

Grade: 12th

Teacher: Ms. Jennifer Johnston

Subject: Humanities

Date: August 9, 2010

Unit #4 /Title: Art of the Earliest Times: Prehistoric and Mesopotamian Art

Time Frame (calendar and # of weeks): 15 class meetings

Standard(s): 1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and response to dance, music, theater and the visual arts.

1.2 (Creation and Performance) All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance and presentation of dance, music, theater and the visual arts.

1.3 (Elements and Principles of Design) All students will demonstrate an understanding of the elements and principles of dance, music, theater and the visual arts.

1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.

1.5 (World Cultures, History and Society) All students will understand and analyze the role, development and continuing influence of the arts in relation to the world cultures, history and society.

Big Idea(s): 1) SWBAT explain the possible origins, artistic processes and preservation of cave paintings and prehistoric architecture in order to identify and discuss the beginning stages of art.

2) SWBAT identify and describe the rise and fall of Mesopotamian civilizations through their methods of communication, social structure and artwork in order to discuss how art and architecture can help form and define a society.

Essential Questions

-Why are the visual arts important to a culture's history?
-Why is nature important to the visual arts and architecture?
-Why is land such an important and desirable resource?
-How is writing connected to art and the elements and principles of design?
-What is the relationship between art, power and wealth?
-How do the decorative arts and architecture work together to create unity?
-How have the prehistoric and early middle eastern cultures laid the groundwork for the artwork, architecture, governmental and communication systems used today?

Enduring Understandings

- Students will understand why cave paintings were created.
- Students will understand how cave paintings were created.
- Students will understand how prehistoric sculptures created, what they were created from and their overall purpose.
- Students will understand why the Fertile Crescent region was important for social structure and art works.
- Students will understand how religion and government influenced Mesopotamian artwork.
- Students will understand why animal imagery is significant in Mesopotamian artwork.

Prioritized CPIs**1.1 A (Knowledge)**

1. Formulate responses to fundamental elements within an art form, based on observation, using the domain-specific terminology of that art form.

2. Discern the value of works of art, based on historical significance, craftsmanship, cultural context, and originality using appropriate domain specific terminology.

3. Determine how historical responses affect the evolution of various artistic styles, trends and movements in art forms from classicism to post-modernism.

1.1 B (Skills)

1. Compose specific and metaphoric cultural messages in works of art, using contemporary methodologies.

2. Formulate a personal philosophy or individual statement on the meaning(s) of art.

1.2 D (Visual Arts)

1. Interpret themes using symbolism, allegory, or irony through the production of two or three-dimensional art.

2. Perform various methods and techniques used in the production of works of art.

3. Produce an original body of work in one or more mediums that demonstrates mastery of methods and techniques.

4. Outline a variety of pathways and the requisite training for careers in the visual arts.

TOPIC/TEXT: Prehistoric Art in Western Europe**Tier 1 → Activities/Strategies (Knowledge/Comprehension)**

- 1) Drawing on experience questions: Have you ever seen a cave painting? What kinds of images are in a cave painting? Why do you think cave paintings were created?
- 2) Vocabulary definitions: Paleolithic period, megaliths, post and lintel construction
- 3) Key point notes and artwork discussion questions: cave painting origins, cave painting process, discovery and preservation of cave paintings, prehistoric stone and bone sculptures
- 4) Lesson guided reading questions
- 5) Prehistoric art why, how, with what thought organizing chart
- 6) Cave painting dating, creating and preservation chart
- 7) End of lesson quiz: matching and artwork picture identifications.

Tier 2 → Activities/Strategies (Application/Analysis)

- 1) “Rituals in art” activity: analysis of ritual symbols in our society, Scavenger hunt for examples of ritualistic art in the textbook, recording of credit line information. Sharing finds with class and looking for common themes.
- 2) Artistic styles group activity: group analysis of how different artists approach painting the human form, classification of artwork examples based upon free body movement, emotional expression and controlled artistic styles. Discuss, compare and contrast charted information.

Tier 3 → Activities/Strategies (Synthesis/Evaluation)

- 1) Figure drawing activity: select two artworks from the textbook that show human forms. Create a line drawing of these figures combining your artistic style along with the style of the original artwork.
- 2) Artist trading card: baseball card size artwork created reflecting what the student takes away from the lesson. Will be kept along with other cards created throughout the semester in protective sleeves to be viewed and traded at the end of the semester.

1.3 D (Visual Arts) 1. Compare and contrast innovative applications of the elements of art and principles of design. 2. Analyze how a literary, musical, theatrical, and/or dance composition can provide inspiration for a work of art. 1.4 A (Knowledge) 1. Examine the artwork from a variety of historical periods in both western and non-western culture(s). 2. Categorize the artistic subject, the formal structure, and the principal elements of art used in exemplary works of art. 3. Determine the influence of tradition on arts experience, as an arts creator, performer, and consumer. 1.4 B (Skills) 1. Develop criteria for evaluating art in a specific domain and use the criteria to evaluate one's personal work and that of their peers, using positive commentary for critique. 2. Provide examples of how critique may affect the creation and/or modification of an existing or new work of art. 1.5 A (Knowledge) 1. Parallel historical events and artistic development found in dance, music, theater, and visual art. 2. Summarize and reflect upon how various art forms and cultural resources preserve cultural heritage and influence contemporary art.	➤ TOPIC/TEXT: Art of the Fertile Crescent Tier 1 → Activities/Strategies (Knowledge/Comprehension) 1) Drawing on experience questions: Can you locate the Persian Gulf on a map? Do you know where the Tigris and Euphrates rivers flow? What country is in this area today? 2) Vocabulary definitions: ziggurat, stylus, cuneiform, stele 3) Key point notes and artwork discussion questions: Fertile Crescent popularity, cultural background and artwork of the Sumerians, Akkadians, Neo-Sumerians, Babylonians, Assyrians, Neo-Babylonians, Persians 4) Main topics of lesson graphic organizer 5) Lesson guided reading questions 6) ArtiFacts identification sheet: Students will be given descriptions of items found on archaeological digs as well as their location and dimensions. They will have to identify the art media, art process, function and impression of the overall work. 7) End of lesson quiz: fill in the blank and artwork identifications in picture format. Tier 2 → Activities/Strategies (Application/Analysis) 1) Great flood myths analysis and class chart: reading exerts and discussion of flood myths from <i>Gilgamesh</i>, <i>Noah's ark</i>, Native American and African mythology. Class created compare/contrast chart of all stories based upon subject, cultural beliefs, setting and characters. 2) Cultural tribute scavenger hunt: Students will look through their textbooks to find examples of artwork that commemorate cultural groups or events. Students will identify elements and principles of art, art media, art process, aesthetic purpose and fine vs. applied art. 3) <i>The Ishtar Gates</i> artwork analysis: group and individual critique questions (describe, analyze, interpret, judge); background reading, annotation and questions Tier 3 → Activities/Strategies (Synthesis/Evaluation) 1) Class code of conduct stele: After reviewing the Code of Hammurabi and some of its many laws, students will create 5 laws of their own. The students will then share their laws. The class will work together to reduce all the individual laws down to 20-25. Each student will write out one or two laws in English followed by cuneiform based upon the Persian format. All writing will then be arranged into the shape of a stele on the classroom wall. 2) Artist trading card: baseball card size artwork created reflecting what the student takes away from the lesson. Will be kept along with other cards created throughout the semester in protective sleeves to be viewed and traded at the end of the semester.
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1.5 B (Skills) 1. Evaluate the impact of innovations in the arts from various historical periods in works of dance, music, theater, and visual art stylistically representative of the times. 2. Compare and contrast the stylistic characteristics of a given historical period through dance, music, theater, and visual art.	Performance Tasks/Assessments <u>My Life as a Prehistoric Person Project:</u> Students will randomly select a role of a prehistoric individual (hunter, cook, cave painter etc.). They will be asked to write a story describe a day in their life in a journal entry format. The completed stories will be typed up. Students will use their stories as inspiration for a cave painting. They will create a drawing that relates to the story on brown paper bags. The works will be painted in with natural pigment paints. The paints will be created using water, glue and coloring from natural items. The finished paintings will be displayed and the stories read out loud. The students will then try to match up both works, ultimately determining if the artwork was successful. <u>Part Human/Part Animal Creature project:</u> After discussing the role of animals in Mesopotamian art and their symbolism students will select an animal of their choosing and look up picture examples on the internet to assist them in drawing. Students will then draw in storyboard format or caricature format a person transforming into part of that animal. The end result of the human/animal creature will be colored in. Students may also have the option of sculpting the animal/human creature out of clay and painting it. Students will then write about what the creature is and the symbolism of the creature. Final works will be shared with the class. <u>Written Comprehensive Test:</u> Students will be tested on the information from the unit in the following format: true/false, multiple choice, critical thinking short answer and artwork picture identifications. Resources: <u>Text:</u> <i>Art in Focus</i>, <i>Gilgamesh</i> exert, <i>Noah's Ark</i> exert, <i>The Great Flood</i> Native American myth, <i>The Flood</i> African myth <u>Technology:</u> Laptop and projector for teacher, Lap tops for students <u>Lesson wide worksheets:</u> Drawing on experience starter question sheets for each lesson, Vocabulary sheets for each lesson, Key point and art work discussion questions packets for each lesson, Guided reading questions for each lesson, Major topic thought organizers for each lesson <u>Individual activity worksheets:</u> Cave painting dating, creating and preservation chart, Rituals in art worksheet, Artistic styles worksheet, Cultural tribute scavenger hunt worksheet, ArtiFacts identification sheet, Code of conduct personal laws worksheet, Prehistoric person story outline, Human/animal creature story outline
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Artwork print: *The Ishtar Gates*

- *Ishtar Gates* critique questions and background reading with questions

Art supplies: 12 x 18", 9x12" white drawing paper, pencils, colored pencils, fine and regular tip markers, crayons, rulers, colored construction paper, poster board, acrylic paint, water cups, paint palettes, round and flat brushes, glue, scissors, magazines variety of collage materials, natural pigments, clay, brown paper bags, Student artwork samples, Blank trading cards

Written assessments: Project grading rubrics, End of lesson quizzes (2), End of unit test