

Portfolio Deliverable: Cultural Effects on Art

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Stage of Development: Late Adolescence

Grade: 12

Teacher Goals:

GEMS

- Goal: Students will be able to discuss how society, culture and history affects the art.
- Evidence: Students will complete a worksheet that has a description of an artwork and a reflection.
- Measures: The worksheet will have clear answers that show their thought process and understanding of the content.
- Stakes: Understanding the history of a painting helps you understand the painting much more in depth. That can then in turn help you improve your own art.

Student Goals:

GRASP

- Your goal: I can analyze an artwork and its history and create an inference from it.
- Your role: Art Historian

- Your audience: An Art History Committee
- Your situation: You are on a committee where you discuss the cultural effects on classic artworks.
- Product: Worksheet and discussion

Essential Question: How does knowing the background and history of an artwork change how you view it?

Enduring Understanding: Knowing what affected an artwork changes the meaning of the painting. It will show you exactly what the artist wanted you to see and makes the piece more meaningful.

Deliverable Lesson Plan

60 minute lesson

Topic	Cultural Effects on Art
Developmental Stage Characteristic	“More revisions than at younger ages but with a focus on superficial rather than substantive problems.” (pg. 372)
Standard/Skill	VA:Cn11.1.6a Analyze how art reflects changing times, traditions, resources, and cultural uses.
Research-based	“Teach and advocate for the arts.” (pg. 395)

Strategy or Concept	
Frontload	Recall the past few weeks where we discussed a few classic artworks Recall the history behind those artworks
Vocabulary Instruction	Cultural Effects, Artwork
Lesson Sequencing and Scaffolding	(5 min) Learning Intentions: - I will be able to discuss how society, culture and history affects the art. - I can analyze an artwork and its history and create an inference from it. (6 min) Frontload & Opening Write: - How does knowing someone's history change how we view them? Do we see that same principle in things in our daily life? How? (5 min) Introduce the formative assessment (Group Discussion/ guessing game) (30 min) Scaffolded Instruction & Vocabulary - Vocabulary: Cultural Effects, Artworks - I Do: I will walk through what I want from the students with example artwork. - We Do: Everyone will write down a description of the history of their chosen artwork. - You Do Together: In groups students will try to guess each others' artwork then share what they learned. - We Do: We will discuss as a class what we learned and reflect on how knowing this affects our art as well. (5 min) Summary Next Steps: We will continue to learn about artworks and their background while

	keeping in mind the consequences of that history. (5 min) Closing Write: Exit Ticket - How does understanding the past affect our understanding of art history and our own artwork?
Formative Assessment Model	1. We will do a couple of the examples in class. 2. Students will individually pick an artwork we've gone over in class. 3. Students will then write down a description of the artwork through its background and culture at the time on a blank piece of paper. 4. They will then split into their groups to try to guess each other's chosen artwork. 5. Students will then discuss what they've learned from this activity. 6. They will write down on their piece of paper what they've learned and then turn it in.

Portfolio Deliverable Rubric

Portfolio Deliverable Rubric: 35 points			
Criteria	Meets 5	Partially Meets 3	Does Not Meet 1
Creates a clear GEMS & GRASP that identifies what students are learning, why they are learning it, and how they'll know they've learned it			
Creates a compelling essential question and enduring understanding that will lead to authentic student engagement			
Determines a focused characteristic for the targeted stage of development and grade level			

Targets a grade-level Idaho ELA/Literacy Standard or Content Standard			
Identifies a research-based strategy from the chapter as a basis for the deliverable			
Designs an instructional sequence that includes frontloading to cultivate student interest and engagement, vocabulary instruction that provides students the opportunity to explain key terms in their own words, and scaffolded instruction that supports all students.			
Provides a clear and aligned model of the deliverable			