

# What's the Big Idea?

## Relationships of Visual Art, Design and History

A Visual Art Unit Integrating Social Studies and Communication Arts using Understanding by Design© by Debra K. Scoggin/Myers



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# Relationships of Visual Art, Design and History

## Unit of Study including Four Performance Tasks

- I. Chivalry is NOT Dead (at Least in Junior High) or The Rules of Heraldry and Creating a Coat of Arms
- II. Greek Pottery and the Olympics
- III. Ancient Architecture – From Caves to Tents
- IV. Who's Toe? Watteau's Rococo

Submitted by: Debra K. Scoggin/Myers

School District: Lewis County C-1

For: 7<sup>th</sup> and 8<sup>th</sup> Grade Visual Art, Social Studies and Communication Arts

*The Topic, Big Idea, Objectives, Essential Question and Performance Task information is identical for the four performance tasks included in this unit.*

### What's the Big Idea?

1. Topic that Leads to the Big Idea: Eras in Art
2. The Big Idea: **Students will understand visual art, design and history are related.**
3. Knowledge, Skills and Abilities Addressed as Learner Objectives:  
Students will:
  - select a variety of media to manipulate and create an art work
  - develop knowledge of an historical time period
4. The Essential Question: **How does the artwork reflect a time period?**

### How Will You Know What They Are Learning?

5. Identify the performance tasks that will produce evidence of learning.

In each performance task, students will create an artwork that reflects an historical time period. Students will write observations and reflections in a journal or other document.

# What Do Students Need to Learn?

6. Alignment to Standards: *Note: the following Standards and Grade-Level Expectations are appropriate for the four performance tasks included in this unit.*

## Content/Knowledge Standards and Grade-Level Expectations:

### Visual Art

#### FA 1: Product/Performance

3. Communicate ideas about subject matter and themes in artworks created for various purposes
  - C. Create an original artwork that communicates ideas about the following themes:
    - Environment
    - Time (e.g., past, present, future)

#### FA 2: Elements and Principles

2. Select and use principles of art for their effect in communicating ideas through artwork
  - F. Identify and use appropriate scale relationship

#### FA 3: Artistic Perceptions

2. Analyze and evaluate art using art vocabulary
  - A. Art Criticism
    - Describe artwork in detail
    - Analyze the use of elements and principles used in artworks
    - Interpret the meaning of work

#### FA 4: Interdisciplinary Connections (IC)

2. Explain the connections between visual art and communication arts, mathematics, science or social studies
  - A. Connecting art and non-art subjects
    - Explain how historical events and social ideas are reflected in artworks from selected cultures or historical time periods

#### FA 5: Historical and Cultural Contexts

- A. Compare and contrast artworks from different historical time periods and/or cultures
  - Identify works of art from Europe

### Communication Arts

#### CA 3: Reading

3. Develop skills and strategies to comprehend and evaluate non-fiction from a variety of cultures and times
  - C. Text Structures
    - use details from text to demonstrate comprehension skills previously introduced

#### CA 4: Writing

2. Compose well-developed text
  - A. Audience and Purpose
    - Compose text
      - a. showing audience awareness
      - b. choosing a form appropriate to specific topic and specific audience

E. Conventions

- In written text
  - a. use conventions of capitalization
  - b. use colon to introduce lists
  - c. use correct pronoun case
  - d. use dictionary, spell-check and other resources to edit for correct spelling
  - e. write legibly

**Social Studies**

SS 3: Missouri, United States and World History

3. Knowledge of continuity and change in the history of the world
- C. Institutions and events of European civilizations during the Middle Ages
- Investigate Europe in the Middle Ages, including:
    - a. rise of kingdoms
    - b. feudalism
    - c. the Crusades

SS 7: Tools of Social Science Inquiry

7. Knowledge of the tools of social science inquiry
- A. Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry
- Identify and create artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)

**Process/Performance Standards**

Goal 1: Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

*Students will demonstrate within and integrate across all content areas the ability to*

2. conduct research to answer questions and evaluate information and ideas
5. comprehend and evaluate written, visual and oral presentations and works
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies

Goal 2: Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

*Students will demonstrate within and integrate across all content areas the ability to*

1. plan and make written, oral and visual presentations for a variety of purposes and audiences
3. exchange information, questions and ideas while recognizing the perspectives of others
4. present perceptions and ideas regarding works of the arts, humanities and sciences
5. perform or produce works in the fine and practical arts

## How Are You Going to Make it Happen?

### Performance Task I: Chivalry is NOT Dead (at Least in Junior High) or The Rules of Heraldry and Creating a Coat of Arms

The teacher will:

- present examples of Medieval era art, specifically heraldic designs and history
- facilitate a discussion of the art work
- explain and demonstrate blazonry
- supply materials needed to create a shield.

Students will:

- read, discuss and observe visual examples of the medieval era heraldic design
- create a personal shield using the rules of heraldic design
- write a blazonry (the art of describing a coat of arms, by words alone so accurately that an artist could draw an exact picture of it); the blazonry will include a definition of the medieval era and uses vocabulary relating to heraldry and the time period

**(See Scoring Guide for this Task on Page 7)**

### Performance Task II: Greek Pottery and the Olympics

The teacher will:

- present examples of Greek pottery, specifically shapes, colors and patterns of that specific time period
- facilitate a discussion of the pottery and how it related to the Olympics
- explain and demonstrate the construction of a Greek pot and supply necessary materials

Students will:

- research the various types of Greek pottery and the early Olympic games
- design a pot using one of the specific Greek shapes, including a minimum of three additional Greek patterns and one example of an Olympic sport, which could be past or present
- build a six inch replica of their design and create a journal about the early Olympics, the process of building their pot and how it relates to the Greek pottery and the early Olympics
- create a journal that includes their research, designs, materials, process and reflections of the finished project

**(See Scoring Guide for this Task on Page 8)**

### **Performance Task III: Ancient Architecture – From Caves to Tents**

The teacher will:

- present examples of prehistoric architecture (specifically examples of caves and tent structures)
- facilitate a discussion of the architecture
- explain and demonstrate the construction of a tent and supply materials needed to create a it

Students will:

- read, discuss and observe visual examples of the prehistoric dwellings
- draw their ideas in a ratio of 1 to 12 and then build their design
- create a journal that includes their research, designs, materials, process and reflections of the finished project

**(See Scoring Guide for this Task on Page 9)**

### **Performance Task IV: Who's Toe? Watteau's Rococo**

The teacher will:

- present examples of Rococo era art and history
- facilitate a discussion of the art work
- explain advertisement
- supply materials needed to create a shoe

Students will:

- read, discuss and observe visual examples of the Rococo era
- create a shoe describing the time period
- write a reflective advertisement that will include a definition of the Rococo era and why their shoe is of that time period

**(See Scoring Guide for this Task on Page 10)**

**Scoring Guide for Chivalry is NOT Dead (at Least in Junior High)  
or The Rules of Heraldry and Creating a Coat of Arms**

| <b>Criteria</b>     | <b>Master Artist<br/>25 Points</b>  | <b>Hobby Artist<br/>20 Points</b>  | <b>Emerging Artist<br/>10 Points</b>   | <b>Starving Artist<br/>0 Points</b>   |
|---------------------|---|--|--|---|
| Historical accuracy | Shield exemplifies <b>four or more</b> aspects of the medieval era, including accurate embellishment  | Shield displays <b>two</b> examples of the medieval era  | Shield displays <b>one</b> example of the medieval era   | The aspects of the medieval era are not evident   |
| Creativity          | One-of-a-kind and unique artwork, unusual use of media and interesting use of space   | Typical, looks like others   | Plain, too much negative space   |   |
| Craftsmanship       | Clean lines, measurements accurate, symmetrical, no rough edges or smudges  | Some evidence of glue or smudging, cardboard uneven/ragged   | More evidence of glue or smudging, cardboard is uneven/ragged  | Lines are crooked, uneven, messy appearance   |
| Blazonry            | Includes a correct definition of medieval; describes the coat of arms using at least <b>five</b> heraldry terms and is so complete, an artist could accurately draw the coat of arms based on the written description | Includes a correct definition of medieval; describes the coat of arms using <b>three or four</b> heraldry terms and is so complete, an artist could create a similar (but not exact) coat of arms based on the written description | Includes a correct definition of medieval; describes the coat of arms using <b>two</b> heraldry terms and is complete enough for an artist to create a similar (but not exact) coat of arms based on the written description | Includes no definition or incorrect definition <b>and</b> the description of the coat of arms uses fewer than two heraldry terms and is not complete enough for an artist to create a similar coat of arms based on the description |

**Total Points \_\_\_\_\_/100**

### Scoring Guide for Greek Pottery and the Olympics

| Criteria            | Master Artist<br>25 Points  | Hobby Artist<br>20 Points  | Starving Artist<br>10 Points  | Below Basic<br>5 Points   |
|---------------------|---|--|---|---|
| Historical accuracy | Pot is a specific Greek shape, includes a minimum of 3 patterns, and one example of an Olympic sport  | Pot is a specific Greek shape, includes a minimum 2 patterns, and one example of an Olympic sport  | Pot started out as a specific Greek shape and grew into something else; 2 patterns were used and one example of an Olympic sport  | Pot is not a recognizable Greek shape, may include 1 pattern or no patterns and the Olympic sport   |
| Creativity          | One of a kind, unique; unusual use of media and interesting use of space  | Somewhat unique; appropriate use of media and interesting use of space   | Typical, looks like others; appropriate use of media <b>or</b> interesting use of space   | Plain, too much negative space  |
| Craftsmanship       | Walls are of even thickness; all patterns are even and measured; all designs are clean; glaze is appropriate color and where it needs to be.                              | Walls are of even thickness; some patterns are even and measured; some designs are clean; glaze is appropriate color and where it needs to be.                 | Walls vary in thickness, and go straight up. few patterns are even and measured; few designs are clean; one glaze color is correct  | Walls vary greatly in thickness and go straight up; designs are messy or nonexistent, both glazes are incorrect and applied inappropriately or not at all |
| Journal             | Includes exemplary research with designs and adequate materials; the reflection includes appropriate concerns of finished project as well as a description of what worked | Includes adequate research with designs and adequate; the reflection includes appropriate concerns of finished project as well as a description of what worked | Includes minimal research with few designs and minimal materials; the reflection includes appropriate concerns of finished project <b>or</b> a description of what worked | Research is not evident, designs and materials may or may not be included; reflection is not included or is inappropriate                                 |

**Total Points: \_\_\_\_\_/100**

**Scoring Guide for Ancient Architecture – From Caves to Tents**

| <b>Criteria</b>     | <b>Master Artist<br/>25 Points</b>  | <b>Hobby Artist<br/>20 Points</b>   | <b>Starving Artist<br/>10 Points</b>  | <b>Below Basic<br/>5 Points</b>   |
|---------------------|---|---|---|---|
| Historical Accuracy | Dwelling uses materials from the time period and is built in a similar style  |   | Dwelling use materials from the time period <b>or</b> is built in a similar style   |   |
| Creativity          | One of a kind, unique; unusual use of media; interesting use of space; has additional designs or embellishments that add to the dwelling                                  | Typical, looks like others with minimal effort to adorn or personalize the dwelling <b>or</b> the shield has <b>two</b> of the following three criteria: one of a kind, unique; unusual use of media; interesting use of space; | Plain design, no additional personalization <b>and</b> the shield has <b>one</b> of the following: unusual use of media; interesting use of space                         | Plain design, no additional personalization and use of media and space need improvement                                   |
| Craftsmanship       | Ratio of 1 inch to 1 foot; design is clean and neat (no rough edges or smudges) and tent actually stands up   | Ratio of 1 inch to 1 foot; little evidence of glue or smudging; cardboard somewhat uneven/ragged but tent stands up   | More evidence of glue or smudging; cardboard is uneven/ragged, tent may not stand up  | Lines are crooked, uneven, messy appearance, tent may not stand up  |
| Journal             | Includes exemplary research with designs and adequate materials; the reflection includes appropriate concerns of finished project as well as a description of what worked | Includes adequate research with designs and adequate; the reflection includes appropriate concerns of finished project as well as a description of what worked  | Includes minimal research with few designs and minimal materials; the reflection includes appropriate concerns of finished project <b>or</b> a description of what worked | Research is not evident, designs and materials may or may not be included; reflection is not included or is inappropriate |

**Total Points: \_\_\_\_\_/100**

**Scoring Guide for Who's Toe? Watteau's Rococo**

| <b>Criteria</b>     | <b>Master Artist<br/>25 Points</b>   | <b>Hobby Artist<br/>20 Points</b>   | <b>Starving Artist<br/>10 Points</b>  | <b>Below Basic<br/>5 Points</b>  |
|---------------------|--|---|---|--|
| Historical Accuracy | Shoe exemplifies two or more aspects of the Rococo era, including height and embellishment   | Shoe displays one example of the Rococo era   |   |  |
| Creativity          | One of a kind, unique; unusual use of media  | One of a kind, unique <b>or</b> unusual use of media  | Typical, looks like others; use of media is average   | Plain design; use of media is below average  |
| Craftsmanship       | Clean lines, no tape showing, no rough edges   | Some evidence of glue or tape, and/or cardboard seams visible   | More glue or tape is visible and rough edges are also visible   | Messy appearance   |
| Advertisement       | Principles of design are evident in all of the advertisement; includes an appropriate definition of Rococo, why your shoe is Rococo, and provides more than one reason why it is the one that should be bought | Principles of design are evident in most of the advertisement; includes an appropriate definition of Rococo, why your shoe is Rococo, and provides one reason why it is the one that should be bought | Principles of design are evident in some of the advertisement <b>and</b> includes two of the following: definition of Rococo, why your shoe is Rococo, a reason why it is the one that should be bought | Principles of design may not be evident in the advertisement, includes one of the following: definition of Rococo, why your shoe is Rococo, a reason why it is the one that should be bought |

**Total Points: \_\_\_\_\_/100**