writing Task examining the repetition in art affecting the creative process. The unit as a whole is designed to expose students to the cycles of art creation, stereotypes and the influences of art and trends on society.

The

# Course Organizer

Teacher(s):

Time:

Student:

Course Dates:

## ○ This Course: The Art of Expression I

is  
about

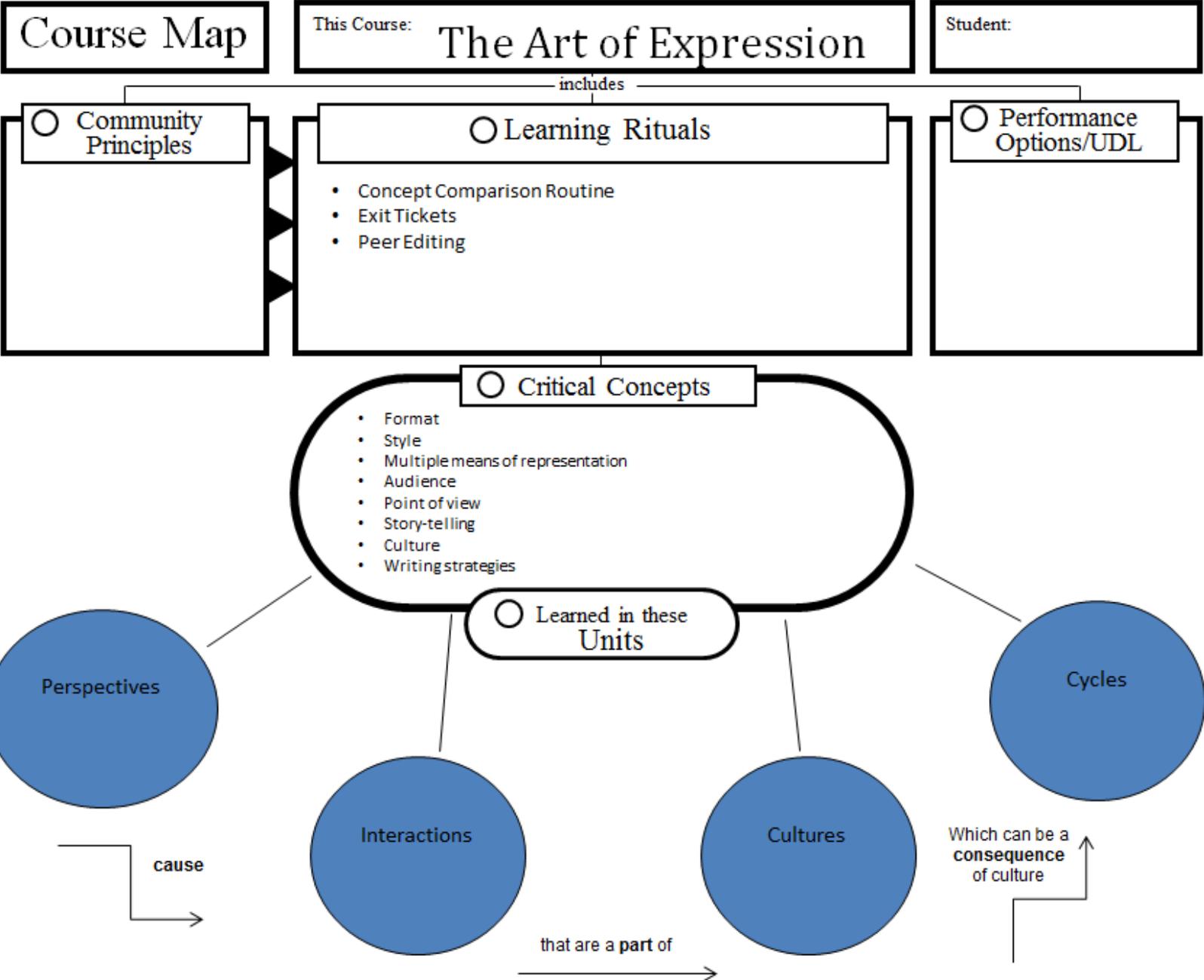
the rationale behind the philosophical nature of an artist's creation

## ○ Course Questions:

1. How do we express experiences?
2. How can structure influence the finished product?
3. How do smaller details work together to create the bigger picture?
4. Why is the relationship between the artist and their work important?
5. Why do artists have a creative process?
6. What is the function of presentation?
7. How does audience affect creation?
8. What is the impact of culture in expression?

## ○ Essential Skills Progression (use PARCC to locate in CCSS)

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
- Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on wide reading of world literature.
- Integrate multiple sources of information presented in diverse media formats evaluating the credibility and accuracy of each source.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, point of emphasis, and tone used.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning and style, and to comprehend more fully when reading or listening.



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# Unit Planner

## Stage 1 - Desired Results

**Grade: THE ART OF EXPRESSION I**

**Unit Title: Perspectives**

Content Standards/Goals	Transfer	
<p>CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>CCSS.ELA-Literacy.RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p>CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text</p> <p>CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>CCSS.ELA-Literacy.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CCSS.ELA-Literacy.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</p> <p>CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Understand the motivations and/or influences for an artist's work</li> <li>• Gain a deeper appreciation for how relationships influence art</li> <li>• Understand what drives an artist to express themselves through a specific medium</li> </ul>	
	Meaning	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS (from Course Organizer)
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Specific ways (ex. relationships, experiences, etc.) an artist is influenced</li> <li>• Relationships creates new genres, conflicts, and collaborations</li> <li>• Specific ideas can be communicated through a variety of ways depending on an artist's style and purpose</li> </ul>	<p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How does one communicate a vision?</li> <li>• How do relationships influence artistic expression?</li> <li>• How do relationships lead to conflict and collaboration?</li> <li>• What influences/motivates an artist?</li> </ul>
	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at... (refer to standards)</i>
	<ul style="list-style-type: none"> <li>• Diction</li> <li>• Tone</li> <li>• Syntax</li> <li>• Artist's style/purpose</li> <li>• Motifs</li> <li>• Archetypes</li> <li>• Juxtaposition</li> <li>• Coloring/Shading</li> <li>• Multiple means of representation</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzing author's style</li> <li>• Making inferences</li> <li>• Analyzing subjects through multiple means of representation</li> <li>• Evaluating author's purpose</li> </ul>

**CCSS.ELA-Literacy.W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**CCSS.ELA-Literacy.W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 [here](#).)

**CCSS.ELA-Literacy.W.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically

**CCSS.ELA-Literacy.W.9-10.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**CCSS.ELA-Literacy.W.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**CCSS.ELA-Literacy.W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research

**CCSS.ELA-Literacy.W.9-10.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CCSS.ELA-Literacy.L.9-10.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CCSS.ELA-Literacy.L.9-10.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-Literacy.L.9-10.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## Unit Planner Stage 2 - Evidence

### Assessments (Formative and Summative)

**Students will demonstrate their learning through...**

**Performance Tasks and/or Projects (authentic):**

This required piece should be completed in various stages over a 10-14 day time frame. Free writes, journals, collaborative structures, and discussions should be embedded as tolls in the writing process as students develop their understanding of the texts and build their ideas. While the teacher may choose to assess multiple assignments relating to this prompt, the final essay should be graded using the **Informational Essay Rubric** provided by the county to assess student performance.

- After researching informational texts on a specific artist, write an essay that defines the artist’s tendencies and style, and explains how that impacts their artistic relationships and visions. Support your assertion with evidence from the texts. What implications can be drawn?

Micro-Concept	Activity
Investigating mysteries of artists’ minds	<ul style="list-style-type: none"> <li>• Have students take WHICH BRAIN ARE YOU quiz (see resources) to analyze their personal creative tendencies. Students will then complete close reading activities on professional articles regarding the psychology behind the “left/right brain” conversation.</li> <li>• Have students create a personal brain map to depict their own creative tendencies by using pictures from magazines, the internet, newspaper clippings, etc. which reflect the dominant side of their brain. While doing so, students should be cognizant of selecting images that appeal to their interests. Students should present their brain map and explain their own ideas among those of professionals using the results of the quiz and readings (explanation should be written as a synthesis response with cited sources).</li> <li>• Provide students with an example or two of artists in different mediums. Complete a guided research in which the class as a whole analyzes for creative tendencies and inspirations. Then, have students research chosen artists (of any genre) in order to discover creative tendencies and inspirations. Present findings in any medium.</li> </ul>
Recognizing relationships between art, artists, and critics	<ul style="list-style-type: none"> <li>• Have students read/analyze criticisms of a particular work (Example: Movie/Theater reviews) and analyze the author’s response (if there is verbal response or a change in art). Students should create an original work in which they agree/disagree with an existing art critique or write their own critique of a professional work. Critiques should reference specific elements in the original work, so the guided activities before students create a critique should center on examining the details of art. (For example, students should know specific brush strokes, colors, etc. for paintings; color vs. black and white and film vs. digital photography; camera angles for film.)</li> <li>• Have students examine and analyze collaboration between artists. For example, students can read <i>Will</i></li> </ul>

	<p><i>Grayson, Will Grayson</i> (see resources) to see how the three authors weave together similar elements/characters across individual short stories, or listen to a series of songs featuring collaborating artists from different genres. Students then create an original work independently. Once completed, students should work in pairs to create a collaboration between the two pieces, and produce a new text.</p>
<p>Communicating a vision through multiple means of representation</p>	<ul style="list-style-type: none"> <li>• Have students examine different genres of art revolving around similar ideas (Example: Analyze the idea of love through poems, paintings, music, etc.) to analyze how artists communicate the same vision through multiple means of expression. Students should work in small groups to produce three separate (and different) mediums containing the same theme.</li> <li>• Have students take an existing work of art and analyze the artist’s vision (purpose). Students should then communicate that vision through a new, original medium (Example: create a short film based off short story; create an original poem based of painting; etc.) and present to class.</li> </ul>

**Other Possible Performance Assessments to use over the course of the unit:**

- Begin student portfolio and use portfolio throughout unit to analyze their own artistic expression
- Take students to an art museum (National Gallery, Philadelphia Art Museum, Delaware Art Museum, Newseum) and write reflection to analyze favorite piece of art/specific genre, etc.
- Students continue to produce original work of any genre to be used as analysis between the different concepts

**Other Text Based Writing Tasks (daily free writes and routine):**

- Daily journal/warm ups
- Free write
- Exit slips
- Writing strategies—generalization
- Online discussion

**Collaboration and discourse:**

- Peer edits
- Presentations (whole/small group)

- Socratic discussion
- Online discussion
- Writing strategies—generalization
- Projects

**Quizzes and Tests (ideas):**

- Timed writing
- Response to art
- Declarative knowledge of various mediums of art
- Knowledge of specific devices used by artists/authors

**Self assessments/reflection:**

- Criticize original work
- Self-reflections of their process and/or body of work (to add to portfolio)
- Post discussion/project/collaboration reflection

## Unit Planner

### Suggested Resources

**Variety = length (short, extended), multi-media (web-based, video, art, music), genres, cultures, etc.**

**Balance = fiction and/or non-fiction, primary/secondary source documents**

**Connections between resources (what and how)**

**Text complexity = qualitative, quantitative, reader and task**

***The following resources serve to provide examples for mini-tasks and projects that can be completed for this unit.***

Examples of Criticisms (can be positive or negative)

- Mark Twain of James Fennimore Cooper
- Rex Reed criticisms (and validity of those criticisms)
- A. O. Scott (NY Times Film Critic)
- Criticisms written through social media (Twitter, blogs, youtube, etc.)
- Michiko Kakutani
- Criticisms in theater/music

Examples of feuds

- “East Coast vs. West Coast” feud in rap genre
- Stephen King vs. James Patterson

Examples of Collaboration

- “Let it Snow” by John Green, Maureen Johnson, Lauren Myracle
- “Will Grayson, Will Grayson” by John Green and David Levithan

Web-based Resources

- AICA-USA International Association of Art Critics [www.aicausa.org](http://www.aicausa.org) (currently blocked by CCPS; working on adding to filter)
- <http://tvtropes.org/pmwiki/pmwiki.php/Main/Tropes>

Functions of the Brain:

<http://bama.ua.edu/~st497/pdf/rightorleftbrain.pdf>

[http://www.alz.org/braintour/3\\_main\\_parts.asp](http://www.alz.org/braintour/3_main_parts.asp)

Left/Right brain quiz:<http://www.cds.hawaii.edu/kahana/downloads/curriculum/SectionIII/III.A.TeacherResources/III.X.TeacherResources/III.X.LearningStyles/LeftRightBrain.pdf>

# Unit Planner

## Stage 1 - Desired Results

**Grade: THE ART OF EXPRESSION I**

**Unit Title: Interactions**

Content Standards/Goals	Transfer	
<p>CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>CCSS.ELA-Literacy.RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p>CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text</p> <p>CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>CCSS.ELA-Literacy.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CCSS.ELA-Literacy.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</p> <p>CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Understand the artist is a participant and contributor in a work, which influences perspective</li> <li>• Understand the audience background and its effect on an artist's work</li> <li>• Understand the choice of artistic representation</li> </ul>	
	Meaning	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS (from Course Organizer)
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• There is a specific interaction between the artist and the text, which can be attached or detached</li> <li>• Audiences have different backgrounds depending on socioeconomics and culture which influences artist's choices</li> <li>• Artists may choose to represent their work based on a specific audience, purpose, and subject</li> </ul>	<p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• Can an artist ever truly separate himself from his work? Explain.</li> <li>• What can creating a piece of art reveal about yourself?</li> <li>• How much does background influence the present?</li> <li>• Does the method of presentation change the audience's perception?</li> </ul>
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• SOAPStone               <ul style="list-style-type: none"> <li>• Speaker</li> <li>• Occasion</li> <li>• Audience</li> <li>• Purpose</li> <li>• Subject</li> <li>• Tone</li> </ul> </li> <li>• Socioeconomics</li> <li>• Narration</li> <li>• Point of view</li> <li>• Perspective</li> <li>• Plot</li> </ul>	<p><i>Students will be skilled at... (refer to standards)</i></p> <ul style="list-style-type: none"> <li>• Analyzing audience's effect on art</li> <li>• Recognizing how author's "self" impacts their work</li> <li>• Analyzing the effects different modes of art have and why artists choose them</li> </ul>

**CCSS.ELA-Literacy.W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**CCSS.ELA-Literacy.W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 [here](#).)

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**CCSS.ELA-Literacy.W.9-10.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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**CCSS.ELA-Literacy.W.9-10.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CCSS.ELA-Literacy.L.9-10.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CCSS.ELA-Literacy.L.9-10.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-Literacy.L.9-10.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## Unit Planner Stage 2 - Evidence

### Assessments (Formative and Summative)

**Students will demonstrate their learning through...**

**Performance Tasks and/or Projects (authentic):**

This required piece should be completed in various stages over a 10-14 day time frame. Free writes, journals, collaborative structures, and discussions should be embedded as tolls in the writing process as students develop their understanding of the texts and build their ideas. While the teacher may choose to assess multiple assignments relating to this prompt, the final essay should be graded using the **Argumentative Essay Rubric** provided by the county to assess student performance.

- Can an artist ever truly separate themselves from their work? After examining *Midnight in Paris* and *The Darjeeling Limited*, write an essay which compares the role of the artist within a work and argues the impact it has on the final product. Be sure to support your position with evidence from the text.

Micro-Concept	Activity
There is a specific interaction between the artist and the text, which can be attached or detached	<ul style="list-style-type: none"> <li>• Introduce a brief background of Vincent van Gogh’s life. Then show students “Vincent and the Doctor” from BBC’s sci-fi show Doctor Who. Have students analyze Vincent van Gogh’s artistic process and his impact on art as both a participant and contributor. How did his attachment to his work result in his demise?</li> <li>• Have students watch <i>Midnight in Paris</i> and <i>The Darjeeling Limited</i> and complete a concept comparison routine in which they analyze the impact the author’s self has on their work.</li> </ul>
Audiences have different backgrounds depending on socioeconomics and culture which influences artist’s choices	<ul style="list-style-type: none"> <li>• Provide students with a slip of paper indicating a specific audience (example: a 13 year old who loves trains; a grandmother who just became a widow; etc.) and have students create an original work in any format tailored to that audience.</li> <li>• Have students read “Brandon’s Clown” and create a visual representation of the creative process the author experienced. Students will then complete a free write identifying where the artist went wrong and explain the implications of being unaware of your audience.</li> </ul>
Artists may choose to represent their work based on a specific audience, purpose, and subject	<ul style="list-style-type: none"> <li>• Assign students a work of art to analyze for subject, audience, and purpose. Students will work in pairs to interpret their specific genre of art. Have students create a museum plaque identifying these elements. Students will complete a gallery walk and choose identify/explain three works which interest them. Students should then individually select a work of art that interests them. Students will complete an extended analysis of this work to identify and analyze audience, purpose, and subject. (If time allows—students can do research on their piece.)</li> <li>• Have students trade an original work with a classmate to identify audience, purpose, and subject and analyze why their classmate chose that medium to express their work.</li> </ul>

**Other Possible Performance Assessments to use over the course of the unit:**

- Continue student portfolio—have students complete a reflection that focuses on the micro-concepts and their own work
- Have students create an original children’s story
- Have students complete a study of the types of literature/media different socioeconomic groups are drawn towards
- Have students analyze advertisements and how different companies market to different audiences
- Have the students read the novel *Coraline* by Neil Gaiman and view the film *Coraline* by Tim Burton to analyze author/artist’s purpose, subject, audience
- Students continue to produce original work of any genre to be used as analysis between the different concepts

**Other Text Based Writing Tasks (daily free writes and routine):**

- Daily journal/warm ups
- Free write
- Exit slips
- Writing strategies—generalization
- Online discussion

**Collaboration and discourse:**

- Peer edits
- Presentations (whole/small group)
- Socratic discussion
- Online discussion
- Writing strategies—generalization
- Projects

**Quizzes and Tests (ideas):**

- Timed writing
- Response to art
- Declarative knowledge of various mediums of art
- Knowledge of specific devices used by artists/authors

**Self assessments/reflection:**

- Criticize original work
- Self-reflections of their process and/or body of work (to add to portfolio)
- Post discussion/project/collaboration reflection

## Unit Planner

### Suggested Resources

**Variety = length (short, extended), multi-media (web-based, video, art, music), genres, cultures, etc.**

**Balance = fiction and/or non-fiction, primary/secondary source documents**

**Connections between resources (what and how)**

**Text complexity = qualitative, quantitative, reader and task**

***The following resources serve to provide examples for mini-tasks and projects that can be completed for this unit.***

Midnight in Paris

The Darjeeling Limited

Season 5 Episode 10 of Doctor Who “Vincent and the Doctor”

“Brandon’s Clown”- essay example about creating something for an audience and missing the mark

Advertising

[www.genderads.com](http://www.genderads.com) for ads targeted at specific genders (writing to a specific audience)

<http://psd.tutsplus.com/articles/web/20-creative-interesting-and-amusing-advertisements/> (Ads that are creative in delivering their message)

Teachers are encouraged to find more examples of advertisements geared toward specific audiences (skin care and beauty products toward women, cars and power tools toward men, ads targeted to teenagers, ads with celebrities)

Artists: The list below contains suggestions, teachers are encouraged to select artists with whom they are familiar and can fit within the context of their class

**(Disclaimer: It is imperative to prescreen artists to ensure the content is school appropriate. This is especially important for photographers)**

Suggested Photographers

Ansel Adams

Dorthea Lange

Henri Cartier-Bresson

Annie Liebovitz

Walter Iooss Jr. (Sports Illustrated photographer...avoid Swimsuit Issue selections)

National Geographic Photographers

Suggested painters (this is a brief list. Teachers are encouraged to find more)

Del Greco

Pablo Picasso

Grandma Moses

Rembrandt

Johannes Vermeer

Suggested artists (cont)

Jackson Pollack

Wyeth (N.C., Andrew etc...)

Vincent Van Gogh

Claude Monet

Suggested sculptors/architects

Gianlorenzo Bernini

Michaelangelo

Rodin

I.M. Pei (architect)

Frank Lloyd Wright (architect)

# Unit Planner

## Stage 1 - Desired Results

**Grade: Art of Expression 1**

**Unit Title: Culture**

Content Standards/Goals	Transfer	
<p><b>CCSS.ELA-Literacy.RL.9-10.5</b> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><b>CCSS.ELA-Literacy.RL.9-10.9</b> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p><b>CCSS.ELA-Literacy.RL.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>CCSS.ELA-Literacy.RL.9-10.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text</p> <p><b>CCSS.ELA-Literacy.SL.9-10.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>CCSS.ELA-Literacy.SL.9-10.2</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p><b>CCSS.ELA-Literacy.SL.9-10.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><b>CCSS.ELA-Literacy.SL.9-10.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>CCSS.ELA-Literacy.SL.9-10.5</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>CCSS.ELA-Literacy.SL.9-10.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language</p>	<p><b>Transfer</b></p> <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Understand that adaptation, advancement, and destruction occur within communities</li> <li>• Understand that trends exist across various forms of expression</li> <li>• Understand that conflict among/within cultures can initiate change, raise awareness, inspire motivation</li> </ul>	
	<p><b>Meaning</b></p>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Traditions have various consequences</li> <li>• Trends heavily influence an author's intended purpose</li> <li>• Conflict is a driving force for artists</li> </ul>	<p><b>ESSENTIAL QUESTIONS (from Course Organizer)</b></p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How can traditions advance or destroy communities?</li> <li>• How can trends advance or end?</li> <li>• How can artistic expression initiate conflict?</li> <li>• How can artistic expression create a cultural shift?</li> </ul>
	<p><b>Acquisition</b></p>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Conflict</li> <li>• Trends</li> <li>• Ideology and beliefs</li> </ul>	<p><i>Students will be skilled at... (refer to standards)</i></p> <ul style="list-style-type: none"> <li>• Examining how conflict connects to an artist's purpose</li> <li>• Analyzing how trends influence an artist's work</li> <li>• Describing the impact of a person's community</li> </ul>

Permission pending from Grant Wiggins & Jay McTighe, Understanding by Design (use but do not post unless password protected)

standards 1 and 3 [here](#) for specific expectations.)

**CCSS.ELA-Literacy.W.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

**CCSS.ELA-Literacy.W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**CCSS.ELA-Literacy.W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 [here](#).)

**CCSS.ELA-Literacy.W.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically

**CCSS.ELA-Literacy.W.9-10.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**CCSS.ELA-Literacy.W.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**CCSS.ELA-Literacy.W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research

**CCSS.ELA-Literacy.W.9-10.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CCSS.ELA-Literacy.L.9-10.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CCSS.ELA-Literacy.L.9-10.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-Literacy.L.9-10.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## Unit Planner Stage 2 - Evidence

### Assessments (Formative and Summative)

#### Students will demonstrate their learning through...

This required piece should be completed in various stages over a 10-14 day time frame. Free writes, journals, collaborative structures, and discussions should be embedded as tolls in the writing process as students develop their understanding of the texts and build their ideas. While the teacher may choose to assess multiple assignments relating to this prompt, the final essay should be graded using the **Narrative Essay Rubric** provided by the county to assess student performance.

- How can movement amongst trends create conflict? After reading “There will Come Soft Rains” about the destructive nature of technology within a community write a narrative which relates how artists portray the conflicts within our culture. Use stylistic devices (imagery, tone, humor, suspense) to develop your work.

#### Performance Tasks and/or Projects (authentic):

Micro-Concept	Suggestions for Tasks
Understand that adaptation, advancement, and destruction occur within communities	<ul style="list-style-type: none"> <li>• Have students watch the musical <i>Fiddler on the Roof</i> and analyze the advancement and destruction of traditions within a community.</li> <li>• Have students watch <i>The Boy in the Striped Pajamas</i> and connect to other mediums of realism (paintings (see resources below); reality television)</li> <li>• Have students read “There will Come Soft Rains” or “By the Waters of Babylon” or other various post-apocalyptic/conflict of technology texts and discuss the how this is becoming a trend in this generation.</li> </ul>
Understand that trends exist across various forms of expression	<ul style="list-style-type: none"> <li>• Have students research popular trends between artistic genres (example: zombies, vampires, supernatural elements, etc.) or study a specific trend by examining multiple genres within the trend. Students should analyze how the trend drives artists’ purposes.</li> <li>• Have students examine a trend that has ended (example: media centered around witches/wizards ended when the <i>Harry Potter</i> series ended).</li> </ul>
Understand that conflict among/within cultures can initiate change, raise awareness, inspire motivation	<ul style="list-style-type: none"> <li>• Have students create a Public Service Announcements. Provide a list of acceptable topics for students to research.</li> <li>• Research a topic and create an original work (poem/speech/etc.) that raises awareness</li> <li>• Have the students read <i>A Modest Proposal</i> and examine Swift’s intent to satirize and expose conflict among social classes</li> </ul>

**Other Text Based Writing Tasks (daily free writes and routine):**

Analysis and close reading of poetry and prose

Close examination of non-print texts

Daily journals (warm ups, free writes, exit tickets—can also be used as potential formative assessments)

Analyzing the effect poetry and prose have on non-print texts

**Collaboration and discourse:**

Peer editing

Presenting poems and prose to small/large groups

Student created rubrics

Socratic circles to discuss art, photography, sculptures, etc.

**Quizzes and Tests (ideas):**

Warm up quizzes regarding identification/definition of structure

**Self assessments/reflection:**

Reflection regarding personal preference of poetry vs. prose

KWL chart on structure of poetry, prose, and non-print texts

## Unit Planner

### Suggested Resources

**Variety = length (short, extended), multi-media (web-based, video, art, music), genres, cultures, etc.**

**Balance = fiction and/or non-fiction, primary/secondary source documents**

**Connections between resources (what and how)**

**Text complexity = qualitative, quantitative, reader and task**

Paintings depicting realism (Teachers are encouraged to add their own as well)

David Jon Kassan (<http://emptyeasel.com/2008/07/09/absolute-truth-in-realism-incredible-oil-paintings-by-david-jon-kassan/>)

Leonardo DaVinci's "Mona Lisa" (<http://www.arthistoryspot.com/wp-content/uploads/2010/02/mona-lisa.jpg>)

Courbet's "Bonjour Monsieur Courbet" (<http://smarthistory.khanacademy.org/realism-courbet.html>)

Andrew Wyeth ([http://www.askart.com/AskART/images/glossary/Realism\\_Andrew\\_Wyeth.jpg](http://www.askart.com/AskART/images/glossary/Realism_Andrew_Wyeth.jpg))

[http://www.moma.org/collection/object.php?object\\_id=78455](http://www.moma.org/collection/object.php?object_id=78455)

Possible field trip to Brandywine River Museum in Chadds Ford, PA for Wyeth Paintings (<http://www.brandywinemuseum.org/>)

Films:

Fiddler On The Roof

Boy In The Striped Pajamas

Texts

"By The Waters Of Babylon" (in 10<sup>th</sup> Grade Blue "Literature" texts)

"There Were Come Soft Rains" by Ray Bradbury (in 10<sup>th</sup> Grade Blue "Literature" texts)

"A Modest Proposal" by Jonathan Swift

Examples of texts related to current trends

Zombies:

World War Z

The Walking Dead graphic novels

Zombie Haiku

Vampires:

Twilight

The Vampire Diaries

Abraham Lincoln: Vampire Hunter

Dystopia

The Maze Runner

The Hunger Games  
Divergent

**Public Service Announcements** (The list below is a good starting point, teachers are encouraged to supplement this list with selections of their own choosing and possibly those of students)

Various examples of Public Service Announcements (<https://www.dropbox.com/sh/gom4fju1gspgd1v/LtmUZhml76>)

# Unit Planner

## Stage 1 - Desired Results

**Grade: THE ART OF EXPRESSION I**

**Unit Title: Cycles**

Content Standards/Goals	Transfer	
<p><b>CCSS.ELA-Literacy.RL.9-10.5</b> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><b>CCSS.ELA-Literacy.RL.9-10.9</b> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p><b>CCSS.ELA-Literacy.RL.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>CCSS.ELA-Literacy.RL.9-10.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text</p> <p><b>CCSS.ELA-Literacy.SL.9-10.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>CCSS.ELA-Literacy.SL.9-10.2</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p><b>CCSS.ELA-Literacy.SL.9-10.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p><b>Transfer</b></p> <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Understand there are patterns throughout artistic works that are consistently reinvented</li> <li>• Understand that patterns have both positive and negative consequences on an artist</li> <li>• Understand the positive and negative influences of artistic patterns on society, and the relationship it creates between history and media</li> </ul>	
	<p style="text-align: center;"><b>Meaning</b></p>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Universal themes, characterization, structure, genres, etc. are consistently reinvented throughout artistic expression</li> <li>• An artist can face negative consequences due to limitations, loss of interest in subject, and loss of creativity</li> <li>• An artist can face positive consequences such as public recognition, creating trends, and imitations</li> <li>• An artist's effect on society can be both positive and negative</li> </ul>	<p><b>ESSENTIAL QUESTIONS (from Course Organizer)</b></p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• Does artistic influence create reoccurring patterns over time?</li> <li>• What inspires the creative process?</li> <li>• How can influence and repetition in art affect the creative process?</li> <li>• Why do people break traditions?</li> <li>• How can breaking away from a cycle be beneficial or damaging?</li> </ul>
<p style="text-align: center;"><b>Acquisition</b></p>		

**CCSS.ELA-Literacy.SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**CCSS.ELA-Literacy.SL.9-10.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**CCSS.ELA-Literacy.SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 [here](#) for specific expectations.)

**CCSS.ELA-Literacy.W.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

**CCSS.ELA-Literacy.W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**CCSS.ELA-Literacy.W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 [here](#).)

**CCSS.ELA-Literacy.W.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically

**CCSS.ELA-Literacy.W.9-10.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**CCSS.ELA-Literacy.W.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**CCSS.ELA-Literacy.W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research

**CCSS.ELA-Literacy.W.9-10.10** Write routinely over extended

***Students will know...***

- Universal themes
- Characterization
- Structure
- Genres

***Students will be skilled at...***

- Examining and analyzing universal themes, characterization, structure, and genres throughout artistic works
- Analyzing both positive and negative consequences of patterns on an artist
- Identifying and analyzing the positive and negative influences of an artist on society
- Analyzing the relationship between history and the media

<p>time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><u>CCSS.ELA-Literacy.L.9-10.3</u> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><u>CCSS.ELA-Literacy.L.9-10.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><u>CCSS.ELA-Literacy.L.9-10.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>		
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CECIL COUNTY PUBLIC SCHOOLS

## Unit Planner Stage 2 - Evidence

### Assessments (Formative and Summative)

**Students will demonstrate their learning through...**

**Performance Tasks and/or Projects (authentic):**

This required piece should be completed in various stages over a 10-14 day time frame. Free writes, journals, collaborative structures, and discussions should be embedded as tolls in the writing process as students develop their understanding of the texts and build their ideas. While the teacher may choose to assess multiple assignments relating to this prompt, the final essay should be graded using the **Informational Essay Rubric** provided by the county to assess student performance.

- How can influence and repetition in art affect the creative process? After reading “Andy Warhol’s Influence on Art Today” by Glenn O’Brien on Warhol’s artistic influence, write an essay that examines the causes of artistic imitation and the effect it has on the audience. What implications can you draw? Support your discussion with evidence from the text.

Micro-Concept	Activity
<p>Understand there are patterns throughout artistic works that are consistently reinvented</p>	<ul style="list-style-type: none"> <li>• Present students with a variety of artistic works (5-8) spanning a series of generations (see resources). Have students group together similar genres and identify the main universal theme(s) throughout the collection. Students should complete a CCR to analyze the universal theme(s). After a discussion, students should create an original creative work that embeds that universal theme in their product.</li> <li>• Have students read the first few pages of Jane Austen’s <i>Pride and Prejudice</i>. As a class, analyze the first sentence, and create a group interpretation using modern language. Then have students view first episode of the YouTube web series <i>The Lizzie Bennett Diaries</i>. Have students discuss the reinvention of <i>Pride and Prejudice</i> through a modern setting by participating in a Socratic circle. Once students have been discussing the subject, present the first 1-2 pages of <i>Pride and Prejudice and Zombies</i> by Seth Grahame-Smith. This should be a cold reading text that students integrate into their Socratic circle discussion. The takeaway from the discussion should be the reinvention of classic texts through a modern lens.</li> </ul>
<p>Understand that patterns have both positive and negative consequences on an artist</p>	<ul style="list-style-type: none"> <li>• Present students a set of images that represent Degas’ famous paintings (see resources). Have students put the art in a timeline and analyze the progression of his change in style. Discuss the changes as a whole group—changes in style, subtext, coloring, etc. Using the “Edgar Degas 1834 website” (see resources) to show students the reasoning behind his change in artistic style. Discuss the implication the change might have on society. Based on the whole group model, have students research an artist that has changed genres. Students should</li> </ul>

	<p>examine the reason for the change as positive (different subject interest which leads to different style; wanting to stay current) or negative (loss of creativity; loss of interest in subject; etc.). Students should discuss the reasoning behind the artist's change in genre, and the implications that has on society. Students can choose an artist of their own interest, but provide a list (see resources) of artists that students can use.</p> <ul style="list-style-type: none"> <li>• Show students images by Andy Warhol (ex: <i>Marilyn Monroe Diptych</i>) and examine the features of the “pop art” genre. Students should analyze the artistic style of his work. Then have students independently read a selected article on Andy Warhol's artistic influence that has created mass imitation (see resources). After discussing the imitation of his work, have students choose an artist whose work they would like to imitate. Choice should be approved by teacher. Students should present their finished product (small or whole group).</li> </ul>
<p>Understand the positive and negative influences of artistic patterns on society, and the relationship it creates between history and media</p>	<ul style="list-style-type: none"> <li>• Have students watch <i>Twilight/Eclipse</i> clip of Bella reading <i>Wuthering Heights</i>. Show students brief clips from <i>Wuthering Heights</i> movie that relate to scenes depicted <i>Twilight</i>. Have small groups discuss the significance of <i>Wuthering Heights</i> in the <i>Twilight</i> franchise. Present each group with a different article about the use of <i>Twilight</i> as a marketing strategy for <i>Wuthering Heights</i> (see resources) and have students close read for analysis. Each group should record ideas on poster paper that can be presented to the class. As a whole group, read the article “How Much Harm Does a Bad Book Cover Do?” (in resources) and use as a wrap up discussion/reflection.</li> <li>• Have students create a list of stereotypes common in today's society (in school, community, media, etc.) and discuss the implications/impact. Have students independently read <i>Black Men and Public Spaces</i> by Brent Staples and annotate what he is revealing about being stereotyped and his attitude towards it. Lead students in an examination and analysis of stereotyping in media (see resources). Students should then create an original creative work reflecting on the ideas of stereotypes in art.</li> </ul>

**Other Possible Performance Assessments to use over the course of the unit:**

- Begin student portfolio and use portfolio throughout unit to analyze their own artistic expression
- Students continue to produce original work of any genre to be used as analysis between the different concepts

**Other Text Based Writing Tasks (daily free writes and routine):**

- Daily journal/warm ups
- Free write
- Exit slips

- Writing strategies—generalization
- Online discussion

**Collaboration and discourse:**

- Peer edits
- Presentations (whole/small group)
- Socratic discussion
- Online discussion
- Writing strategies—generalization
- Projects

**Quizzes and Tests (ideas):**

- Timed writing
- Response to art
- Declarative knowledge of various mediums of art
- Knowledge of specific devices used by artists/authors

**Self assessments/reflection:**

- Criticize original work
- Self-reflections of their process and/or body of work (to add to portfolio)
- Post discussion/project/collaboration reflection

## Unit Planner

### Suggested Resources

**Variety = length (short, extended), multi-media (web-based, video, art, music), genres, cultures, etc.**

**Balance = fiction and/or non-fiction, primary/secondary source documents**

**Connections between resources (what and how)**

**Text complexity = qualitative, quantitative, reader and task**

#### **Twilight/Wuthering Heights Articles**

<http://www.guardian.co.uk/books/booksblog/2009/aug/19/harm-bad-book-cover>

<http://www.telegraph.co.uk/culture/books/booknews/7570922/Wuthering-Heights-quadruple-double-thanks-to-Twilight-effect.html>

<http://www.csmonitor.com/Books/chapter-and-verse/2012/0629/Twilight-used-as-a-lure-to-the-classics-on-both-sides-of-the-Atlantic>

#### **Warhol**

<http://www.guardian.co.uk/artanddesign/2012/feb/22/andy-warhol-legacy-lives-on>

<http://www.departures.com/articles/andy-warhols-influence-on-art-today>

<http://www.nytimes.com/1987/02/23/obituaries/andy-warhol-pop-artist-dies.html>

#### **Edgar Degas**

<http://www.edgar-degas.org/biography.html>

<http://www.degas-painting.info/degasstyle.htm>

<http://www.artnews.com/2011/05/01/unraveling-the-mysteries-of-degass-sculpture/>

<http://www.guardian.co.uk/artanddesign/2009/jan/12/degas-women-germaine-greer>

(Edgar Degas 1834 article) [http://www.metmuseum.org/toah/hd/dgsp/hd\\_dgsp.htm](http://www.metmuseum.org/toah/hd/dgsp/hd_dgsp.htm)

#### **Michaelangelo**

<http://www.wga.hu/frames-e.html?bio/m/michelan/biograph.html>

**Media Stereotyping (This is a list that contains some examples. Teachers are encouraged to find additional resources)**

<http://www.genderads.com>

<http://owni.eu/2011/03/12/racism-in-advertising-50-shocking-examples/>

#### **Other artists who have change genres/styles:**

Tyra Banks (model—actress—talk show host—reality television—author)

Lauren Conrad (reality television—clothing designer—author)

Hugh Jackman/ Ewan McGregor/Catherine Zeta Jones/Nicole Kidman/Zoey Deschanel etc. (dramatic/comedic actor—musicals)

#### **Black Men and Public Spaces**

[http://www.chattcougar.com/nhayes/BlackMen\[1\].pdf](http://www.chattcougar.com/nhayes/BlackMen[1].pdf)

## The Art of Expression I

### Suggested Blackboard Modules

#### Unit 1: Perspectives

Students should have face-to-face background on the dominant brain function (see unit planner). The following steps will be completed at home, and will correspond to the discussions continuing in class. The teacher should also provide course resources that include frameworks for creating appropriate blog/journal/discussion entries. These are items that will be referred to on the rubrics.

1. Students should log on to BlackBoard and go to the Unit 1.1 module. Included in this module will be a folder containing necessary information on additional readings, websites, interactive pieces concerning the patterns and functions of the brain (specifically in regards to left/right brain dominance). These will be needed when they formulate their blog entries on BlackBoard.
2. Students will access the Brain Blog Assignment folder, where they will view the prompt and assignment details.
  - a. Prompt: In class you completed a quiz on identifying which side of your brain is more dominant. Using the resources in this module, analyze your side of the brain and create a blog post (in paragraph format) answering the following questions.
    - i. Do you agree with your test results? Provide at least 2-3 reasons why you do or do not agree.
    - ii. What did you find in your readings that support your answer to the first question? You should use 3-4 quotes as well as in-text citation.
    - iii. What web-based resources have you found that both interest you and connect to your brain dominance? Provide at least 3-4 appropriate websites that you enjoy visiting. Explain how each of the websites relates to your dominance and your interests. Expand your selections outside of social networking sites.
  - b. Your paragraph should contain complete sentences, free of grammatical errors. Use the attached rubric to understand how you will be scored. *(Teacher will create rubric using the BlackBoard rubric creator for this and all subsequent rubrics mentioned.)*
3. During the next face-to-face class period, students will log into BlackBoard and comment on at least three or more of their classmates' blog posts.
4. After students have successfully commented on their classmates blog posts, have the students complete a private journal entry in which they reflect on the following two aspects:
  - a. The nature of the assignment—in which they discuss what new things they learned about themselves and their classmates; the level of ease/difficulties they had with the resources and finding additional websites; etc.
  - b. The technology used—the level of ease/difficulty in accessing and using the features of BlackBoard. What features would they like to see included in the next BlackBoard lesson?

After the students have completed the self-reflection, the teacher should use the feedback when creating the next online lesson. It would behoove the teacher to keep a running log of all technical difficulties in order to eliminate as many as possible when moving on to the next lesson.

#### Unit 2: Interactions

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The following steps will be completed at home, and will lead into the face-to-face activities in class, which should take place the day immediately following this lesson's due date. This lesson is dependent upon students previously completing multiple BlackBoard assignments in unit 1 and the introduction of unit 2, so they are familiar and relatively comfortable with the features of the site.

1. Students should log on to Blackboard and open the Unit 2.(lesson #) module. Included in this module will be folders containing resources about Vincent van Gogh's life and works, as well as the assignment folder. Students will use these to formulate their discussion posts.
2. Students should open The Tortured Artist assignment folder and view the assignment prompt and details.
  - a. Overview: The purpose of this week's assignment is to independently research the life of Vincent van Gogh. As you use the attached resources, focus your attention on the troubles he encountered in his life. Complete a discussion post in your assigned group discussion folder.
  - b. Prompt: After completing research on Van Gogh, create a reply to this post in which you determine which factors most contributed to Gogh's troubled personality. How much of the "self" can be reflected in his works? Provide at least 2-3 examples of paintings in which you can see his inner turmoil.
  - c. Details: Reply should be written in paragraph format and completely answer the question. Your response must have references to at least 2-3 specific paintings, as well as detailed analysis of how those paintings relate to the discussion topic. Refer to the rubric for specific grading details.
  - d. You must reply to at least two posts.

The next day, the teacher will show the episode "Vincent and the Doctor" from BBC's *Doctor Who*. There should be a face-to-face classroom discussion on the Vincent that is portrayed in the episode. Did it match what the students researched and wrote about? Have students complete CCR during this process. The following assignments will be conducted through BlackBoard, but will be done during class.

3. In the same module, students will find a folder titled Vincent and the Doctor. In this folder will be the journal prompt and assignment details.
  - a. Overview: For this assignment, you will complete a public journal entry in which you analyze class discussion and self-reflect. You will be replying to 2-3 classmates' journals.
  - b. Journal prompt: Having conducted research and whole group discussion, reflect on your personal opinions concerning the portrayal of Vincent in Doctor Who. Do you think the televised Vincent was attached or detached from his art? Explain your reasoning. Your final paragraph should be a self-reflection on the initial research. What was easy? What was difficult? Did you enjoy this overall process of BlackBoard-F2F-Blackboard? Why or why not?
  - c. Assignment Details: Should be written in paragraph form. Should answer all questions presented in prompt. Reply to at least 2-3 classmates' journals. Refer to rubric for specific grading criteria.

### **Unit 3: Cultures**

The following steps will be completed at home, and will lead into the face-to-face activities in class.

1. Students should open the Unit 3.(lesson#) module. This module will contain a folder containing directions on how to get to the CCPS Digital Databases.

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- a. When used in the classroom, the teacher will have uploaded steps to get to the SIRS Issue Researcher through the PROQuest Digital Database.
  - b. Depending on the teacher and characteristics of the class, the teacher can provide a list of topics students should consider researching.
2. Students will open the We Got Issues assignment folder to find specific information on what is expected for this lesson.
- a. Overview: For this lesson you will be conducting initial outside research on an important topic for which you want to raise awareness. You will be completing a research handout that you will bring to our GO TO meeting. During that meeting you will discuss your research with your classmates and pick a final topic. After the meeting you will be creating an original work raising awareness for your chosen topic. Finally, you will critically analyze an assigned work from one of your classmates.
  - b. Expectations: When conducting the initial research, students should download the attached handout containing the information they need to address when conducting and recording research. They will need to have this document ready when they attend their go-to meeting.
  - c. Go-To Meeting: For this assignment, students will be required to attend one of the three go-to meetings. The teacher will predetermine the times and dates. Students will need to sign up via discussion post. During the meeting the students will share the issues they researched, and discuss with their classmates why this is relevant. It should be made clear to the students that this discussion is leading them towards the next phase of the assignment. Participation will be graded based on the number of times the student appropriately responds within the discussion.
  - d. Details: Your original work can be produced through any medium we've studied in class. This includes, but is not limited to:
3. Based on the Go-To discussion, students will either choose a new issue or proceed forward with their chosen topic. They will create an original work based on any medium studied in class. Students will be uploading these electronically, so they must be aware of that beforehand. (Example: Picture of a painting) The students will upload their work to a blog post.
4. Once the deadline for uploading the blog posts has passed, the teacher will assign each student a classmate whose work they will evaluate. In the lesson module the teacher will have uploaded a guideline and rubric each student will use when they critique their classmate's work.
5. In class, students will turn in the critiques of their partner's original work. The teacher will add his/her own comments and return the work to the student. Teacher can lead discussion at this point, or move on to next activity.
6. Finally, students will log back on to BlackBoard and complete a lesson survey, in which they answer questions related to the research process and Go-To meeting.

#### **Unit 4: Cycles**

The following steps will be completed in class.

1. The students will log onto BlackBoard and open the 4.1 module.

2. As this is the fourth (last) unit, the students should have a deep understanding of analyzing art and artists. Therefore, we will begin this BlackBoard lesson with a warm up quiz. The teacher will generate this quiz around the basic understanding of analyzing and critiquing various mediums of artistic expression.
3. After students complete the quiz, they will go the lesson folder and review this module's tasks.
  - a. Overview: Students will be presented with a variety of artistic works that span a series of generations. Students will be grouping them by genre and then identifying the main universal theme(s) throughout the collection. Students will then compare the works and analyze the themes, after which they will produce an original work.
  - b. Expectations: After viewing the assignment overview, students should go to the Generational Artists thread. There, the teacher will have set up various artist discussions. (Note: The way in which the teacher assigns students the artist they will view is completely up to the teacher.) The student will go to his/her assigned folder and read the following prompt:
    - i. View the attached pictures. Group them together by genre (For example: PAINTINGS: Starry Night, Sunflowers, etc. PHOTOGRAPHS: Afghan Girl; Migrant Mother, etc.), and find a common theme throughout the set. Example themes could be war, justice, hate, etc. After you have viewed these pictures, reply to this post with your groupings.

Once the students have grouped together the genres, they should get a CCR from the teacher, and complete it to find the universal theme(s) represented across the works.

4. The students should then complete a private journal entry in which they state the theme(s) found. They will compose a 1-2 paragraph response in which they state the theme and give numerous examples as to how that theme is portrayed throughout the collection of works.

Lastly, students will complete an original work portraying that theme through any medium they would like. This will not be submitted via BlackBoard.