## Art III

<table>
<thead>
<tr>
<th>Strand</th>
<th>Product/Performance</th>
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</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Select and Apply Two-Dimensional Media, Techniques, and Processes to Communicate Ideas and Solve Challenging Visual Art Problems</td>
</tr>
</tbody>
</table>

### Concept

A. Drawing

### Learning Targets

1. 
   - Create a range of 10 smoothly graduated values through varied pressure
   - Create a range of 7 graduated values using hatching, crosshatching, and stippling techniques
   - Use hatching, crosshatching, and stippling to create texture
   - Use an eraser as a tool to create a range of values
   - Demonstrate proficiency using 4 drawing media (e.g., pencil, charcoal, conte, pastel, oil pastel, pen and ink, colored pencils)

### Alignments:

CCSS: 11-12.SL.2; 9-10.RST.4; 11-12.7; 11-12.RST.9
Performance: 1.9, 2.5, 3.4, 3.5, 4.5
Knowledge: (FA) 1,3
VAGLE: PP.1.A (HS Levels 3,4)
NETS: 3d
DOK: 4

### Instructional Strategies

- Create anatomical studies from different parts of the human form using varied media
- Create a realistic expressive self-portrait with oil pastels
- Create a realistic full figure action pose using pencil
- Instructor will model technique(s) and:
  - students will apply knowledge to their art
  - appropriate vocabulary usage
### Assessments/Evaluations

- Teacher created scoring guides
- Student and teacher critiques
- Tests and quizzes

Mastery: 85%

### Sample Assessment Questions

- Why is it important to draw the nose only using shading and not line when creating your self-portrait

### Instructional Resources/Tools

- Instructional videos

### Literacy Connections

- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

### Cross Curricular Connections

- Anatomical Science and Health
**Art III**

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<th>Concept</th>
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<tbody>
<tr>
<td>B. Painting</td>
<td>2. Reconstruct the structure of the scene in your painting using washes, glazes, and textures.</td>
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<tr>
<td></td>
<td>• Select and use paint expressively (hard edge, soft edge, painterly brush strokes)</td>
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<td></td>
<td>• Demonstrate the following watercolor techniques: masking, wet on wet, dry brush, glaze, transparent layering, scratch, resist, lifting</td>
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<tr>
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<td>• Mix watercolors to match observed hues</td>
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</tbody>
</table>

**Alignments:**
CCSS: 11-12.RST.4  
Performance: 1.6, 1.8, 1.9, 2.5, 3.4, 3.5, 4.5  
Knowledge: (FA) 1,3  
VAGLE: PP.1.B (HS Levels 3,4)  
NETS: 3d  
DOK: 4

**Instructional Strategies**
- Paint an acrylic painting using several different types of brush applications and palette knife techniques  
- Paint a non-objective abstract painting with acrylics  
- Instructor will model techniques and appropriate vocabulary usage  
- Create an abstract portrait in the style of a famous artist  
- Create a still life with water color
### Assessments/Evaluations

- Teacher created scoring guides
- Student and teacher critiques
- Tests
- Quizzes

Mastery: 85%

### Sample Assessment Questions

- When painting with watercolors, the highlights should be considered at what point in the painting process?

### Instructional Resources/Tools

- Instructional videos

### Literacy Connections

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*

### Cross Curricular Connections

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<tr>
<td>Concept</td>
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<tr>
<td>C. Other media</td>
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<tr>
<td>Learning Targets</td>
<td>3.</td>
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<tr>
<td></td>
<td>• Demonstrate effective use of the art principles while creating a relief piece</td>
</tr>
</tbody>
</table>

**Alignments:**
CCSS: 11-12.SL.2; 9-10.RST.4; 9-10.RST.7
Performance: 1.5, 1.6, 2.1, 2.2, 2.5, 3.2, 4.5
Knowledge: (FA) 1
VAGLE: PP.1.D
NETS: 3d
DOK: 4

**Instructional Strategies**
• Students will create an assemblage
• The teacher will model concepts and techniques

**Assessments/Evaluations**
• Student and teacher critiques
• Scoring guides
• Test
• Quizzes

Mastery: 85%

**Sample Assessment Questions**
• What design elements must be addressed for an effective assemblage composition?

**Instructional Resources/Tools**
• Instructional videos
### Literacy Connections

- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
- Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

### Cross Curricular Connections

- ELA
<table>
<thead>
<tr>
<th>Strand</th>
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</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Communicate Ideas about Subject Matter and Themes in Artworks Created for Various Purposes</td>
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<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
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</thead>
<tbody>
<tr>
<td>D. Subject matter: fine art</td>
<td>1. Combine subject matter in original artworks to communicate ideas (e.g., figure and/or architecture in a landscape)</td>
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<table>
<thead>
<tr>
<th>Alignments:</th>
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<tbody>
<tr>
<td>CCSS: 9-10.SL.2; 9-10.SL.5</td>
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<tr>
<td>Performance: 1.4, 1.9, 2.5, 4.1, 4.5</td>
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<tr>
<td>Knowledge: (FA) 1</td>
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<tr>
<td>VAGLE: PP.3.A (HS Levels 3,4)</td>
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<td>NETS: 3d; 4</td>
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<td>DOK: 4</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Instructional Strategies</th>
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</thead>
<tbody>
<tr>
<td>• Produce a piece of art with subject, style and media of his/her choice</td>
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<tr>
<td>• Create a realistic full figure action pose using pencil</td>
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<tr>
<td>• The teacher will model and student will apply knowledge to their own artwork</td>
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<table>
<thead>
<tr>
<th>Assessments/Evaluations</th>
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</thead>
<tbody>
<tr>
<td>• Student and teacher critiques</td>
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<tr>
<td>• Scoring guides</td>
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<td>• Test</td>
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<tr>
<td>• Quizzes</td>
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Mastery: 85%

<table>
<thead>
<tr>
<th>Sample Assessment Questions</th>
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<tbody>
<tr>
<td>• What subject matters were used in the creation of your artist’s choice composition and why did you use them?</td>
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<table>
<thead>
<tr>
<th>Instructional Resources/Tools</th>
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<tbody>
<tr>
<td>• Instructional videos</td>
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</table>
## Literacy Connections

- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source
- 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

## Cross Curricular Connections

- ELA
### Strand: Product/Performance

**Big Idea:** Communicate Ideas about Subject Matter and Themes in Artworks Created for Various Purposes

<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
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</thead>
<tbody>
<tr>
<td>E. Theme</td>
<td>2. Create original artwork that communicates ideas through themes (e.g., national identity, spirituality, vision, progress, human condition, narrative)</td>
</tr>
</tbody>
</table>

#### Alignments:
- CCSS: 9-10.SL.2; 9-10.SL.5
- Performance: 1.5, 1.9, 2.3, 2.5, 4.3, 4.5
- Knowledge: (FA) 1
- VAGLE: PP.3.C (HS Levels 3,4)
- NETS: 3d; 4
- DOK: 4

#### Instructional Strategies
- Create a self portrait that expresses the artist view about themselves to the viewer
- Create an expressive drawing that communicates the human condition
- The teacher will present information on German Expressionism

#### Assessments/Evaluations
- Student and teacher critiques
- Scoring guides
- Test
- Quizzes

Mastery: 85%

#### Sample Assessment Questions
- What is the story you want the viewer to walk away with after viewing your self-portrait?
### Instructional Resources/Tools

- Instructional videos

### Literacy Connections

- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source
- 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

### Cross Curricular Connections

- Social Studies: History
- ELA
<table>
<thead>
<tr>
<th>Strand</th>
<th>Elements and Principles</th>
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<tr>
<td>Big Idea</td>
<td>Select and Use Elements of Art for Their Effect in Communicating Ideas through Artwork</td>
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</tbody>
</table>

**Concept**

F. Elements of art, line, shape, form, texture, color, value, space

**Learning Targets**

1. Identify and use gesture lines and implied lines
2. Identify and use implied shapes
3. Identify and create complex form in-the-round
4. Identify and demonstrate the illusion of transparent and reflective forms in two-dimensional artwork
5. Contrast textures within the same artwork
6. Identify and use arbitrary color and symbolic color
7. Identify and use a range of values to create the illusion of form through observation of transparent and reflective objects
8. Design negative and positive space from all viewpoints in three-dimensional work
9. From observation, identify and use appropriate perspective techniques to create the illusion of space

**Alignments:**

CCSS: 11-12.RST.4; 11-12.7; 11-12.RST.9
Performance: 1.5, 1.6, 1.8, 2.5, 3.3, 3.5, 4.1, 4.5
Knowledge: (FA) 2 (MA) 2
VAGLE: EP.1.A-G (HS Levels 3,4)
NETS: 3d
DOK: 4

Board Approved 7-15-13

Revised 2014
## Instructional Strategies

- Students will rely on and recall prior knowledge of the elements of art and implement them in each piece they create
- Instructor will review elements with students as needed

## Assessments/Evaluations

- Student and teacher critiques
- Scoring guides
- Test
- Quizzes

Mastery: 80%

## Sample Assessment Questions

- Explain how and why you used each/any of the elements of art within your composition

## Instructional Resources/Tools

- Books
- Internet resources
- Instructional videos

## Literacy Connections

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

## Cross Curricular Connections

- ELA
## Big Idea
Select and Use Elements of Art for Their Effect in Communicating Ideas through Artwork

### Concept
- G. Balance, emphasis, contrast, rhythm, unity, proportion

### Learning Targets
1. 
   - Use balance to support the communication of an idea
   - Use emphasis to support the communication of an idea
   - Use contrast to support the communication of an idea
   - Use rhythm to support the communication of an idea
   - Use unity to support the communication of an idea
   - Identify and use foreshortened figure proportions

### Alignments:
- CCSS: 11-12.SL.2; 11-12.7; 11-12.RST.9
- Performance: 1.5, 1.6, 1.8, 2.5, 3.3, 3.5, 4.1, 4.5
- Knowledge: (FA) 2
- VAGLE: EP.2.A-F (HS Level 3,4)
- NETS: 3d
- DOK: 4

### Instructional Strategies
- Students will rely on and recall prior knowledge of the principles of art and implement them in each piece they create
- Instructor will review principles of art with students as needed

### Assessments/Evaluations
- Student and teacher critiques
- Scoring guides
- Test and quizzes

Mastery: 85%
<table>
<thead>
<tr>
<th>Sample Assessment Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explain how you used the principle of balance within your composition</td>
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<table>
<thead>
<tr>
<th>Instructional Resources/Tools</th>
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<td>• ELA</td>
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### Art III

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<thead>
<tr>
<th>Strand</th>
<th>Artistic Perceptions</th>
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</thead>
<tbody>
<tr>
<td><strong>Big Idea</strong></td>
<td><strong>Investigate the Nature of Art and Discuss Responses to Artworks</strong></td>
</tr>
<tr>
<td><strong>Concept</strong></td>
<td></td>
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<tr>
<td>H. Aesthetics</td>
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<tr>
<td><strong>Learning Targets</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>• Discuss how people from different groups might respond to artworks that express themes (e.g., national identity, spirituality, vision, progress, and human condition)</td>
</tr>
</tbody>
</table>

**Alignments:**
- CCSS: 11-12.SL.1
- Performance: 1.5, 1.9, 3.4, 4.1, 4.5
- Knowledge: (FA) 3 (SS) 5,6
- VAGLE: AP.1.A (HS Level 3)
- NETS: 3d
- DOK: 4

**Instructional Strategies**
- Classroom critique artworks from historical art movements such as:
  - Realism
  - Expressionism
  - Impressionism
  - Post-Impressionism
  - Cubism
- Instructor guided critique of the artist’s expressive self-portrait

**Assessments/Evaluations**
- Student and teacher critiques
- Scoring guides
- Test and quizzes

Mastery: 85%
### Sample Assessment Questions

- How is your emotional response different from the emotional response a viewer from the artist’s own time period

### Instructional Resources/Tools

- Instructional videos

### Literacy Connections

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively

### Cross Curricular Connections

- Social Studies: History
- ELA
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<tr>
<td>Big Idea</td>
<td>Analyze and Evaluate Art Using Art Vocabulary</td>
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</table>

### Concept

I. Art criticism

### Learning Targets

1.  
   - Compare and contrast student artwork with professional artworks or masterpieces:
   - Describe artwork
   - Analyze the use of elements and principles in the work
   - Interpret the meaning of the work (subject, theme, symbolism, message communicated)
   - Judge the work from various perspectives:
     - Shows a real or idealized image of life (Imitationalism)
     - Expresses feelings (Emotionalism/Expressionism)
     - Emphasis on elements and principles (Formalism)
     - Serves a purpose in the society or culture (Functionalism)

### Alignments:

CCSS: 11-12.SL.1a-d; 11-12.SL.2; 11-12.SL.4; 11-12.WHST.7  
Performance: 1.5, 1.9, 3.4, 4.1, 4.5  
Knowledge: (FA) 3 (SS) 5.6  
VAGLE: AP.2.A (HS Levels 3,4)  
NETS: 3d  
DOK: 4

### Instructional Strategies

- Constructed response essay: Compare and contrast a former student’s work with that of museum quality works
- Guided instruction on constructed response essays
- The teacher will model ideal instructed response
### Assessments/Evaluations

- Student and teacher critiques
- Scoring guides
- Test
- Quizzes

Mastery: 85%

### Sample Assessment Questions

- What are the major differences in the student work and that of the museum piece?

### Instructional Resources/Tools

- Books
- Internet resources

### Literacy Connections

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas
  b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives
  d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task
- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- 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

<table>
<thead>
<tr>
<th>Cross Curricular Connections</th>
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<tbody>
<tr>
<td>• History</td>
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<td>• ELA</td>
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<td>Strand</td>
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<tr>
<td>Big Idea</td>
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<tr>
<td>Concept</td>
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<tr>
<td>J. Historical period or culture</td>
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**Alignments:**
CCSS: 11-12.RH.2; 11-12.RST.2; 11-12 RST.3; 11-12.RST.7; 11-12.WHST.1a
Performance: 1.6, 1.9
Knowledge: (FA) 5 (SS) 5,6
VAGLE: HCC.1.A (HS Level 3,4)
NETS: 3d
DOK: 4

**Instructional Strategies**
- Teacher led exploration of the works from various art movements and cultures that shaped their art, preparing for an expressionist style drawing that evokes emotions based on the human condition
- Create a surrealistic painting

**Assessments/Evaluations**
- Student and teacher critiques
- Scoring guides
- Test
- Quizzes
Mastery: 85%

**Sample Assessment Questions**
- What was the effect of the German Artist’s everyday life on the emotional quality of their work?
### Instructional Resources/Tools

- Internet resources
- Books
- Instructional videos

### Literacy Connections

- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas
- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms
- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
- Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words
- Write arguments focused on discipline-specific content
  a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence

### Cross Curricular Connections

- History
<table>
<thead>
<tr>
<th>Strand</th>
<th>Historical and Cultural Contexts</th>
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</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Compare and Contrast Artworks from Different Historical Time Periods and/or Cultures</td>
</tr>
<tr>
<td><strong>Concept</strong></td>
<td><strong>Learning Targets</strong></td>
</tr>
<tr>
<td>K. Characteristics of artworks</td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>• Compare and contrast two artworks on:</td>
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<td>• Time</td>
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<td>• Place</td>
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<td>• Artist</td>
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<td>• Subject matter</td>
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<td>• Theme</td>
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<td>• Characteristics</td>
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<td>• Material/ Technology</td>
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<td>• Ideas and beliefs of culture</td>
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<td></td>
<td>• Function of art in culture/society</td>
</tr>
</tbody>
</table>

**Alignments:**
CCSS: 11-12.RH.2; 11-12.RST.2; 11-12 RST.3; 11-12.WHST.1a
Performance: 1.9, 4.1
Knowledge: (FA) 5 (SS) 5,6
VAGLE: HCC.1.B (HS Level 3,4)
NETS: 3d
DOK: 3

**Instructional Strategies**
- Constructed response essay: Compare and contrast two works of art from either adjacent or varied time periods
- Model ideal instructed response

**Assessments/Evaluations**
- Student and teacher critiques
- Scoring guides
- Test
- Quizzes

Mastery: 85%
### Sample Assessment Questions

- What is the major similarity and what is the major difference in the two paintings and the time periods or artistic movements they come from? (Visual reference included)

### Instructional Resources/Tools

- Books
- Internet resources

### Literacy Connections

- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas
- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms
- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
- Write arguments focused on discipline-specific content
  a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence

### Cross Curricular Connections

- History