



ALLENDALE SCHOOL DISTRICT

Course Name: World Cultures and Art

Department: Visual and Performing Arts

Course Description: World cultures around the globe will be examined through art. You will create a portfolio of original artwork based on techniques from diverse locations across multiple continents. Projects may include media such as henna, paper cutting, various types of painting, Celtic knotwork, and sand art. The course emphasizes both the artistic techniques and the cultural significance of each project as it relates to students' own lives and cultures.

Course Proficiencies: The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

1. Critique plans, prototypes and production processes considering purposeful and expressive intent **(1.2.8.Cr2b)**.
2. Communicate an intentional purpose and meaning utilizing varying point of view and perspective **(1.2.8.Cr3b)**.
3. Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre) **(1.2.8.Pr4a)**.
4. Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks **(1.2.8.Pr5c)**.
5. Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change **(1.2.8.Re7b)**.
6. Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works **(1.2.8.Cn10a)**.
7. Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events **(1.2.8.Cn10b)**.
8. Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent **(1.3A.8.Re9a)**.
9. Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended experiences or abstract ideas **(1.3B.12adv.Cr2a)**.
10. Analyze how a text makes connections among and distinctions between individuals, ideas, or events **(RI.8.3)**.
11. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly **(SL.8.1)**.



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12. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind a presentation (**SL.8.2**).
13. \Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues (**6.3.8.CivicsPD.3**).
14. Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social) (**6.2.8.HistoryUP.3.b**).

Career-Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

Assessments:

1. Teacher Assessment
2. Peer Assessments
3. Portfolio Assessment
4. Written Assessments
5. Display or performance at festival or school function

Board-Adopted Materials: N/A