

Artists: Their Art, Community, Education and Society

(Sample Unit)*

Proficiency: Intermediate High/Advanced Low

Language: Spanish

Theme: Beauty and Aesthetics

*This sample gives the framework for a thematic unit that integrates all the components of the Model Curriculum. Teachers can modify this unit for their language and proficiency level and can include specific lessons and content that align with their local course or curriculum.**

TABLE OF CONTENTS

- A. **Standards:** *Competencies; Process and Content Statements*
- B. **Content Elaborations:** *Theme; Topic; Essential Questions; Communicative Context*
- C. **Summative Assessment:** *End-of-Unit Integrated Performance Assessment (IPA)*
- D. **Expectations for Learning:**
NCSSFL-ACTFL Can-Do Statements; NCSSFL Interculturality Can-Do Statements
- E. **Content and Authentic Resources:**
Language Functions, Vocabulary and Structures. Audio, Video and Print Resources
- F. **Instructional Strategies and Formative Assessments:**
Interpretive; Interpersonal; Presentational; Diverse Learners; Other Strategies and Assessments
- G. **Connections:** *College and Career Readiness; 21st-Century Skills; Technology; Other Connections*

Unit Design Tool -- Ohio Department of Education, June 2014

** Districts have local control over all curriculum and course development. All information in this document is strictly guidance for using the components of the Model Curriculum framework.*

A.

STANDARDS: [K-12](#) [6-12](#) [9-12](#)

1. Communication
2. Cultures

Competency, Process and Content Statements

Interpretive:

1. Derive meaning from more detailed messages and texts using listening, reading and viewing strategies.

- a. Focus on the overall meaning of the message or text to avoid stumbling on unknown words and expressions.
- b. Understand new words, phrases, sentences or the main idea with the help of visuals and graphics that accompany texts.
- c. Make use of print and digital resources to understand the meaning of new words and expressions.
- d. Utilize knowledge of word families/characters and cognates to figure out the meaning of new words and expressions.
- e. Use knowledge of the situation, the purpose of communication or context cues to understand more detailed messages.
- f. Interpret gestures, intonation and tone to comprehend a range of verbal and nonverbal messages.

2. Analyze how authentic sources convey viewpoints and use authentic sources critically.

- a. Identify authentic sources and evaluate their suitability for specific tasks.
- b. Analyze the viewpoints of authentic sources by determining who produced the texts, when, why and for whom.
- c. Synthesize information about the same topic or event from multiple authentic sources, noting important similarities and differences in the points of view they represent.
- d. Use information and viewpoints from authentic sources to inform or enhance a more sophisticated conversation, presentation or expression of creativity.

3. Comprehend and interpret more detailed information in authentic messages and informational texts.

- b. Provide more detailed answers to questions about authentic messages and informational texts.
- c. Identify, sequence and classify people, places, things or events based on detailed descriptions.
- d. Examine essential elements of written informational texts to differentiate the main idea and relevant details from extraneous information.

Intermediate High/Advanced Low — Artists: Their Art, Community, Education and Society

**Districts have local control over all curriculum and course development. All information in this document is strictly guidance for using the components of the Model Curriculum framework.*

- e. Draw conclusions and justify inferences based on more nuanced ideas and details derived from authentic messages and informational texts.
- f. Synthesize information from authentic sources to solve complex problems, complete multistep tasks or reinforce concepts across the curriculum.

Interpersonal:

1. Negotiate meaning using more sophisticated requests, clarifications and conversation strategies.

- a. Use a range of expressions to make requests and seek clarification.
- b. Ask and answer a wide range of questions to seek or clarify information.
- c. Paraphrase, elaborate or use circumlocution to clarify meaning and ambiguities.
- e. Use a wider variety of conversation strategies to steer interactions.

2. Interact with others using culturally appropriate language and gestures on familiar and some unfamiliar topics.

- a. Engage in greetings, introductions and leave-taking.
- b. Ask more complex questions and provide more detailed answers on a wide variety of topics.
- d. Share detailed descriptions of people, places, things and events.
- e. Initiate, sustain and conclude conversations, interviews and debates on a wider range of personal, general knowledge, academic, interdisciplinary and work-related topics and issues.
- h. Collaborate to accomplish more challenging tasks or to propose solutions to more complex problems affecting local and global communities.

3. Express preferences, feelings, emotions and opinions about familiar and some unfamiliar topics.

- a. Express a wider range of feelings and emotions in reaction to an announcement, a surprise or an event.
- b. Ask and answer more nuanced questions about feelings, emotions and preferences.
- c. Exchange, compare and justify preferences and opinions about personal, academic, professional and contemporary or historical topics.
- d. Advise peers, family members or co-workers on problems, concerns or personal matters and adjust advice, if necessary, based on emotional responses and/or counterargument.

Presentational:

1. Convey more sophisticated meaning using writing processes and presentation strategies.

- a. Plan more sophisticated texts and presentations by brainstorming ideas and choosing vocabulary, phrases and sentence patterns.
- b. Organize thoughts and choose resources.
- c. Produce initial drafts/presentations while keeping audience, context and purpose in mind.

- d. Revise and edit texts/presentations using tools that promote reflection on meaning, form and mechanics.
- e. Produce final drafts/presentations with aesthetic appeal using tools that help to convey meaning.
- f. Rehearse presentations using a wider range of delivery strategies.
- g. Use appropriate techniques to cite sources and avoid plagiarism.

2. Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines.

- a. Create and present more extensive lists and classifications.
- b. Tell a more detailed personal story or anecdote.
- c. Describe people, places or things in greater detail to educate or entertain others.
- h. Motivate others to meet or exceed personal or shared goals.
- i. Propose solutions to more complex issues or problems.
- j. Advise others about options, ideas, plans or perspectives using more complex language.
- k. Present a formal, persuasive argument for or against a current or past issue of shared concern or course of action.
- l. Synthesize detailed interdisciplinary information and content to create and present more extensive reports, presentations and/or projects.

3. Present a range of literary, creative and artistic endeavors to audiences near or far.

- c. Play music or produce an art/craft of the target culture and share more detailed information about it with others.
- e. Use sophisticated visuals and sound to enhance more elaborate performances.

Cultures:

1. Analyze and explain relationships among products, practices and perspectives and compare them across cultures.

- c. Analyze and compare a variety of products, practices and perspectives of the U.S. and target cultures.
- e. Investigate and explain a variety of institutions, contemporary and historical figures, contributions and time periods of the target culture(s).
- g. Investigate and explain how a variety of factors result in regional variations in products, practices and perspectives among and within target language communities.
- h. Examine cultural perspectives as they are portrayed in the media and other sources and describe them to others.
- i. Solve complex problems and complete elaborate tasks while taking into consideration diverse cultural perspectives.

- j. Explain or demonstrate how having global competency skills enables people to build collaborative relationships with others.
- k. Hone global competency skills for use in college, career and beyond by engaging in collaborative activities online and/or in person with members of diverse communities at home and in the target culture(s).

2. Experience the target language and culture(s) and share information and personal reactions with others.

- b. Experience and react to a wide variety of expressive products.
- c. Identify, examine, describe, and create replicas of important objects, images and symbols.
- d. Use authentic digital and print media.
- e. Investigate and experience target community organizations and their resources.
- f. Interact and collaborate with a variety of target language speakers around a wide range of interests.
- g. Identify and use appropriate levels of formality or informality when interacting with members of the target culture(s).
- h. Analyze and explain why people in different cultures might have differing viewpoints on a variety of issues.
- i. Identify aspects of U.S. mainstream culture that might be viewed differently by people in other cultures from the way the majority of U.S. residents might view them and investigate why people in different cultures have differing viewpoints on a variety of issues.

[Back to Top](#)

B.

CONTENT ELABORATIONS

Unit Theme: Beauty and Aesthetics

Unit Topic(s): Artists: Their Art, Communities, Education and Society

Essential Question(s): How is an artist’s art defined by his or her life, culture and education?

Communicative Context(s): Narrating, describing and discussing an artist’s life and works of art and the place of arts in society.

[Back to Top](#)

Intermediate High/Advanced Low — Artists: Their Art, Community, Education and Society

**Districts have local control over all curriculum and course development. All information in this document is strictly guidance for using the components of the Model Curriculum framework.*

C.

UNIT SUMMATIVE ASSESSMENT

Integrated Performance Assessment (IPA)

IPA Theme: Art Exhibit: Every artist is a critic and every critic is an artist.

Create a simulation in which every artist is a critic and every critic is an artist. Students will individually familiarize themselves with the life, education, and works of a Spanish or Hispanic artist throughout history. As the artist, students will:

- Present a biographical sketch of the artist.
- Present three works to the class.
- Detail how one of the works reflects the society in which the artist lived, his or her identity or personal life.
- Create a work of art that reflects the style, tone or movement of the artist.

The other students in the class will interact as the critics and give their opinions, feelings, and describe what they see in the works. This interaction can be done as an extended Art Exhibit or through presentations and small group discussions.

The various aspects of the summative IPA need to be completed with time for research, drafting as a formative assessment, and then submitted for final assessment. Students may need guidance at writing a critique of a work of art.

Example: <http://www.goshen.edu/art/ed/critiqueform.html>.

Authentic Resources:

In Spanish: <http://www.latinartmuseum.com/> has entries of hundreds of artists with biographical timelines, reviews of works and explanations.

Interpretive Task: *(Evaluate with an Interpretive performance or proficiency [rubric.](#))*

Research one of the artist's works of art in order to write a critique. Your sources should support your claims or serve as counter positions for your claims.

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

Presentational Task: *(Evaluate with a Presentational performance or proficiency [rubric.](#))*

1. Write a critique of one of the artist's works of art. The critique should reflect your opinion using at least three other sources that could support your claims or serve as counter positions for your claims.
2. As the artist (in the first or third person — teacher preference):
 - Narrate the artist's life describing key moments that affected the art.
 - Present three works of art.
 - Give one detailed explanation of a work of art in both content and artistic form and style.
 - Create a work of art that reflects the style, tone or movement of the artist, and show the work that was created.

Interpersonal Task: *(Evaluate each student with Interpersonal performance/ proficiency [rubric.](#))*

Other students as a critic:

- Give an opinion about another artist's work (the three works chosen and the one created).
- Give one's feelings about the work.
- Compare and contrast two works of another artist using the three simple questions of analyzing a work of art: What do you see? What does it mean? How do you know?

As the artist:

- React to the critic's opinion of your work of art.
- Explain why you chose to create the work in the way that you did.

Optional Presentational Task (Spoken or Written):

As the artist, compare and contrast the newly created work and an original by an artist. If written, write an essay that compares and contrasts the two.

[Back to Top](#)

D.

EXPECTATIONS FOR LEARNING

For teachers: [Standards Alignment Tool](#)

For students: [Can-Do Statements](#)

Learning Targets for This Unit:

Interpretive:

- **I can find and use information for practical purposes.**
- **I can read texts that compare and contrast information.**
 - I can find and read critiques about a work of art.
 - I can synthesize and paraphrase the critiques.
- **I can understand the main idea of popular genres.**
- **I can understand descriptions and stories of events that have happened or will happen.**
 - I can follow the main points and most details of a television news program or podcasts about art and artists.
 - I can take notes while listening to an academic lecture or documentary based film about art and artists.
 - I can follow a class discussion and others' opinions and respond accordingly.

Interpersonal:

- **I can participate in conversations on a wide variety of topics that go beyond my everyday life.**
- **I can compare and contrast life in different locations and in different times.**
 - I can express my feelings, opinions and interpretation of a work of art in writing via blogging.
 - I can discuss and react to criticism pertaining to art.
 - I can analyze a work of art by answering three questions: What do I see? What does it mean? How do I know?
 - I can express my feelings, opinions and interpretation of a work of art.
 - I can use circumlocution strategies to express words.
 - I can discuss the topic of art, relating it to many other contexts.

[Back to Top](#)

Presentational:

- **I can meet basic school and academic writing needs.**
 - I can write a well-organized critique using combined sentences in connected paragraphs about a work of art supported by some ideas from critics with appropriate citations.
 - I can write descriptions about works of art with many details.
- **I can deliver short presentations on social and cultural topics.**
 - I can critique a work of art and explain my feelings.
 - I can analyze a work of art by answering three questions: What do I see? What does it mean? How do I know?
 - I can narrate in the past about the life of an artist (in third or first person).
 - I can give a presentation about art as an academic subject.
 - I can discuss the topic of art, relating it to many other contexts.

Interculturality:

- **I can explain some of the factors that contribute to why products and practices vary across cultures.**
 - I can analyze a work of art and explain how cultural factors influence art.
 - I can evaluate a work of art from my own culture and determine what a target culture would see and think about it.

[Back to Top](#)

E.

AUTHENTIC RESOURCES

Authentic/Other Resources

(audio, video or text, related to this unit)

- Diego Rivera
Web page for Latin Art Museum — Diego Rivera
http://www.latinartmuseum.com/diego_rivera.htm
- Los muralistas mexicanos
<http://culturacolectiva.com/los-muralistas-mexicanos/>
- Short Video on El Muralismo en México
<http://www.youtube.com/watch?v=Jp6O1nTA810>
- Interactive Diego Rivera site from Museum of Modern Art: About his life and his murals
<http://www.moma.org/interactives/exhibitions/2011/rivera/intro.php>
<http://www.moma.org/interactives/exhibitions/2011/rivera/es/murals.php>
- Judith Baca's official home page: Her biography in Spanish
http://www.judybaca.com/now/index.php?option=com_content&view=article&id=87&Itemid=1
- Smithsonian Latino Center: Judith Baca biography in Spanish
http://latino.si.edu/virtualgallery/ojos/bios_spanish/biosSP_Baca.htm
- Authentic sources detailing the biography of Frida Kahlo. Talk about Diego Rivera's famous wife, Frida Kahlo. After reading her biography, discuss, interpret, evaluate and write about Frida Kahlo's works and style.
http://www.sfmoma.org/explore/multimedia/interactive_features/frida_kahlo#
- Podcast about the life and work of Frida Kahlo
<http://www.poderato.com/frida/frida-kahlo-vida-y-obra-en-podcast/frida-kahlo-vida-y-obra-en-podcast-episodio-1>

[Back to Top](#)

F.

INSTRUCTIONAL STRATEGIES

FORMATIVE ASSESSMENTS

Pre-Assessment of Prior Knowledge

Students respond to questions in both written and spoken form:

- Do you like to look at art? Why or why not?
- Do you like to create art? Why or why not?
- Are you artistic?
- What makes an artist, “an artist”?
- Do all artists have pure talent, or are their skills learned with education?
- What do you know about the life of (artist you plan to study)?
- Are the fine arts important subjects to offer in schools?

Instructional Strategies and Formative Assessments

Vocabulary: Vocabulary comprehension checks if needed at this level

Interpretive Tasks:

- Use the authentic sources detailing the biographies of Diego Rivera and Judy Baca.
- Read artist’s biography and/or timeline and fill out a basic biographical sketch: (year of birth, parents, place of birth, place of childhood, schooling, artistic influence, key artistic movements/style).
- Read information about works of art that relate to an artist’s life.
- Read descriptions and critiques of works of art.
- Listen to the description of various works of art (theme/topic/elements, medium/composition) and identify it.
- Listen to parts from a biography or facts from a timeline about an artist and match the factual information about the artist to his or her work.

Intermediate High/Advanced Low — Artists: Their Art, Community, Education and Society

**Districts have local control over all curriculum and course development. All information in this document is strictly guidance for using the components of the Model Curriculum framework.*

- Listen to a children’s story/picture book about the life of an artist (for visual learners, project the book using an Elmo or electronic board) and respond to questions while listening as a group or individually.
- Listen to published newscasts, podcasts or articles about art in society today, fine arts education or a chosen artist of study (pre-teach vocabulary, create a guided outline to use while listening, listen multiple times).
- Explore art museums’ websites, viewing exhibits, calendars, works of art and information about the artists.
- Analyze and compare one’s own culture. View works of art from one’s own culture and determine what a target culture would see and think about it. In preparing for this strategy, choosing a work of art that reflects a specific topic or theme from other Model Curricula would be best and also would show connections.
- View and evaluate works of art based on the products, practices and possible perspectives from the target culture.
- Visit museums or invite guest curators, art history experts or artists to discuss the many intersections of art and society.
- Invite or seek feedback from guests from a target culture and have them react and reflect upon works of art from their culture.

Interpersonal Tasks:

- Ask “How do you feel about ...?” In pairs or small groups, ask one another and react about one’s feelings and opinions about works of art.
- Analyze a work of art in terms of personal interpretation. Students are asked three questions: What do you see? What does it mean? How do you know?
- Describe and guess: In pairs, have one student look at a work of art and describe it; then have the other student draw it or guess it based on looking at various works of art.
- Listen to published newscasts, podcasts or articles about art in society today and fine arts education (pre-teach vocabulary, create a guided outline to use while listening, listen multiple times), ask questions.
- Post a work of art on a blog or website and have students dialogue by responding in writing to other’s interpretations of the works of art via class interactive blogs.

- Use the expression “it is used for” in the target language to describe an artist’s material or tool; a partner or class guesses the material/tool. (For scaffolding purposes, do this as a class, then in small groups, then in pairs.)
- Ask 20 questions while you negotiate meaning. Choose an item and have students ask each other yes/no questions about the item. (For scaffolding purposes, do this as a class, then in small groups, then in pairs.) Provide students with some questions.

Presentational Tasks:

- Use the works and murals of Diego Rivera to discuss how his life and Mexican history and culture have influenced his work.
- Use the works and murals of Judy Baca to discuss how her life and the history of Latinos in the U. S. and history of California and Mexico have influenced her work.
- Compare and contrast how both Judy Baca and Diego Rivera used murals to educate and teach history and advocate for social justice; compare their works; compare their lives.
- Analyze a work of art in terms of personal interpretation. Students are asked three questions: What do you see? What does it mean? How do you know?
- Describe works of art in class using technical art terms:
Spanish: <http://www.museocjv.com/glosario.htm>
English: <http://puffin.creighton.edu/fapa/History%20of%20Art/Web-files/0New%20ART%20219%20Webfiles/vocabulary%20basic.htm>
- Narrate stories based on works of art. Students may focus on language structure and forms of narration. (For Advanced Low include past, present, future and hypothetical language.)
- Keep a daily journal with responses to works of art that are studied in class.
- Create or produce a collaborative work of art that represents an artist or shared target culture.
- Create debate forums: Find articles, summarize them and have discussions or debates on some of the following interdisciplinary questions that relate art with other WL Model Curriculum topics:

Personal and Public Identities:

- a.) How does one's personal life and identity influence one's art?
- b.) Is gender defined by certain colors in the target culture and/or one's own culture?

Families, Communities, Social Relationships:

- a.) Does your community and/or the community of a target culture respect the fine arts?
- b.) Are target cultures and/or one's own culture defined by artistic products that are mass produced for tourists?
- c.) Is art education valued in the target culture and/or one's own culture?
- d.) Is art valued in the target culture and/or one's own culture?
- e.) How is art included in celebration and cultural practices in the target culture and/or one's own culture?
- f.) What do various colors mean, symbolize and represent in the target culture and/or one's own culture?

Beauty and Aesthetics:

- a.) How is dance influenced by art in the target culture and/or one's own culture?
- b.) How is film influenced by art in the target culture and/or one's own culture?
- c.) How is literature influenced by art in the target culture and/or one's own culture?
- d.) How is food preparation and a culture's gastronomy affected by color and artistic value?
- e.) How does art influence the fashion and design industry in the target culture and/or one's own culture?
- f.) What is considered art in the target culture and/or one's own culture; e.g, folk art, crafts, weavings, items for the tourist industry?
- g.) What is the connection between art and architecture in the target culture and/or one's own culture?

Global Issues and Challenges in Contemporary Life:

- a.) How do artists use art to highlight global issues and challenges today?
- b.) How do artists use art to highlight global issues and challenges throughout history?
- c.) How do artists use art to highlight current events?
- d.) How do artists use art to highlight contemporary life?
- e.) Are target cultures and/or one's own culture defined by artistic products that are mass produced for tourists?

Communication, Media and Technology:

- a.) How does art influence mass media in the target culture and/or your culture?
- b.) How does design and art affect advertising in the target culture and/or your culture?
- c.) How is art enhanced by technology?

[Back to Top](#)

Formative:

Written or spoken and graded on analytical/holistic rubric, or without grades as formative.

At the Advanced Low level, there should be ongoing connections made with regard to art and other fields and topics that require interpretive, interpersonal and presentational skills.

1. Describe works of artists studied in class.
2. Narrate stories based on works of art from artists studied in class.
3. Compare and contrast works of art.
4. Write response to works of art in a daily journal.
5. Follow established procedure with writing process, checking drafts and ensuring that students are on task with their summative IPA.
6. Conduct reading/listening comprehension checks on articles that relate to the lives and work of artists studied as a class. A student could determine who produced the text/article/source, when, why and for whom to interpret it.
7. Use vocabulary comprehension checks if needed at this level.

Diverse Learners:

- Have students choose the art they study.
- Have students analyze the following day's works of art before class, allowing them time to locate essential vocabulary and structure.
- Create a list of art history and technical vocabulary.
- Provide students a vocabulary list of ways to react to art and express their feelings.
- Make a word wall of art history and technical vocabulary.
- Use graphic organizers to help students plan their responses.

[Back to Top](#)

G.

CONNECTIONS

21st-Century Skills:

- Critical Thinking (synthesize, analyze, interpret, summarize, evaluate).
- Communication (interpersonal dialogue with others and/or others from various cultures).
- Collaboration (a discussion-based seminar class style for Advanced Low proficiency level is highly appropriate).
- Creativity and innovation (create their own work of art, creative writing and discourse in story form).

Technology:

- Create a presentation using PowerPoint, Apple Works, Google Slideshow, Prezi.
- www.prezi.com
- Use interactive websites to visit museums virtually.

Additional AP Language and Culture Connections:

Read about fine arts education in target cultures:

1. Persuasive essay based on three sources — Graded with College Board’s AP World Language’s Holistic Rubric (task completion, topic development, and language accuracy):
 - I can write a well-organized persuasive essay integrating various sources that support my argument.
 - Topic: Should fine arts classes be a part of a formal education?
2. Spoken cultural comparison based on research or teacher-guided lecture/sources — final spoken assessment should be graded with College Board’s AP World Language’s Holistic Rubric:
 - I can compare and contrast aspects of my culture and another.
 - Topics: Fine arts education in a target culture compared with a student’s culture.
The value of art in a target culture compared with a student’s culture.

[Back to Top](#)