



Washington Township Public Schools

Office of Curriculum & Instruction

Curriculum Guide Checklist

Course Title: Advanced Placement History of Art

Submitted By: Pattie Cushane

Date: 1/11/2016

(Elementary Director or /MS/HS Dept Supervisor please check)

Acceptable	Not Acceptable	N/A		Comments
√			I. Cover Page (Course Description)	
√			II. Demonstrable Proficiencies (MS & HS only)	
		√	III. Scope & Sequence (Elementary only)	
√			IV. List of Major Units of Study	
√			V. (For each unit of study include the following A-E)	
√			A. Unit Overview	
√			B. Unit Graphic Organizer (Web)	
√			C. Unit Plan	
√			1. Topics/Concepts	
√			2. Critical Content (Students Will Know)	
√			3. Skill Objectives (Students Will Be Able To)	
√			4. Instr./Learning Activities and Interdisciplin. Connections	
√			5. Instructional Resources with Title and Page Number	
√			6. Technology and 21 st Century Skills Integration	
√			7. NJCCCS with CPI References	
√			8. Evaluation/Assessment	
		√	D. Lesson Plan Detail (Elementary Only)	
√			E. Cross-Content Standards Analysis Page	
√			F. Curriculum Modification Page Insert	

Approval: Principal: _____

Curriculum Director: _____

Asst. Superintendent: _____

Department Supervisor: _____

Board of Education: _____

PLEASE NOTE: A completed and signed checklist MUST accompany each course of study that is submitted for approval.

Washington Township Public Schools

COURSE OF STUDY – CURRICULUM GUIDE

Course: Advanced Placement History of Art

Written By: Pattie Cushane

Under the Direction of: Bob Frampton

Advanced Placement History of Art is an elective art course designed to examine the meaning and creation of art in early civilizations until the present day. Through viewing, reading, writing and discussions students will learn to recognize various styles and trends from the history of world art as well as representative artists and their roles in society. The function of art as a universal language is studied in depth. Art concepts and vocabulary are examined and the students will compare and contrast original art objects, critique and evaluate artwork, and discuss aesthetics. Through these studies students will learn to recognize and develop an appreciation for and value of worldwide preservation or artistic heritage of diverse cultures. Students who pursue this course are expected to engage in scholarly study and research in order to prepare themselves for the Advanced Placement examination in History of Art. This course fulfills the New Jersey Core Curriculum Standards for the Visual and Performing Arts.

Jack McGee: Assistant Superintendent for Curriculum & Instruction

Gretchen Gerber: Director of Elementary Education

Director of Secondary Education

Written: September, 2015

Revised:

BOE Approval: SEPTEMBER, 2015

DEMONSTRABLE PROFICIENCIES

COURSE TITLE: Advanced Placement History of Art

I. CLASSWORK REQUIREMENTS

- A. Students will participate in discussions and activities, complete any reading or written work and be responsible for any books, printed matter or project materials which they use. They are to do independent research and writing in advance of image lectures in a manner that will provide a study guide and outline the textbook. The course includes written assignments equivalent to college level papers, hands-on experiences to enhance the image-lecture-discussion format and museum visits if possible. Assignments may be turned in on web-based media or in class. Quizzes will be given weekly and tests will be given two times per marking period. Students are encouraged to take the A.P. History of Art Exam in May. Students and teachers will use a college-level art history textbook. Students and teachers will use primary sources of different types. Students and teachers will also rely on secondary sources to enhance their understanding.

II. ATTITUDE & BEHAVIOR

- A. Students are expected to conduct themselves in a manner conducive to a serious learning environment and will be subject to the rules and regulations adapted in the student handbook, approved by the Board of Education.

III. COURSE OBJECTIVES/OVERVIEW

- A. Knowledge: The student will:
- Develop knowledge of the history of art by identifying historical, social and cultural influences and traditions which have generated artistic accomplishment through the ages, which continue to shape contemporary art.
 - Compare original art objects from various periods as to style, medium, significance, and form; be able to identify major museum collections for each period, and visit local museums to view artwork from each period.
 - Define and use the language of visual art.
 - Prepare written reports on museum visits, several short comparison and formal analysis papers and write a major research paper documenting the description and influences of an artist or the influence of a non-Western culture on European art.
- B. Aesthetics: The students will:
- Demonstrate an understanding of different aesthetic philosophies through the evaluation and analysis of artistic styles, trends, and movements.
 - Use analysis, synthesis and evaluation to critique and improve his/her understandings.
 - Recognize the impact of the visual arts in daily living.
- C. Creative/Performing: The students will:
- Demonstrate originality, technical skills and artistic expression in articulating the language of art through written and oral commentary.
 - Demonstrate an understanding of an artistic vocabulary by intelligently discussing periods and styles in art, as well as individual artists and their contributions.
 - Develop civic skills and intelligence to effectively participate in the public life of the country.
 - Understand career awareness of the possibility for further study in art history.
 - Demonstrate the reasonable use of time in the completion of an assignment.
 - Be able to elect to take the College Board A.P. History of Art exam.

IV. ATTENDANCE

Attendance: Refer to Board of Education Policy

V. GRADING PROCEDURES

40% Tests

30% Research Paper/Presentations

30% Quizzes, Classwork, Homework

Any student will pass this course by demonstrating an overall proficiency of 70%, by totaling the above.

MAJOR UNITS OF STUDY

Course Title: Advanced Placement History of Art

- I. Unit 1: Mastering the Approach (Gardner introduction) (15 days)**
- II. Global Prehistory and the Pacific (Gardner Chs. 1, 36) (10 days)**
- III. Indigenous Americas and Africa (chs 18, 19, 35, 37) (10 days)**
- IV. Ancient Mediterranean (chs. 2, 3, 4, 5,6, 7) (20 days)**
- V. Asia (chs. 15, 16, 17, 32, 33, 34) (20 days)**
- VI. Early Europe, through 1400 C.E. (chs 8,9,10,11,12, 13, 14) (20 days)**
- VII. European Renaissance, 1400–1750 C.E.^L_{SEP} (chs. 20, 21, 22) (15 days)**
- VII. Later Europe and Americas, 1750–1980 C.E (chs. 24, 25, 26, 27, 28, 25, . 29, 30) (40 days)**
- X. Global Contemporary (ch. 31) (10 days)**

UNIT OVERVIEW

Course Title: Advanced Placement Art History

Unit #: UNIT 1 OVERVIEW **Unit Title:** Introduction to the Study of and Conversation About Art

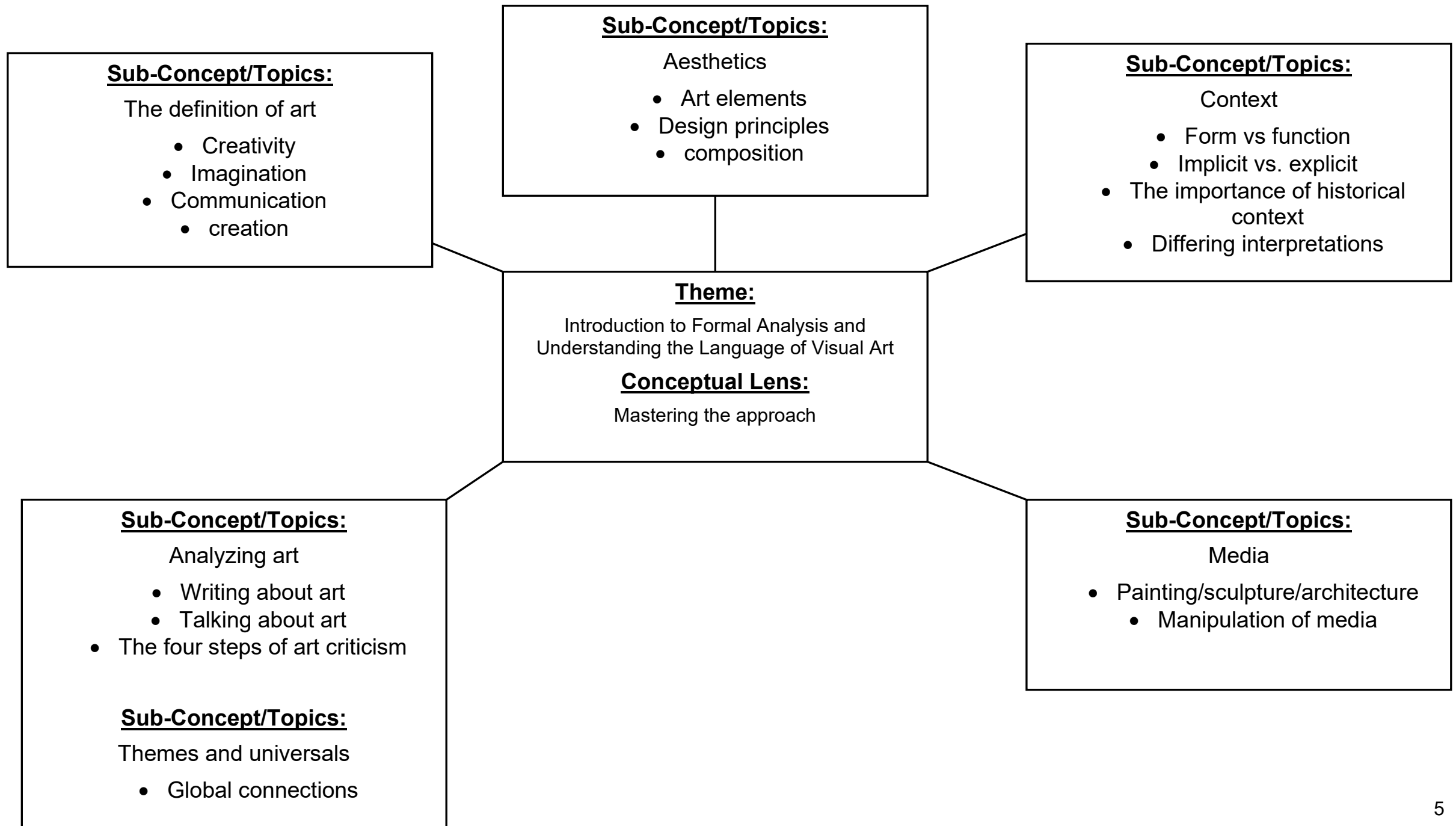
Unit Description and Objectives:

Students will be introduced to the history of art by defining what art is and how to study it. Students will learn the criteria which most art historians agree defines art and utilize that definition to identify works of art throughout the year which have defined their time and expanded the world of art. Also in this unit, students will explore the theories of two pioneering art historians who defined approaches to studying art. Students will use both the Wolfflinian and Dvorakian theories during the year as they analyze works of art. In addition, students will learn the language of visual art- the design elements and principles and be able to recognize them as they study artworks throughout history. The central questions of this course include the following: What is art and how is it made? Why and how does art change? How do we describe our thinking about art? As they address these questions, students master effective and precise articulation of an artwork’s meaning and function, its maker’s methodology, and the ways it reflects and affects its historical and cultural context.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. What is art?	1. Art is an original product created by a human that communicates thoughts, ideas and meaning.	1.1 How do we talk with a work of art, and how does it talk to us? 1.2 Why do some subjects, by artists from different times and places, look so similar, while others look so different? 1.3 Why don’t we always agree about what we see? 1.4 What are the elements that make art art?
2. What is the visual language all artists use to communicate?	2. An understanding of design and composition is crucial in analyzing works of art.	2.1 What are the art elements? 2.2 What are the design principles? 2.3 What are aesthetics? 2.4 How do aesthetics vary among cultures and what are the similarities cross-culturally?
3. Why is context important to the study of art?	3. Art must be studied in relationship to context.	3.1 What is context? 3.2 How does context inform our understanding of works of art?
4. How do themes in art reveal the universal connections among cultures?	4. Universal themes in art inform our understanding of the art.	4.1 What are universal themes? 4.2 How do universal themes cross cultures and time? 4.3 How do universal themes help us understand a work of art better?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Advanced Placement History of Art
Unit Number/Title: Introduction to the Study of and Conversation About Art
Conceptual Lens: Mastering the Approach
Appropriate Time Allocation (# of Days): 20 days

Primary Core Content Standards referenced With Cumulative Progress Indicators			
1.3.12.D.4-5			
1.4.12.A.1-4			
1.4.12.B.1-3			

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
<p>The definition of art</p> <ul style="list-style-type: none"> • Creativity • Imagination • Communication • Creation <p>Aesthetics</p> <ul style="list-style-type: none"> • Art elements • Design principles • Composition <p>Context</p> <ul style="list-style-type: none"> • Form vs function • Implicit vs. explicit • The importance of historical context • Differing interpretations 	<p>career information, resources in the field of art history</p> <p>the theories of art history</p> <p>the four steps of art criticism</p> <p>the visual language of art (elements and principles)</p> <p>the definition of aesthetics</p> <p>basic media vocabulary and processes and how they play an important role in the creation of art</p> <p>the cross-cultural themes and universals that define meaning in art</p>	<p>Identify and describe, using the language of art, theories of art and explain their similarities and differences in assigned written and oral presentations.</p> <p>Discuss how art theories can help in arriving at a definition for art.</p> <p>Observe, describe, analyze, interpret and make judgments about works of art.</p> <p>Synthesize experiences from museums, galleries, libraries, cultural institutions, and the community</p>	<p>Watch video- “What is Art?” Bruce Nauman</p> <p>Visual and Contextual Analysis</p> <p>For 2 minute sketches of specifically assigned works of art. Guided analysis. Small group discussion. introducing contextual material applying paradigms</p> <p>But Is It Art?</p> <p>Before class, students read “What Is Art?” in the textbook and watch the Colbert Nation videos. Class discussion based on student notes; consideration of background of the work; intended function; compare ancient works which were not created as art vs modern works which were</p> <p>Instructional Activity: Tradition and Change</p> <p>Use pre-reading and subsequent discussion to explore innovation, tradition, influence, and change</p>	<p>Primary source:</p> <ul style="list-style-type: none"> • Gardner’s Art Through the Ages, 15th edition, Fred S. Kleiner <p>Secondary sources:</p> <ul style="list-style-type: none"> • Thinking and Writing About Art History, 3rd edition, Donna K.Reid • Exploring Art, A Global Thematic Approach 5th edition, Margaret Lazzari, Dona Schlieser • Khan academy website • PBS Nova website • Unesco website • Edmodo or other group sharing website • artstore • IMC videos, internet videos • Teacher power point presentations 	<p><i>Learning and Innovation Skills:</i></p> <ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Analysis and Assessment <p><i>Information, Media and Technology Skills:</i></p> <ul style="list-style-type: none"> • Information Literacy • Media Literacy, such as smartboard • Projector • Document camera • edmodo/moodle or other group classroom sites for communication of research • Quizzing and notetaking sites such as “zaption” • schoolwires 		<p><u>Formative Assessments:</u></p> <p>How Do Works of Art Evoke Responses?</p> <p>From the art in the image set that we have already studied, students choose a work that they've had a strong reaction to, and in either a spoken or written format, each student identifies the work, explains his or her reaction, and analyzes the content and formal elements in the work that provoked</p> <p>Completed study guides which accompany the text</p> <p>Objective quizzes based on reading</p> <p>Graded homework</p> <p>Graded collaborative small group work</p>

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
		<p>Discern between what is art and what is not when they are exposed to imagery</p> <p>Use the context of a work of art as a tool to deciphering its origin, meaning and relationship to history</p> <p>Interpret a work of art using their own informed opinion</p> <p>Identify themes in art</p>	<p>in specific works of art</p> <p>Instructional Activity: Audience Response</p> <p>Before class, students read the textbook section on formal analysis. Respond with a visual image when listening to a musical piece; question how artists can shape those responses.</p> <p>Instructional Activity: Differing Interpretations</p> <p>Misinterpretation of works of art removed from their cultural contexts; discuss potential misinterpretations by outsiders along with the meaning of the works within their cultural contexts.</p>		<p><i>Life and Career Skills:</i></p> <ul style="list-style-type: none"> • Flexibility and Adaptability • Initiative and Self-Direction • Social and Cross-Cultural Skills • Productivity and Accountability <p>Leadership and Responsibility</p>		<p><u>Summative Assessment(s)</u></p> <p>Objective and essay test Slide identification test</p> <p>Written formal analyses of works of art</p> <p>Projects or presentations graded with a rubric</p>

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Learners with an IEP	Learners with a 504
Have students use a Venn diagram when comparing works of art	Have students look up answers to questions the rest of the class has about the content of the lesson and submit a paragraph explanation for extra credit	Have students use a Venn diagram when comparing works of art	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here</p>	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.
Provide notes	Have students do a compare contrast of two works of art of the same theme but in different cultures	Provide notes		
Pair up with a buddy with a good grasp of the content	Assign students to watch extra videos of works of art relevant to the chapter and have them write a brief page summarizing what they read	Pair up with a buddy with a good grasp of the content		
Review/repeat/restate directions	Have students sketch out ideas in a sketchbook	Review/repeat/restate directions		
Provide vocabulary list with definitions prior to discussion		Provide vocabulary list with definitions prior to discussion		
Allow students to make corrections to tests and quizzes for additional credit		Allow students to make corrections to tests and quizzes for additional credit		
Reinforce lessons with printed visuals in chronological order posted in the room		Reinforce lessons with printed visuals in chronological order posted in the room		
Students can circle the design elements and principles on laminated works of art		Allow students to use a translator		
		Reference works of art from their own culture of origin		
		Students can circle the design elements and principles on laminated works of art		

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UNIT OVERVIEW

Course Title: Advanced Placement History of Art

Unit #: UNIT 2 OVERVIEW

Unit Title: Prehistoric and the Pacific

Unit Description and Objectives:

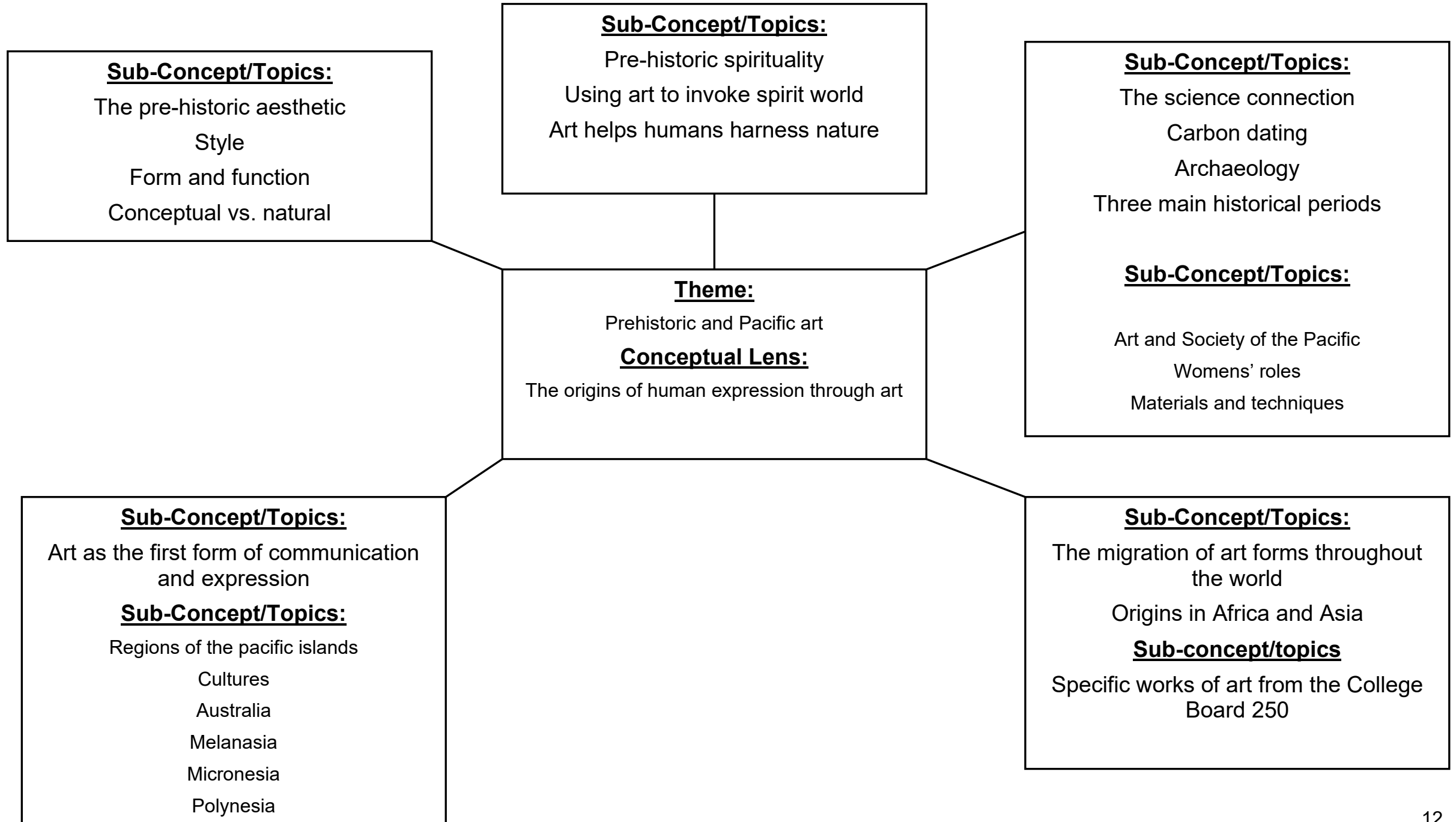
This unit introduces students to the beginnings of art as a natural aspect of humanity which is organically derived from our biological urge to create and record. Students will study works of art that date back as far as man has had the capability of creating in order to appreciate art’s importance to human development and to better understand humans in their earliest times. Connections will be made that tie artwork across time and cultures from the earliest civilizations to ancient Greece and Rome, both of which are regarded as the seed of Western artistic philosophy and which guides the western aesthetic. Students will use their knowledge gained in the previous unit to formally analyze works of art from this period. The artwork studied will be placed into the context of the time and culture in which they were made, so a better understanding of the art and the environment in which it was made can be reached. Particular attention will be paid to the art of the Pacific as a contrast to prehistoric art. The works of indigenous Pacific Islanders and Australia will provide perspective to the discussion of the natural development of art in the human race.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. Why did human expression exist across the globe before the written record?	1. Human expression existed across the globe before the written record.	1.1 How are groups of people shaped by their relationships with the natural world? How is that expressed through art? 1.2 What common elements or themes exist among works of prehistoric art around the globe? 1.3 How does creating art satisfy the human need to express themselves?
2. Why did the art form begin in Africa and Asia?	2. The fist instances of important artistic media, approaches and values occurred in Africa and Asia and spread from there.	2.1 What materials and artistic approaches spread from continent to continent? 2.3 How have artists adapted human and animal forms to depict both natural and supernatural beings? 2.3 How did it spread?
3. How did historians and scientists work together to increase their knowledge of prehistoric art?	3. Over time, art historians’ knowledge of global prehistoric art has developed through collaboration with social and physical scientists.	3.1 What are the processes of archeological excavations and carbon 14 dating? 3.2 How does archeology and science inform our understanding of prehistoric people?
4. Why have humans relied upon art to communicate with and gain power over nature?	4. Humans began communicating with nature via the spirit world using artistic forms.	4.1. How did spirituality evolve through the medium of art? 4.2 Why did pre-historic humans connect nature to spirituality? 4.3 How has art continued to be strongly connected to spirituality and religion throughout history?

5. What is the connection between pre-historic art and art of the Pacific Islands?	5. There is an inherent connection between pre-historic art and the art of the Pacific Islands.	5.1 What stylistic similarities are there? 5.2 How are the connections between spirituality and nature dominant in both cultures?
6. What do the artworks of the Pacific Islands reveal to us about their various cultures?	6. Studying the art of the Pacific Island cultures gives us powerful information about the history and values of those cultures.	6.1 What are the various cultures in the Pacific region? 6.2 How are those cultures distinguished? 6.3 What are their common traits? 6.4 What specific works of art best exemplify the art of the Pacific?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Advanced Placement History of Art
Unit Number/Title: 2 Prehistoric Art and the Art of the Pacific
Conceptual Lens: The Origin of Human Expression Through Art
Appropriate Time Allocation (# of Days): 10 days

Primary Core Content Standards referenced With Cumulative Progress Indicators			
1.1.12.D.1-2	1.4.12.A.1-4		
1.2.12.A.1-2	1.4.12.B.1-3		
1.3.12.1.D.4-5			

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
<ul style="list-style-type: none"> Art as the first form of communication and expression The science connection Carbon dating Archaeology Three main historical periods The pre-historic aesthetic Style Form and function The migration of art forms throughout the world Origins in Africa and Asia Pre-historic spirituality Using art to invoke spirit world Art helps humans harness nature Specific works of art from the college board 250 Regions of the pacific islands 	<ul style="list-style-type: none"> Three major art periods Origins of art Geographical development Science of carbon dating and archaeology Specific works of art representing painting, sculpture and architecture Conceptual art vs. natural representation of objects The connection among spirituality, nature, and art The various cultures of the Pacific islands What distinguishes each culture and the 	<ul style="list-style-type: none"> Identify the prehistoric aesthetic Describe characteristics of pre-historic works of art Make connections to art forms throughout history Discuss and write about the art generated in pre-historical periods Identify the cultures of the Pacific Islands Distinguish styles among them Connect similarities among them Recognize works of art from the Pacific Islands based on specified characteristics Analyze works of art from the Pacific Islands 	<ul style="list-style-type: none"> Small group or independent work with Venn diagrams Group or independent note-taking using Graphic organizers Viewing videos to supplement knowledge Use of edmodo for class discussion, essays, online quizzes Large class or small group Discussion of one of the following: <ul style="list-style-type: none"> Thematic connections Comparative analysis The human form in prehistory Objects and the afterlife Architecture in prehistory 	<p>Primary source:</p> <ul style="list-style-type: none"> Gardner's Art Through the Ages, 15th edition <p>Secondary sources:</p> <ul style="list-style-type: none"> Thinking and Writing About Art Exploring Art Khan academy website PBS Nova website Unesco website Edmodo or other group sharing website artstore IMC videos, internet videos Teacher power point presentations 	<p><i>Learning and Innovation Skills:</i></p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Analysis and Assessment <p><i>Information, Media and Technology Skills:</i></p> <ul style="list-style-type: none"> Information Literacy Media Literacy, such as smartboard Projector Document camera edmodo/moodle or other group classroom sites for communication of research 		<p><u>Formative Assessments:</u></p> <p>Formal critiques</p> <p>Essays</p> <p>Graded class discussion</p> <p>Completion of online work</p> <p>Quizzes</p> <p>Completion of study guides tests</p> <p><u>Summative Assessment(s)</u></p> <p>Midterm and final assessments</p> <p>AP exam</p>

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & Interdisciplinary Connections	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<ul style="list-style-type: none">○ Cultures○ Australia○ Melanasia○ Micronesia○ Polynesia• Art and Society of the Pacific<ul style="list-style-type: none">○ Women's roles○ Materials and techniques	<p>commonalities among them</p> <ul style="list-style-type: none">• The tradition of ceremonial men's houses and meeting houses• The importance of the art of the mask• The art of body tattooing				<ul style="list-style-type: none">• Quizzing and notetaking sites such as "zaption"• schoolwires <p><i>Life and Career Skills:</i></p> <ul style="list-style-type: none">• Flexibility and Adaptability• Initiative and Self-Direction• Social and Cross-Cultural Skills• Productivity and Accountability <p>Leadership and Responsibility</p>		

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Learners with an IEP	Learners with a 504
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Provide notes	Have students do a compare contrast of two works of art of the same theme but in different cultures	Provide notes		
Pair up with a buddy with a good grasp of the content	Assign students to watch extra videos of works of art relevant to the chapter and have them write a brief page summarizing what they read	Pair up with a buddy with a good grasp of the content		
Review/repeat/restate directions	Have students sketch out ideas in a sketchbook	Review/repeat/restate directions		
Provide vocabulary list with definitions prior to discussion		Provide vocabulary list with definitions prior to discussion		
Allow students to make corrections to tests and quizzes for additional credit		Allow students to make corrections to tests and quizzes for additional credit		
Reinforce lessons with printed visuals in chronological order posted in the room		Reinforce lessons with printed visuals in chronological order posted in the room		
Students can circle the design elements and principles on laminated works of art		Allow students to use a translator		
		Reference works of art from their own culture of origin		
		Students can circle the design elements and principles on laminated works of art		

UNIT OVERVIEW

Course Title: AP History of Art

Unit #: UNIT 3

Unit Title: Indigenous Americas and Africa (chs 18, 19, 35, 37)
(10 days)

Unit Description and Objectives:

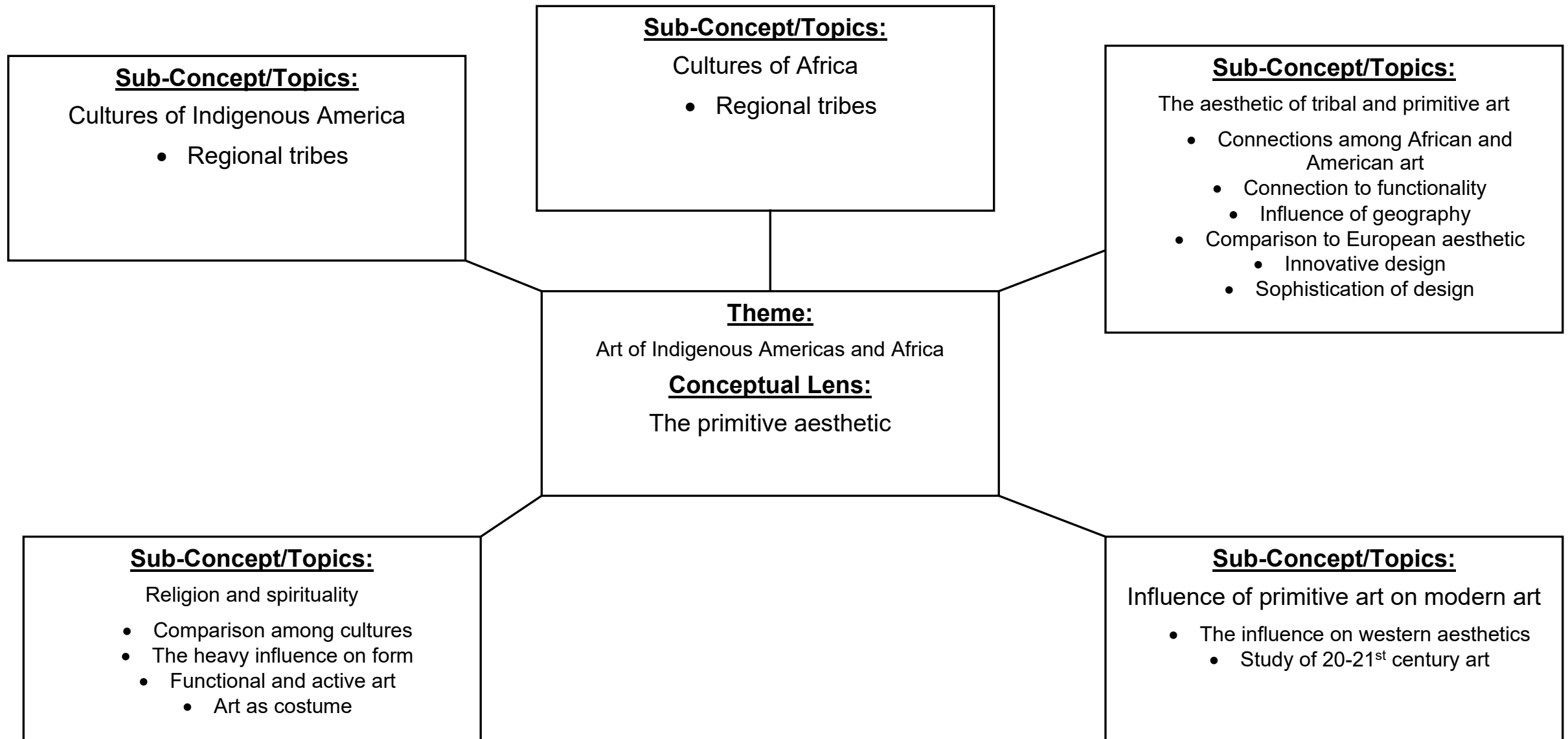
This unit focuses on the art and cultures from the indigenous peoples of the continents of the Americas and Africa. The notable characteristics of the art of America are themes of war and human sacrifice, pyramid design, weaving, sculpting, pottery as well as unique materials and techniques associated with them. Special consideration will be paid to the connection among art, religion and politics and gender roles. In order to understand African art, consideration will be paid to the concepts of royalty, ancestry and the spirit world, as well as gender roles and the rituals surrounding them. Masks and costumes are common among African works of art. Study of both Native American and African contemporary art will also be covered in this unit.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. Why is the art of the Indigenous Americans considered among the oldest art forms?	1. Art of the Indigenous Americans is among the oldest artistic traditions.	1.1 Where did the art and cultures of indigenous Americans originate? 1.2 What are the different regional cultures of the Indigenous American people? 1.3 What are the overarching traits of the art of these cultures? 1.4 Why is art considered participatory and active rather than created simply for passive viewing?
2. What are the ancient and modern cultures of Mesoamerica	2. The cultures of Mesoamerica encompass what is now Mexico, Guatemala, Beliz and Honduras, which were the ancient Aztec, Mayan and Oltec cultures.	2.1 What are the overarching characteristics of art of Mesoamerica? 2.2 What is the role of mythology in art? 2.3 How did foreign invaders shape their art? 2.4 Why was native art valued by both he Europeans and later post-Spanish cultures?
3. How did the geography of the Central Andes Mountain region affect the art and culture of the indigenous people?	3. Art and culture was shaped by the geographical challenges of the region the people inhabited.	3.1 What is the terrain of the central Andes region? 3.2 What materials and techniques are unique to the people of this region? 3.3 How does the sophistication of artworks found from Neolithic times in this region reveal the depth of knowledge of these people? 3.4 Who are the cloistered expert weavers of the Andes? 3.5 What are the typical subjects of Andean art?

		<p>3.6 How did foreign invaders influence the art and culture of the people of this region?</p> <p>3.7 How did the art of the indigenous Andes people influence modern European artists?</p>
4. How do Native Americans continue to produce relevant and influential art in modern times?	4. Native Americans continue to produce new art forms while maintaining the original characteristics of the original natives.	<p>4.1 What are the various traditional and modern media of the Native American cultures?</p> <p>4.2 What are the overarching characteristics and subjects of art from these various cultures?</p> <p>4.3 What intellectual endeavors and interests are evident in the art of these cultures?</p>
5. How does the art of Africa reflect the origins of human race?	5. The art of Africa dates back to 77,000BCE and reveals the origins of the human race.	<p>5.1 Where are the most ancient artworks found?</p> <p>5.2 What were the subjects of these artworks?</p> <p>5.3 What do these artworks reveal about the lifestyles of the most primitive cultures in history?</p>
6. What is the function of art in African society?	6. African art is active, validating social organization and reflect human relations.	<p>6.1 What materials and techniques were employed by traditional African artists?</p> <p>6.2 What belief systems does African art reveal?</p> <p>What role do costumes and masks play in African art?</p> <p>6.3 How is performance and activity pertinent to the production of African art?</p>
7. How has traditional African Art influenced global art and intellectual world?	7. Traditional art has been collected by artists and intellects around the world, treasured for its artistic power and influencing modern art.	<p>7.1 Who has collected the art of Africa?</p> <p>7.2 How does the foreign eye affect the meaning of African art?</p> <p>How has African art influenced modern art?</p>

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Advanced placement History of Art
Unit Number/Title: #3 Art of Africa and Indigenous America
Conceptual Lens: The Primitive aesthetic
Appropriate Time Allocation (# of Days): 10 days

Primary Core Content Standards referenced With Cumulative Progress Indicators			
1.1.12.D.1-2	1.4.12.A.1-4		
1.2.12.A.1-2	1.4.12.B.1-3		
1.3.12.1.D.4-5			

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
<ul style="list-style-type: none"> Cultures of Indigenous America and Africa <ul style="list-style-type: none"> Regional cultures The aesthetic of tribal and primitive art <ul style="list-style-type: none"> Connections among African and American art sophistication and innovations of primitive design Connection to functionality and geography Comparison to the European aesthetic Influence of spirituality and religion <ul style="list-style-type: none"> Art as a communication with spirits Art as costume/action/expression 	<ul style="list-style-type: none"> the most artistically relevant tribes of indigenous America and Africa the various influences on African and American art, including geography, religion, functionality the aesthetic characteristics of primitive art the difference between primitive art and the European aesthetics the direct relevance of primitive art on the evolution of modern and contemporary art 	<ul style="list-style-type: none"> Identify the primitive aesthetic Describe characteristics of primitive works of art Make thematic connections to art forms throughout history Discuss and write about the art generated in pre-historical periods Identify the cultures of Indigenous cultures of Africa and America Distinguish styles among them Connect similarities among them Analyze works of art from Africa and the Americas Appreciate primitive design as a direct expression of religion, geography and functionality 	<ul style="list-style-type: none"> Small group or independent work with Venn diagrams Group or independent note-taking using Graphic organizers Viewing videos to supplement knowledge Use of edmodo for class discussion, essays, online quizzes Large class or small group Discussion of one of the following: <ul style="list-style-type: none"> Thematic connections Comparative analysis Tribal cultures and associated geography Aesthetics of primitive art Influence on modern and contemporary art 	Primary source: <ul style="list-style-type: none"> Gardner's Art Through the Ages, 15th edition Secondary sources: <ul style="list-style-type: none"> Thinking and Writing About Art Exploring Art Khan academy website PBS Nova website Unesco website Edmodo or other group sharing website artstore IMC videos, internet videos Teacher power point presentations 	<i>Learning and Innovation Skills:</i> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Analysis and Assessment <i>Information, Media and Technology Skills:</i> <ul style="list-style-type: none"> Information Literacy Media Literacy, such as smartboard Projector Document camera edmodo/moodle or other group classroom sites for communication of research 		<u>Formative Assessments:</u> Formal critiques Essays Graded class discussion Completion of online work Quizzes Completion of study guides tests <u>Summative Assessment(s)</u> Midterm and final assessments AP exam

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<ul style="list-style-type: none">• Influence of primitive art on modern art<ul style="list-style-type: none">○ influence on western aesthetics○ brief overview of modern and contemporary art					<ul style="list-style-type: none">• Quizzing and notetaking sites such as “zaption”• schoolwires <p><i>Life and Career Skills:</i></p> <ul style="list-style-type: none">• Flexibility and Adaptability• Initiative and Self-Direction• Social and Cross-Cultural Skills• Productivity and Accountability <p>Leadership and Responsibility</p>		

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Learners with an IEP	Learners with a 504
Have students use a Venn diagram when comparing works of art	Have students look up answers to questions the rest of the class has about the content of the lesson and submit a paragraph explanation for extra credit	Have students use a Venn diagram when comparing works of art	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here</p>	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.
Provide notes	Have students do a compare contrast of two works of art of the same theme but in different cultures	Provide notes		
Pair up with a buddy with a good grasp of the content	Assign students to watch extra videos of works of art relevant to the chapter and have them write a brief page summarizing what they read	Pair up with a buddy with a good grasp of the content		
Review/repeat/restate directions	Have students sketch out ideas in a sketchbook	Review/repeat/restate directions		
Provide vocabulary list with definitions prior to discussion		Provide vocabulary list with definitions prior to discussion		
Allow students to make corrections to tests and quizzes for additional credit		Allow students to make corrections to tests and quizzes for additional credit		
Reinforce lessons with printed visuals in chronological order posted in the room		Reinforce lessons with printed visuals in chronological order posted in the room		
Students can circle the design elements and principles on laminated works of art		Allow students to use a translator		
		Reference works of art from their own culture of origin		
		Students can circle the design elements and principles on laminated works of art		

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UNIT OVERVIEW

Course Title: Advanced Placement History of Art

Unit #: UNIT 4 OVERVIEW

Unit Title: Art of the Ancient Mediterranean

Unit Description and Objectives:

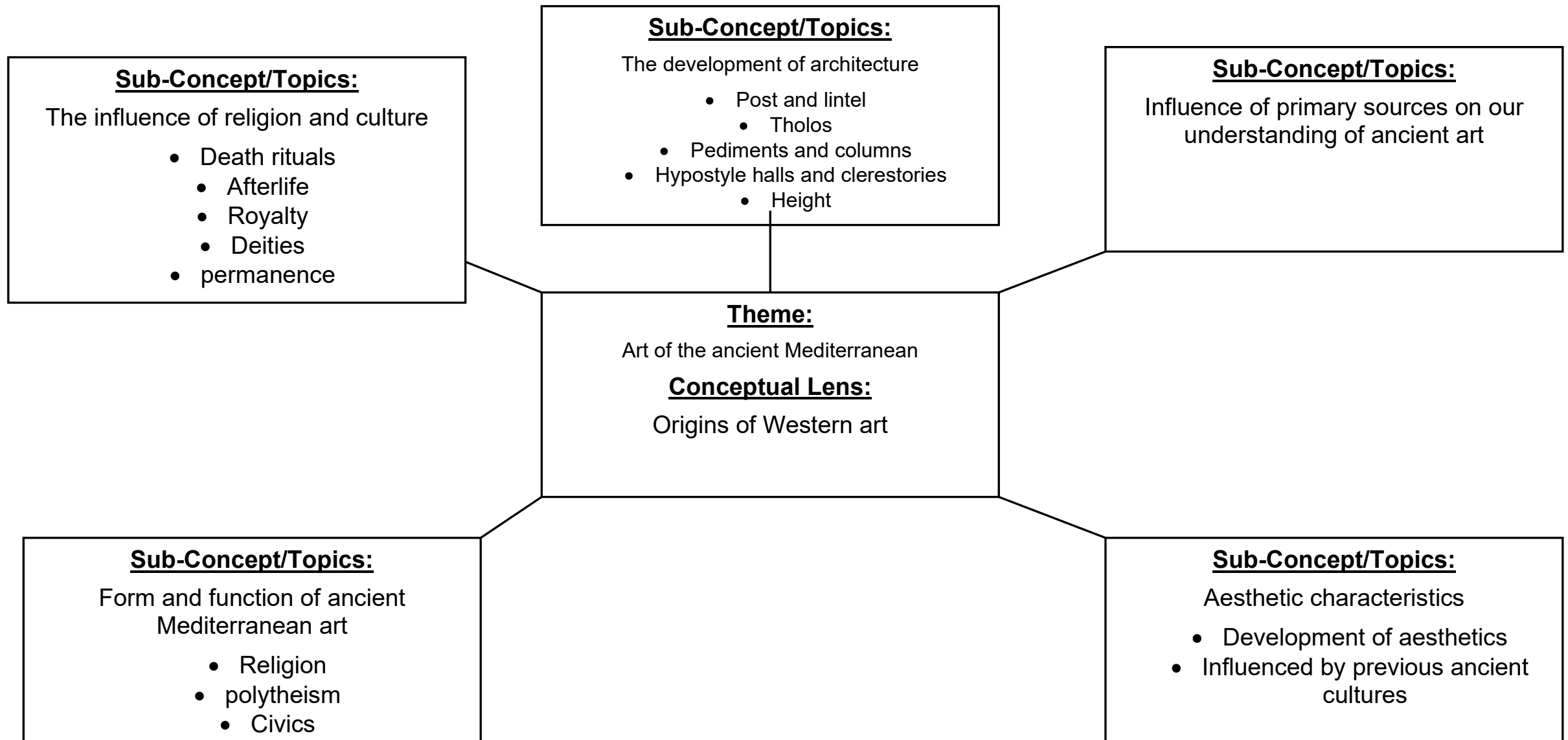
This unit takes a comprehensive look at the art of the Ancient Mediterranean people of various cultures who are regarded as the beginnings of western European tradition. The unit includes Egyptian, Mesopotamian, Minoan, Cycladic, Aegean, Greek, Etruscan and Roman art. Highlighted in the study will be the development of the European aesthetic in sculpture, painting, and architecture. The development of architectural design and innovation will be discussed in more detail. We will make comparisons among these civilizations and see the influence of cultural and religious practices.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. How did the fascination with death, royalty and divinities influence the art of ancient cultures?	1. The artistic traditions of the ancient Near east and Egypt focused on royalty and death rituals.	1.1 What specific religious traditions influenced art? 1.2 What specific cultural traditions involve ancient royalty and dynastic lines? 1.3 Who are the major kings/pharaohs who affected art the most?
2. How does religion play a significant role in art and architecture?	2. Religion plays a significant role in art and architecture.	2.1 How are deities and humans depicted differently in art? 2.2 What is a composite view and why was it used? 2.3 What was the original function of most architecture in the ancient world?
3. How does art express the Egyptian culture's focus on permanence?	3. Egyptian art centers on the sense of permanence.	3.1 What artistic forms express the Egyptian focus on permanence? 3.2 What is the artistic canon of Egyptian art? 3.3 What is the style of Egyptian art and why does it persist for thousands of years?
4. How do religion and civic ideals play a role in the development of Greek, Etruscan and Roman art?	4. The arts of ancient Greece, Etruria and Rome are grounded in civic ideals and polytheism.	4.1 What civic ideals are expressed in Greek, Etruscan and Roman art? 4.2 What are the religions of ancient Greece, Etruria and Rome? 4.3 What is the structure of each civilization? 4.5 What are the specific periods that describe the evolution of style and sophistication within these cultures?

5. How are Greek, Etruscan and Roman arts influenced by the art of previous ancient Mediterranean cultures?	5. Greek, Etruscan and Roman arts are influenced by earlier ancient Mediterranean art.	5.1. What aspects of earlier cultures are seen in are evident in the art Greece, Etruria and Rome? 5.2 What are the artistic characteristics of ancient Greek, Etruscan and Roman art? How did each of these cultures influence one another? What aesthetic similarities can be seen among them?
6. What informs our knowledge about the art and culture of ancient Greece, Etruria and Rome?	6. Contextual information based on primary sources gathered in modern times helps us understand art of the ancient world.	6.1 What are primary sources? 6.2 What primary sources help us to understand art of the ancient world? 6.3 Why do we know so little about Etrurian art?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Advanced Placement History of Art
Unit Number/Title: #4 Art of the Ancient Mediterranean
Conceptual Lens: Origins of Western art
Appropriate Time Allocation (# of Days): 20 days

Primary Core Content Standards referenced With Cumulative Progress Indicators			
1.1.12.D.1-2	1.4.12.A.1-4		
1.2.12.A.1-2	1.4.12.B.1-3		
1.3.12.1.D.4-5			

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
<p>The development of architecture</p> <ul style="list-style-type: none"> Post and lintel Tholos Pediments and columns Hypostyle halls and clerestories Height <p>The influence of religion and culture</p> <ul style="list-style-type: none"> Death rituals Afterlife Royalty Deities Permanence <p>Form and function of ancient Mediterranean art</p> <ul style="list-style-type: none"> Religion polytheism Civics <p>Aesthetic characteristics</p> <ul style="list-style-type: none"> Development of aesthetics <p>Influenced by previous ancient cultures</p>	<ul style="list-style-type: none"> The origins of western art Specific characteristics of Mediterranean works of art Cultural and religious characteristics of the civilizations of the Mediterranean Primary sources and their importance in our understanding of ancient works of art The evolution of western architecture 	<ul style="list-style-type: none"> Identify the ancient Mediterranean aesthetic Describe characteristics of ancient Mediterranean works of art Make connections to art forms throughout both Western and non-western history Discuss and write about the art generated in ancient historical periods Identify the cultural influences Distinguish styles among them Connect similarities among them Recognize works of art from the ancient Mediterranean based on specified characteristics 	<ul style="list-style-type: none"> Small group or independent work with Venn diagrams Group or independent note-taking using Graphic organizers Viewing videos to supplement knowledge Use of edmodo for class discussion, essays, online quizzes Large class or small group Discussion of one of the following: <ul style="list-style-type: none"> Thematic connections Comparative analysis The human form Objects and the afterlife Architectural innovations 	<p>Primary source:</p> <ul style="list-style-type: none"> Gardner's Art Through the Ages, 15th edition <p>Secondary sources:</p> <ul style="list-style-type: none"> Thinking and Writing About Art Exploring Art Khan academy website PBS Nova website Unesco website Edmodo or other group sharing website artstore IMC videos, intrnet videos Teacher power point presentations 	<p><i>Learning and Innovation Skills:</i></p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Analysis and Assessment <p><i>Information, Media and Technology Skills:</i></p> <ul style="list-style-type: none"> Information Literacy Media Literacy, such as smartboard Projector Document camera edmodo/moodle or other group classroom sites for communication of research 		<p><u>Formative Assessments:</u></p> <p>Formal critiques</p> <p>Essays</p> <p>Graded class discussion</p> <p>Completion of online work</p> <p>Quizzes</p> <p>Completion of study guides tests</p> <p><u>Summative Assessment(s)</u></p> <p>Midterm and final assessments</p> <p>AP exam</p>

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
Informing our understanding of ancient cultures <ul style="list-style-type: none">Primary sources		<ul style="list-style-type: none">Analyze works of art from ancient Mesopotamia			<ul style="list-style-type: none">Quizzing and notetaking sites such as “zaption”schoolwires <p><i>Life and Career Skills:</i></p> <ul style="list-style-type: none">Flexibility and AdaptabilityInitiative and Self-DirectionSocial and Cross-Cultural SkillsProductivity and Accountability <p>Leadership and Responsibility</p>		

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Learners with an IEP	Learners with a 504
Have students use a Venn diagram when comparing works of art	Have students look up answers to questions the rest of the class has about the content of the lesson and submit a paragraph explanation for extra credit	Have students use a Venn diagram when comparing works of art	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning</p>	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.
Provide notes	Have students do a compare contrast of two works of art of the same theme but in different cultures	Provide notes		
Pair up with a buddy with a good grasp of the content	Assign students to watch extra videos of works of art relevant to the chapter and have them write a brief page summarizing what they read	Pair up with a buddy with a good grasp of the content		
Review/repeat/restate directions	Have students sketch out ideas in a sketchbook	Review/repeat/restate directions		
Provide vocabulary list with definitions prior to discussion		Provide vocabulary list with definitions prior to discussion		
Allow students to make corrections to tests and quizzes for additional credit		Allow students to make corrections to tests and quizzes for additional credit		
Reinforce lessons with printed visuals in chronological order posted in the room		Reinforce lessons with printed visuals in chronological order posted in the room		
Students can circle the design elements and principles on laminated works of art		Allow students to use a translator		
		Reference works of art from their own culture of origin		

		Students can circle the design elements and principles on laminated works of art	opportunities. The framework can be viewed www.udlguidelines.cast.org here	
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UNIT OVERVIEW

Course Title: Advanced Placement History of Art

Unit #: UNIT 5 OVERVIEW

Unit Title: Asian Art

Unit Description and Objectives:

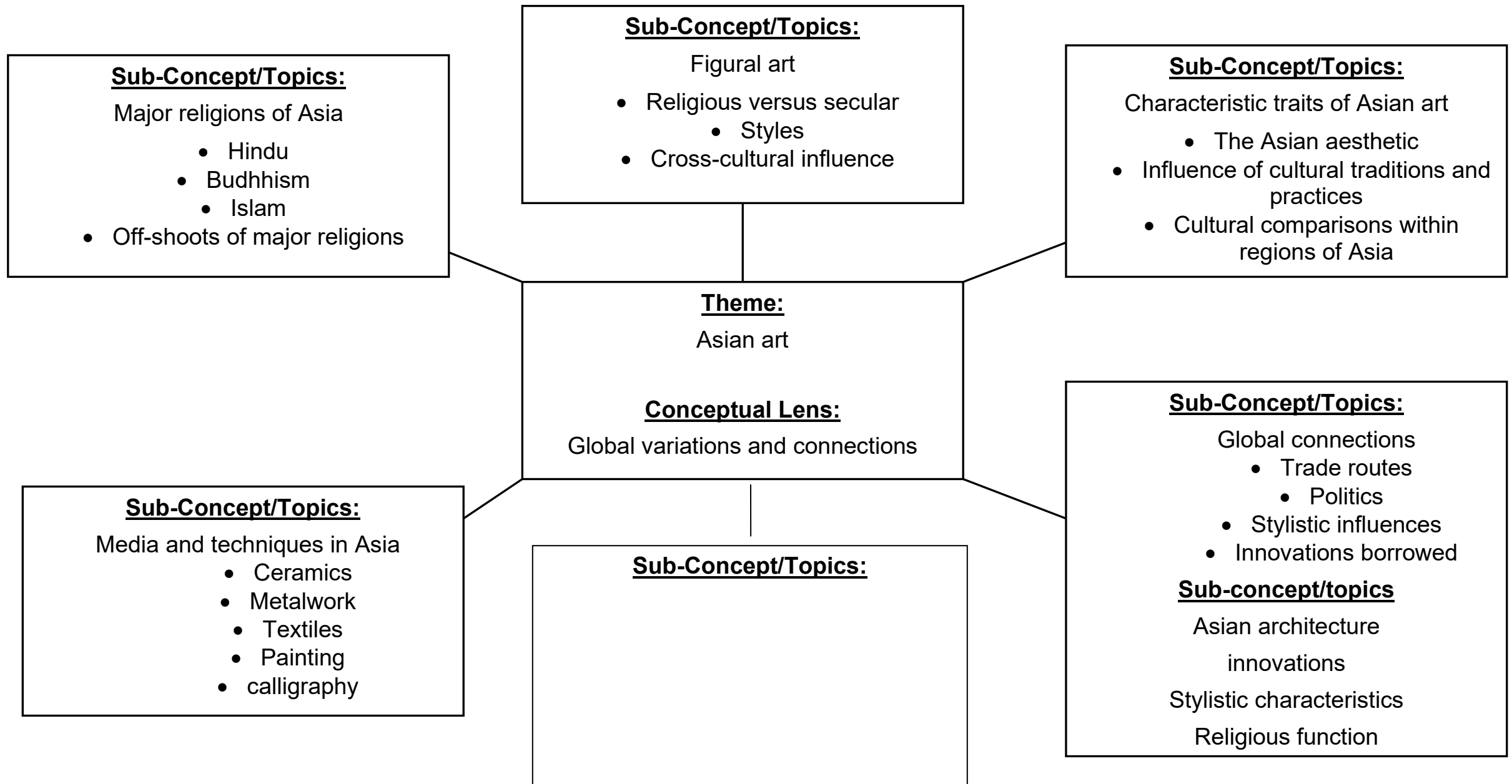
In this unit students will improve their understanding of the cultures and arts of the people of the Asian continent. We will view artwork from Asia which represent some of the world’s oldest art forms with the most diverse and sophisticated methods. Special attention will be paid to the rich religious traditions of Asia such as Buddhism, Hindu Daoism and Confucianism. The stylistic characteristics due to media and materials unique to Asian art will be highlighted, including porcelain ceramics, metalwork, textiles, painting and calligraphy. We will explore the interchanges and cross-influences of the art of the Far East and Western Europe and America.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. How do the religions practiced by the various people of Asia unite them?	1. The religious arts of Asia are united by the traditions of the region: Buddhism, Islam and Hinduism.	1.1 What is Hinduism? 1.2 What is Buddhism? 1.3 What is Islam? 1.4 What are the off-shoots of these three major religions? 1.5 How are these same religions practiced throughout Asia but in diverse ways? 1.6 How is architecture used to worship? 1.7 What is the significance of the pilgrimage?
2. What impact does religion have on the style of figural forms?	2. The style of figural art changes, depending on whether or not it is religious or secular in function.	2.1 What is the figural iconography of Asian art? 2.2 Why is figural imagery absent in Islamic art?
3. How do materials and media affect the outcome of the artwork?	3. Artists of Asia excelled in particular media and materials which exhibit key characteristics unique to their regions and cultures.	3.1 What are the stylistic characteristics of art from different regions of Asia? 3.2 In what materials did artists from different regions of Asia excel?
4. How did the art of Asia develop from prehistoric times?	4. The art of some regions of Asia represent some of the oldest art forms reaching as far back as prehistoric times.	4.1 What types of art are the oldest found in Asia? 4.2 What do these art forms reveal about the early history of Asia?
5. How do cultural practices impact the unique qualities of Asian aesthetics?	5. There are specific Asian aesthetic characteristics drawn from cultural practices.	5.1 What are the specific aesthetic and stylistic characteristics that distinguish Asian art? 5.2 What mythical, dynastic, and narrative stories are depicted in Asian art?

6. How is Asian art global?	6. Asian art is global.	6.1 How were Asia, the Near east and Europe interconnected via trade and politics? 6.2 What specific Asian innovations and characteristics are present in art forms from western cultures? 6.3 What is the Silk Route?
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UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Advanced Placement History of Art
Unit Number/Title: #5 Asian art
Conceptual Lens: _____
Appropriate Time Allocation (# of Days): 20

Primary Core Content Standards referenced With Cumulative Progress Indicators			
1.1.12.D.1-2	1.4.12.A.1-4		
1.2.12.A.1-2	1.4.12.B.1-3		
1.3.12.1.D.4-5			

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
Major religions of Asia <ul style="list-style-type: none"> Hindu Buddhism Islam Off-shoots of major religions Characteristic traits of Asian art <ul style="list-style-type: none"> The Asian aesthetic Influence of cultural traditions and practices Cultural comparisons within regions of Asia Figural art <ul style="list-style-type: none"> Religious versus secular Styles Cross-cultural influence. Asian architecture <ul style="list-style-type: none"> innovations Stylistic characteristics 	<ul style="list-style-type: none"> The three major religions of Asia The influence of religion on the characteristic style of Asian art form different regions Various regional characteristics of Asian art The styles and innovations of Asian architecture Religious and secular figural art from Asia The media and techniques unique to Asian art The influence of Asian art globally 	<ul style="list-style-type: none"> Identify the Asian aesthetic Describe characteristics of Asian works of art accounting for regional differences Make connections to art forms throughout history Discuss and write about the art generated in Asian regions and cultures Identify the many cultures of Asia Distinguish styles among them Connect similarities among them Recognize works of art from Asia based on specified characteristics Analyze works of art from Asia using their baseline of aesthetics 	<ul style="list-style-type: none"> Small group or independent work with Venn diagrams Group or independent note-taking using Graphic organizers Viewing videos to supplement knowledge Use of edmodo for class discussion, essays, online quizzes Large class or small group Discussion of one of the following: <ul style="list-style-type: none"> Thematic connections Comparative analysis The human form in Asian art Religious expression through art <ul style="list-style-type: none"> Asian Architecture and the sacred space 	Primary source: <ul style="list-style-type: none"> Gardner's Art Through the Ages, 15th edition Secondary sources: <ul style="list-style-type: none"> Thinking and Writing About Art Exploring Art Khan academy website PBS Nova website Unesco website Edmodo or other group sharing website artstore IMC videos, internet videos Teacher power point presentations 	<i>Learning and Innovation Skills:</i> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Analysis and Assessment <i>Information, Media and Technology Skills:</i> <ul style="list-style-type: none"> Information Literacy Media Literacy, such as smartboard Projector Document camera edmodo/moodle or other group classroom sites for communication of research 		<u>Formative Assessments:</u> Formal critiques Essays Graded class discussion Completion of online work Quizzes Completion of study guides tests <u>Summative Assessment(s)</u> Midterm and final assessments AP exam

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<ul style="list-style-type: none">Religious function Media and techniques in Asia <ul style="list-style-type: none">CeramicsMetalworkTextilesPaintingCalligraphy Global connections <ul style="list-style-type: none">Trade routesPoliticsStylistic influencesInnovations borrowed		<ul style="list-style-type: none">Apply universal design principles to Asian art			<ul style="list-style-type: none">Quizzing and notetaking sites such as “zaption”schoolwires <i>Life and Career Skills:</i> <ul style="list-style-type: none">Flexibility and AdaptabilityInitiative and Self-DirectionSocial and Cross-Cultural SkillsProductivity and Accountability Leadership and Responsibility		

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Learners with an IEP	Learners with a 504
Have students use a Venn diagram when comparing works of art	Have students look up answers to questions the rest of the class has about the content of the lesson and submit a paragraph explanation for extra credit	Have students use a Venn diagram when comparing works of art	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here</p>	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.
Provide notes	Have students do a compare contrast of two works of art of the same theme but in different cultures	Provide notes		
Pair up with a buddy with a good grasp of the content	Assign students to watch extra videos of works of art relevant to the chapter and have them write a brief page summarizing what they read	Pair up with a buddy with a good grasp of the content		
Review/repeat/restate directions	Have students sketch out ideas in a sketchbook	Review/repeat/restate directions		
Provide vocabulary list with definitions prior to discussion		Provide vocabulary list with definitions prior to discussion		
Allow students to make corrections to tests and quizzes for additional credit		Allow students to make corrections to tests and quizzes for additional credit		
Reinforce lessons with printed visuals in chronological order posted in the room		Reinforce lessons with printed visuals in chronological order posted in the room		
Students can circle the design elements and principles on laminated works of art		Allow students to use a translator		
		Reference works of art from their own culture of origin		
		Students can circle the design elements and principles on laminated works of art		

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UNIT OVERVIEW

Course Title: Advanced Placement History of Art

Unit #: UNIT 6 OVERVIEW

Unit Title: Early Europe, through 1400 C.E. (chs 8,9,10,11,12, 13, 14) (20 days)

Unit Description and Objectives:

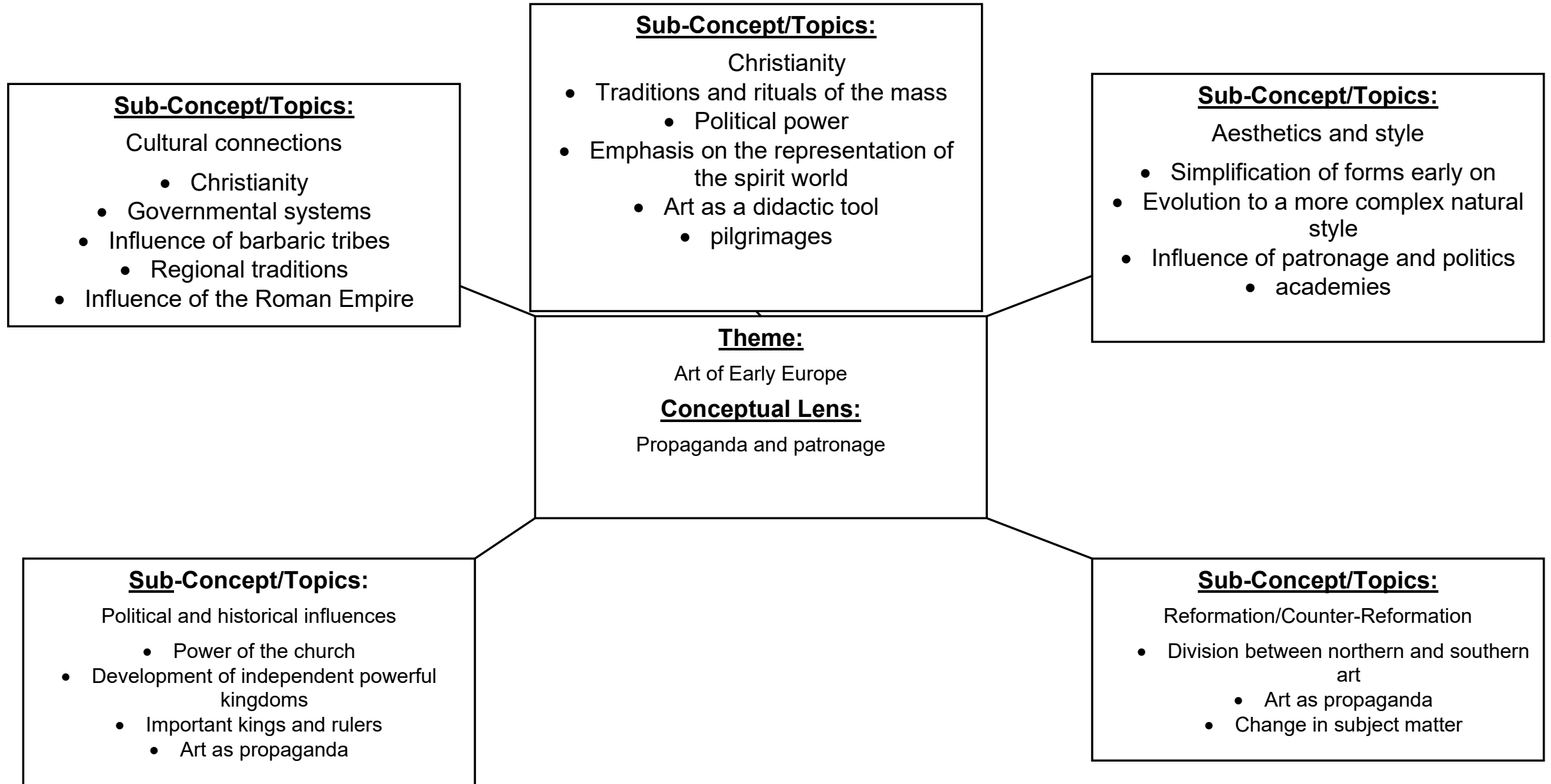
This unit will cover European art from the fall of the Roman Empire through the dawn of the Renaissance. It includes Byzantine and Medieval art. Christianity will be studied in the context of art. Pilgrimages, reliquary art and religious worship within the tradition of the mass will be studied. We will see a development of architectural forms but a regression of unnatural stylization of forms in sculpture and a simplified style in two-dimensional art as a representation of the perception of a spiritual world. Later we will see resurgence of Classicism toward depiction of the natural world and a focus on humanism. Regional comparisons will be made. We will rely upon primary sources to delve into a deeper understanding of these ever-evolving artistic periods.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. How is Medieval art studied?	1. Medieval art is studied in the context of geographical regions, government, and overlapping time periods.	1.1 What are the individual periods of medieval art throughout Europe? 1.2 What are the governmental systems in Europe during the Middle Ages? 1.3 What is the influence of European barbaric tribes on Christian art? 1.4 What is happening simultaneously in Europe during the Middle Ages both in terms of political shifts and artistic styles? 1.5 What are the various styles in Medieval art and how do they express the region and time from which they came?
2. How do religious practices shape art in Medieval Europe?	2. Medieval art is derived from the requirements of religious practices.	2.1 What Judeo-Christian practices shape art forms of the Medieval periods? 2.2 What do sacred spaces look like? 2.3 How do the sacred spaces function to serve the needs of the worshipers? 2.4 What is the importance of the religious narrative in medieval Christian art?
3. How do Christian worshipers use art to reflect the emphasis on the spiritual world?	3. Medieval art is characterized by stylistic simplicity reflecting the perceived world of the spirit.	3.1 What are the stylistic characteristics of Medieval art? 3.2 Why is the conscious avoidance of naturalism important to Medieval Christian art? 3.3 What is the concept of idolatry and how did it impact art?

4. How does the resurgence of classicism reveal itself in art of the Middle Ages?	4. The arts of the 15 th century reflect an interest in classical models, enhanced naturalism, and increasingly formal artistic training.	4.1 What techniques did artists of the 15 th century revive and innovate? 4.2 Why was it important to the artists of the 15 th century to change the artistic style? 4.3 What are art academies? 4.4 What role does patronage play in art?
5. How does the Protestant Reformation and subsequent Counter-Reformation affect art in the 16 th century?	5. The 16 th century Protestant Reformation and subsequent Counter-Reformation compelled a divergence between northern and southern western European art with respect to form, function and content.	5.1 What were the Reformation and the Counter-Reformation? 5.2 Why was there a reduction of religious imagery in the North? 5.3 Why was there an increase in art as political propaganda? 5.4 Why did the South produce massive quantities of powerful religious imagery?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Advanced Placement History of Art
Unit Number/Title: #6 Early Europe, through 1400 C.E.
Conceptual Lens: Propaganda and Patronage
Appropriate Time Allocation (# of Days): 20 days

Primary Core Content Standards referenced With Cumulative Progress Indicators			
1.1.12.D.1-2	1.4.12.A.1-4		
1.2.12.A.1-2	1.4.12.B.1-3		
1.3.12.1.D.4-5			

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
Cultural connections <ul style="list-style-type: none"> Christianity Governmental systems Influence of barbaric tribes Regional traditions Influence of the Roman Empire 	<ul style="list-style-type: none"> The varied periods of the Middle Ages The characteristics of each artistic period The influence of barbaric tribes who spread throughout Europe after the fall of the Roman Empire How art academies changed the artistic landscape The influence of Christianity on art The use of art as propaganda The impact of patronage on the look and subject matter of art The changing aesthetic of art from the Middle ages Significant events in history which influenced art Innovations in technique reflecting a shift 	<ul style="list-style-type: none"> Identify the characteristics of the Medieval aesthetic and its evolution Describe characteristics of Medieval works of art Make connections to art forms throughout history Discuss and write about the art generated in the various periods of Early Europe Discuss the history of the young countries of Europe as it relates to art Distinguish styles among various regions within early Europe Connect similarities among them Recognize works of art from the Middle Ages based on specified characteristics 	<ul style="list-style-type: none"> Small group or independent work with Venn diagrams Group or independent note-taking using Graphic organizers Viewing videos to supplement knowledge Use of edmodo for class discussion, essays, online quizzes Large class or small group Discussion of one of the following: <ul style="list-style-type: none"> Thematic connections Comparative analysis The human form in prehistory Objects and the afterlife Architecture in prehistory 	Primary source: <ul style="list-style-type: none"> Gardner's Art Through the Ages, 15th edition Secondary sources: <ul style="list-style-type: none"> Thinking and Writing About Art Exploring Art Khan academy website PBS Nova website Unesco website Edmodo or other group sharing website artstore IMC videos, internet videos Teacher power point presentations 	<i>Learning and Innovation Skills:</i> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Analysis and Assessment <i>Information, Media and Technology Skills:</i> <ul style="list-style-type: none"> Information Literacy Media Literacy, such as smartboard Projector Document camera edmodo/moodle or other group classroom sites for communication of research 		<u>Formative Assessments:</u> Formal critiques Essays Graded class discussion Completion of online work Quizzes Completion of study guides tests <u>Summative Assessment(s)</u> Midterm and final assessments AP exam
Christianity <ul style="list-style-type: none"> Traditions and rituals of the mass Political power Emphasis on the representation of the spirit world Art as a didactic tool Pilgrimages 							
Aesthetics and style <ul style="list-style-type: none"> Simplification of forms early on Evolution to a more complex natural style Influence of patronage and politics Academies 							

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & Interdisciplinary Connections	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
Political and historical influences <ul style="list-style-type: none"> • Power of the church • Development of independent powerful kingdoms • Important kings and rulers • Art as propaganda Reformation/Counter-Reformation <ul style="list-style-type: none"> • Division between northern and southern art • Art as propaganda • Change in subject matter 	toward naturalism and formality <ul style="list-style-type: none"> • The impact of the Protestant Reformation and Counter-Reformation on art of the 16th century • Important political and religious leaders and their contributions to art 	<ul style="list-style-type: none"> • Analyze works of art from the Middle Ages • Discuss the impact of the Reformation and Counter-Reformation on art • Identify specific historical and religious figures and their influences on art 			<ul style="list-style-type: none"> • Quizzing and notetaking sites such as “zaption” • schoolwires <i>Life and Career Skills:</i> <ul style="list-style-type: none"> • Flexibility and Adaptability • Initiative and Self-Direction • Social and Cross-Cultural Skills • Productivity and Accountability Leadership and Responsibility		

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Learners with an IEP	Learners with a 504
Have students use a Venn diagram when comparing works of art	Have students look up answers to questions the rest of the class has about the content of the lesson and submit a paragraph explanation for extra credit	Have students use a Venn diagram when comparing works of art	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here</p>	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.
Provide notes	Have students do a compare contrast of two works of art of the same theme but in different cultures	Provide notes		
Pair up with a buddy with a good grasp of the content	Assign students to watch extra videos of works of art relevant to the chapter and have them write a brief page summarizing what they read	Pair up with a buddy with a good grasp of the content		
Review/repeat/restate directions	Have students sketch out ideas in a sketchbook	Review/repeat/restate directions		
Provide vocabulary list with definitions prior to discussion		Provide vocabulary list with definitions prior to discussion		
Allow students to make corrections to tests and quizzes for additional credit		Allow students to make corrections to tests and quizzes for additional credit		
Reinforce lessons with printed visuals in chronological order posted in the room		Reinforce lessons with printed visuals in chronological order posted in the room		
Students can circle the design elements and principles on laminated works of art		Allow students to use a translator		
		Reference works of art from their own culture of origin		
		Students can circle the design elements and principles on laminated works of art		

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UNIT OVERVIEW

Course Title: Advanced Placement History of Art

Unit #: UNIT 7 OVERVIEW

Unit Title: European Renaissance, 1400–1750 C.E.^[1]_{SEP} (chs. 20, 21, 22) (15 days)

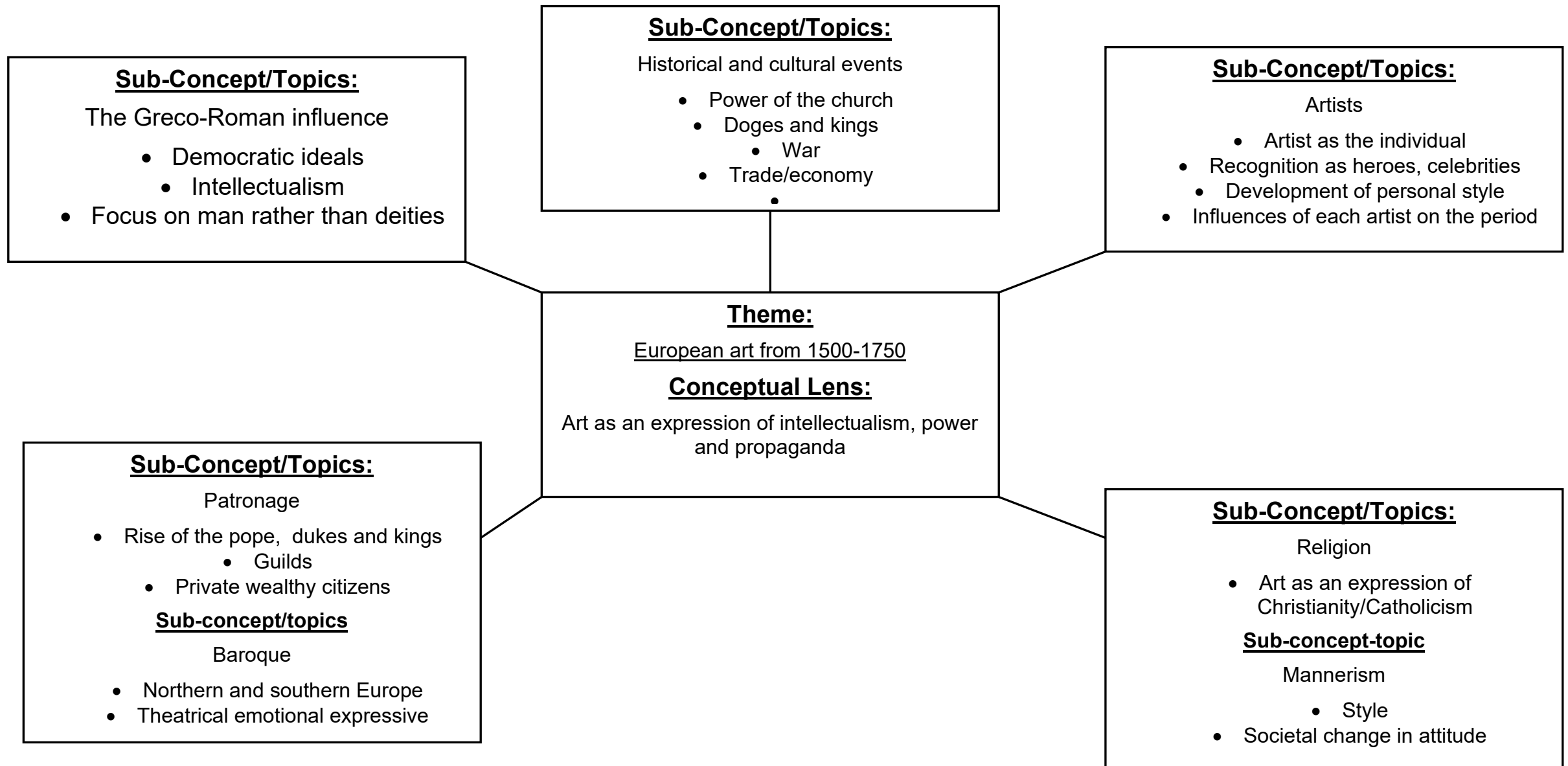
Unit Description and Objectives:
The Renaissance is the pinnacle of the evolution of naturalism and formalism that started in the 15th century. This shift in style and the reasons behind it will be the focus of this unit. Other artistic periods in this unit include Mannerism and Baroque. Students will study the historical, intellectual and religious events that spawned the Renaissance. Specific innovations such as the return of figural contrapposto and the Greek temple design will be emphasized. Students will also study specific artists and their styles who are now acknowledged for the first time in art history.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. What impact did intellectualism have on the creation of the Renaissance?	1.A return to intellectualism in the15th century resulted in a burst of classical art which emphasized naturalism and formality.	1.1 What is the return to intellectualism? 1.2 Why did naturalism and formality become the preferred style of the Renaissance?
2. Why did Renaissance artists look to ancient Greece and Rome for inspiration?	2. Renaissance artists looked to ancient Greece and Rome for inspiration.	2.1 What specific influences did Greco-Roman art have on the Renaissance artists? 2.2 What does the term classical mean? 2.3 What is humanism? 2.4 What is naturalism? 2.5 What political elements did the Renaissance adapt to their cultural identity?
3. How did Renaissance artists distinguish themselves from artists of ancient Greece and Rome?	3. Renaissance artists used Greco-Roman models but created their own unique innovations and techniques to make it their own.	3.1 What is humanism? 3.2 What elements of Renaissance distinguish it from Greco-Roman art?
4. What role does the patron who commissions the art play in the development of particular periods, subject-matter and design?	4. Strong, powerful and wealthy patrons shaped the direction of art in the Renaissance.	4.1 What specific techniques were produced in order to please the patron? 4.2 What subject matter prevails in the Renaissance as the result of patron preferences and politics? 4.3 Who were the most influential patrons of the Renaissance?

5. How was Mannerism an exaggeration of the elements of the Renaissance?	5. Mannerism was an inevitable extension and distortion of the elements of the Renaissance.	5.1 What are the elements of Mannerism? 5.2 How was Mannerism a rebellion against the ideals of the Renaissance?
6. How did the Baroque period use Renaissance artistic ideas to express feelings and viewpoints?	6. Baroque art uses the techniques and innovations of the Renaissance as tools to express feelings with dramatic theatrical images and subjects.	6.1 What features of Renaissance art extended into Baroque art? 6.2 What features make Baroque art more theatrical and expressive than the Renaissance? 6.3 What factors caused the divergence of style and subject matter between Northern and Southern Europe?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Advanced Placement History of Art
Unit Number/Title: #7 European Renaissance, 1400–1750 C.E.
Conceptual Lens:
Appropriate Time Allocation (# of Days): 20

Primary Core Content Standards referenced With Cumulative Progress Indicators			
1.1.12.D.1-2	1.4.12.A.1-4		
1.2.12.A.1-2	1.4.12.B.1-3		
1.3.12.1.D.4-5			

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
<p>The Greco-Roman influence</p> <ul style="list-style-type: none"> Democratic ideals Intellectualism <p>Focus on man rather than deities</p> <p>Historical and cultural events</p> <ul style="list-style-type: none"> Power of the church Doges and kings War <p>Trade/economy</p> <p>Artists</p> <ul style="list-style-type: none"> Artist as the individual Recognition as heroes, celebrities Development of personal style <p>Influences of each artist on the period</p> <p>Patronage</p>	<ul style="list-style-type: none"> The important events that shaped the art of the Renaissance The powerful patrons who influenced the Renaissance The most important artists of the Renaissance Specific patrons of Renaissance art Specific historical events that shaped Renaissance art The role of Christianity in the development of style and subject The influence of ancient 	<ul style="list-style-type: none"> Identify the evolution of the Renaissance aesthetic Describe characteristics of Renaissance, Mannerist and Baroque works of art Make connections to art forms throughout history Discuss and write about the art generated in the Renaissance, Mannerism and Baroque periods Distinguish styles among them Connect similarities among them Recognize works of art from the Renaissance based on specified characteristics Analyze works of art from the Renaissance through 1750 	<ul style="list-style-type: none"> Small group or independent work with Venn diagrams Group or independent note-taking using Graphic organizers Viewing videos to supplement knowledge Use of edmodo for class discussion, essays, online quizzes Large class or small group Discussion of one of the following: <ul style="list-style-type: none"> Thematic connections Comparative analysis The resurgence of classical contrapposto and Greek architectural vocabulary Intellectualism vs emotionalism patronage 	<p>Primary source:</p> <ul style="list-style-type: none"> Gardner's Art Through the Ages, 15th edition <p>Secondary sources:</p> <ul style="list-style-type: none"> Thinking and Writing About Art Exploring Art Khan academy website PBS Nova website Unesco website Edmodo or other group sharing website artstore IMC videos, internet videos Teacher power point presentations 	<p><i>Learning and Innovation Skills:</i></p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Analysis and Assessment <p><i>Information, Media and Technology Skills:</i></p> <ul style="list-style-type: none"> Information Literacy Media Literacy, such as smartboard Projector Document camera edmodo/moodle or other group classroom sites for communication of research 		<p><u>Formative Assessments:</u></p> <p>Formal critiques</p> <p>Essays</p> <p>Graded class discussion</p> <p>Completion of online work</p> <p>Quizzes</p> <p>Completion of study guides tests</p> <p><u>Summative Assessment(s)</u></p> <p>Midterm and final assessments</p> <p>AP exam</p>

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & Interdisciplinary Connections	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<ul style="list-style-type: none"> Rise of the pope, dukes and kings Guilds Private wealthy citizens <p><u>Sub-concept/topics</u></p> <p>Baroque</p> <ul style="list-style-type: none"> Northern and southern Europe <p>Theatrical emotional expressive</p> <p>Religion</p> <ul style="list-style-type: none"> Art as an expression of Christianity/Catholicism <p><u>Sub-concept-topic</u></p> <p>Mannerism</p> <ul style="list-style-type: none"> Style Societal change in attitude 	Greece and Rome on Renaissance	<ul style="list-style-type: none"> Rationalize the connection between patron and artist Distinguish between art from Northern Europe and Southern Europe Discuss the Renaissance as a mode of expression of ancient Greek and Roman forms yet having traits uniquely its own 			<ul style="list-style-type: none"> Quizzing and notetaking sites such as “zaption” schoolwires <p><i>Life and Career Skills:</i></p> <ul style="list-style-type: none"> Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability <p>Leadership and Responsibility</p>		

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Learners with an IEP	Learners with a 504
Have students use a Venn diagram when comparing works of art	Have students look up answers to questions the rest of the class has about the content of the lesson and submit a paragraph explanation for extra credit	Have students use a Venn diagram when comparing works of art	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning</p>	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.
Provide notes	Have students do a compare contrast of two works of art of the same theme but in different cultures	Provide notes		
Pair up with a buddy with a good grasp of the content	Assign students to watch extra videos of works of art relevant to the chapter and have them write a brief page summarizing what they read	Pair up with a buddy with a good grasp of the content		
Review/repeat/restate directions	Have students sketch out ideas in a sketchbook	Review/repeat/restate directions		
Provide vocabulary list with definitions prior to discussion		Provide vocabulary list with definitions prior to discussion		
Allow students to make corrections to tests and quizzes for additional credit		Allow students to make corrections to tests and quizzes for additional credit		
Reinforce lessons with printed visuals in chronological order posted in the room		Reinforce lessons with printed visuals in chronological order posted in the room		
Students can circle the design elements and principles on laminated works of art		Allow students to use a translator		
		Reference works of art from their own culture of origin		

		Students can circle the design elements and principles on laminated works of art	opportunities. The framework can be viewed www.udlguidelines.cast.org here	
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UNIT OVERVIEW

Course Title: Advanced Placement History of Art

Unit #: UNIT 8 OVERVIEW

Unit Title: Later Europe and Americas, 1750–1900 C.E (chs. 24, 25, 26, 27, 28) (15 days)

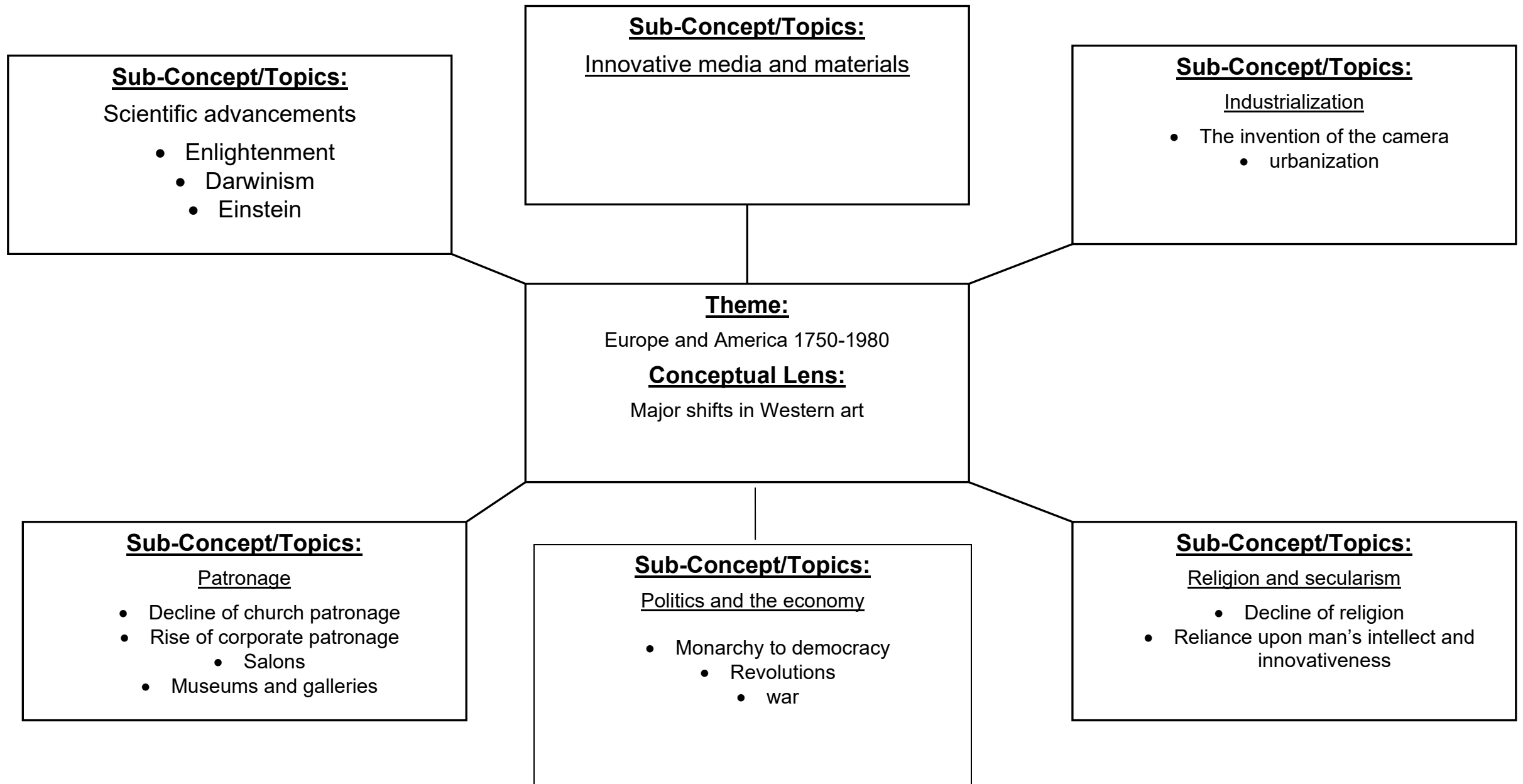
Unit Description and Objectives:

This unit encompasses a wide variety of periods in Europe in which we see the evolution of art from the expression of the patron to personal expressions of the artist. Students will see art emerge from an elite aristocratic practice driven by art academies to avant-garde expressions of artists as observers of the world and humanity. Periods span a wide geographical area including America. Romanticism, the Enlightenment, Realism, and the multitude of brief but important movements in the late 19th and early 20th centuries will be discussed.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. What roles did artists assume in western society in the 19 th century?	1. Artists assumed new roles in society starting in the 19 th century?	1.1 What are the artistic periods and movements that comprise this time period? 1.2 How is patronage changed from 1750 on? 1.3 What impact did new media have on artistic expression? 1.4 Why did artists break from the traditional art academies?
2. What impact did industrialization, economic upheaval and war have on the Western art from 1750-1980?	2. Changes in economy, industrialization, politics and war had significant impact on the art form 1750-1980.	2.1 What impact did the Enlightenment have on artistic movements in the 18 th and 19 th centuries? 2.2 What is the significance of the philosophical changes such as those espoused by Marx, Darwin, Freud, and Einstein? 2.3 Who were the most significant artists that had a common dedication to innovation? 2.4 What western wars influenced the subject matter of art?
3. Why was art of this era difficult for the general public to understand?	3. Art proved to be difficult for the general public to understand.	3.1 What were the salons of the 18 th and 19 th centuries? 3.2 Why did church patronage decline? 3.3 Why did private and corporate patronage emerge? What do museums represent for their cultures?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Advanced Placement History of Art
Unit Number/Title: #8 Later Europe and America
Conceptual Lens: Major shifts in Western Art
Appropriate Time Allocation (# of Days): 40 days

Primary Core Content Standards referenced With Cumulative Progress Indicators			
1.1.12.D.1-2	1.4.12.A.1-4		
1.2.12.A.1-2	1.4.12.B.1-3		
1.3.12.1.D.4-5			

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
Scientific advancements <ul style="list-style-type: none"> Enlightenment Darwinism Einstein Innovative media and materials Industrialization <ul style="list-style-type: none"> The invention of the camera Urbanization Patronage <ul style="list-style-type: none"> Decline of church patronage Rise of corporate patronage Salons Museums and galleries Politics and the economy <ul style="list-style-type: none"> Monarchy/ democracy Revolutions war 	<ul style="list-style-type: none"> The important events that shaped the art of the Renaissance The powerful patrons who influenced the Renaissance The most important artists of the Renaissance Specific patrons of Renaissance art Specific historical events that shaped Renaissance art The role of Christianity in the development of style and subject The influence of ancient Greece and 	<ul style="list-style-type: none"> Identify the evolution of the Western European and American aesthetic Describe artistic characteristics of various movements from 1750-1980 Make connections to art forms throughout history Discuss and write about the art generated in the modern western time periods Recognize artistic style from the most influential artists of the era Distinguish styles among movements Connect similarities among them Analyze European and American works of art from the 18th-20th centuries 	<ul style="list-style-type: none"> Small group or independent work with Venn diagrams Group or independent note-taking using Graphic organizers Viewing videos to supplement knowledge Use of edmodo for class discussion, essays, online quizzes Large class or small group Discussion of one of the following: <ul style="list-style-type: none"> Thematic connections Comparative analysis Socio-political shifts Art as personal expression Modern Architecture Production of a of an original work of art in this style in any medium 	Primary source: <ul style="list-style-type: none"> Gardner's Art Through the Ages, 15th edition Secondary sources: <ul style="list-style-type: none"> Thinking and Writing About Art Exploring Art Khan academy website PBS Nova website Unesco website Edmodo or other group sharing website artstore IMC videos, intrnet videos Teacher power point presentations 	<i>Learning and Innovation Skills:</i> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Analysis and Assessment <i>Information, Media and Technology Skills:</i> <ul style="list-style-type: none"> Information Literacy Media Literacy, such as smartboard Projector Document camera edmodo/moodle or other group classroom sites for communication of research 		<u>Formative Assessments:</u> Formal critiques Essays Graded class discussion Completion of online work Quizzes Completion of study guides tests <u>Summative Assessment(s)</u> Midterm and final assessments AP exam

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
Religion and secularism <ul style="list-style-type: none"> Decline of religion Reliance upon man’s intellect and innovativeness 	Rome on Renaissance				<ul style="list-style-type: none"> Quizzing and notetaking sites such as “zaption” schoolwires <p><i>Life and Career Skills:</i></p> <ul style="list-style-type: none"> Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability <p>Leadership and Responsibility</p>		

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Learners with an IEP	Learners with a 504
Have students use a Venn diagram when comparing works of art	Have students look up answers to questions the rest of the class has about the content of the lesson and submit a paragraph explanation for extra credit	Have students use a Venn diagram when comparing works of art	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning</p>	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.
Provide notes	Have students do a compare contrast of two works of art of the same theme but in different cultures	Provide notes		
Pair up with a buddy with a good grasp of the content	Assign students to watch extra videos of works of art relevant to the chapter and have them write a brief page summarizing what they read	Pair up with a buddy with a good grasp of the content		
Review/repeat/restate directions	Have students sketch out ideas in a sketchbook	Review/repeat/restate directions		
Provide vocabulary list with definitions prior to discussion		Provide vocabulary list with definitions prior to discussion		
Allow students to make corrections to tests and quizzes for additional credit		Allow students to make corrections to tests and quizzes for additional credit		
Reinforce lessons with printed visuals in chronological order posted in the room		Reinforce lessons with printed visuals in chronological order posted in the room		
Students can circle the design elements and principles on laminated works of art		Allow students to use a translator		
		Reference works of art from their own culture of origin		

		Students can circle the design elements and principles on laminated works of art	opportunities. The framework can be viewed www.udlguidelines.cast.org here	
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UNIT OVERVIEW

Course Title: Advanced Placement History of Art

Unit #: UNIT 9 OVERVIEW

Unit Title: Global Contemporary (Ch. 30)

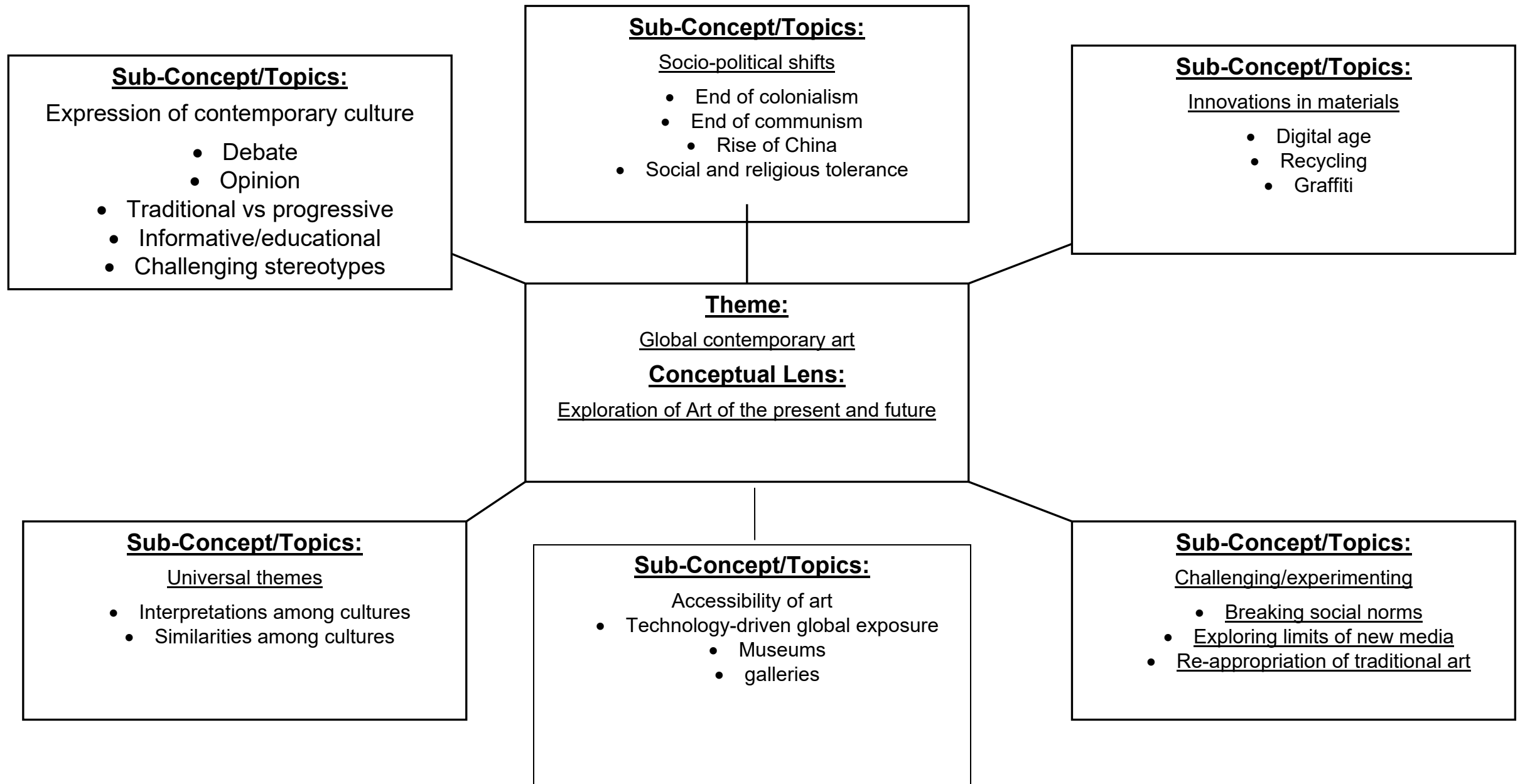
Unit Description and Objectives:

This final unit covers art movements around the world between 1980- the present. The connections among all cultures regarding themes, material and concepts will be emphasized. The influence of the digital age will also be discussed.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. How does contemporary art transcend traditional notions of art?	1. Contemporary art transcends traditional conceptions of art.	1.1 How do new media affect our vision of contemporary art? 1.2 How are human universal concepts and themes reflected globally in contemporary art? 1.3 Why do artists choose to re-appropriate function and meaning to already established traditional works of art? Etc.
2. How is contemporary art experienced and understood globally?	2. Contemporary art is now a major phenomenon experienced and understood in a global context.	2.1 Why is there equal attention paid the arts of cultures such as Africa, Asia, Oceania, etc? 2.2 What socio-political shifts in the world have contributed to the inclusion of all cultures in the art history conversation? 2.3 How has social activism and increased tolerance informed the art history discussion? Etc.

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Advanced Placement History of Art
Unit Number/Title: #9 Global Contemporary
Conceptual Lens: Exploration of Art of the present and future
Appropriate Time Allocation (# of Days): 20

Primary Core Content Standards referenced With Cumulative Progress Indicators			
1.1.12.D.1-2	1.4.12.A.1-4		
1.2.12.A.1-2	1.4.12.B.1-3		
1.3.12.1.D.4-5			

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
<p>Socio-political shifts</p> <ul style="list-style-type: none"> End of colonialism End of communism Rise of China <p>Social and religious tolerance Expression of contemporary culture</p> <ul style="list-style-type: none"> Debate Opinion Traditional vs progressive Informative/educational <p>Challenging stereotypes Innovations in materials</p> <ul style="list-style-type: none"> Digital age Recycling Graffiti <p>Universal themes</p> <ul style="list-style-type: none"> Interpretations among cultures Similarities among cultures <p>Accessibility of art</p>	<ul style="list-style-type: none"> The significant socio-political shifts in the 20th and 21st century which impacted the art world The impact of a new global social and religious tolerance on the subject-matter of art The most important contemporary artwork that is defining their generation Specific works of art from 1980 to the present The role of innovations in materials and media in the development of style and subject The various modern avenues through which they can experience art 	<ul style="list-style-type: none"> Identify the modern aesthetic Make connections in universal themes in art produced by among different cultures Discuss and write about the art generated in art of the present day Challenge traditional notions of art Appreciate the global contribution of art from many cultures Analyze contemporary works of art 	<ul style="list-style-type: none"> Small group or independent work with Venn diagrams Group or independent note-taking using Graphic organizers Viewing videos to supplement knowledge Use of edmodo for class discussion, essays, online quizzes Large class or small group Discussion of one of the following: <ul style="list-style-type: none"> Thematic connections Comparative analysis The human form in prehistory Objects and the afterlife <p>Contemporary Architecture Production of a reinterpretation of a traditional work of art in a contemporary format</p>	<p>Primary source:</p> <ul style="list-style-type: none"> Gardner's Art Through the Ages, 15th edition <p>Secondary sources:</p> <ul style="list-style-type: none"> Thinking and Writing About Art Exploring Art Khan academy website PBS Nova website Unesco website Edmodo or other group sharing website artstore IMC videos, intrnet videos Teacher power point presentations 	<p><i>Learning and Innovation Skills:</i></p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Analysis and Assessment <p><i>Information, Media and Technology Skills:</i></p> <ul style="list-style-type: none"> Information Literacy Media Literacy, such as smartboard Projector Document camera edmodo/moodle or other group classroom sites for communication of research 		<p><u>Formative Assessments:</u></p> <p>Formal critiques</p> <p>Essays</p> <p>Graded class discussion</p> <p>Completion of online work</p> <p>Quizzes</p> <p>Completion of study guides tests</p> <p><u>Summative Assessment(s)</u></p> <p>Midterm and final assessments</p> <p>AP exam</p>

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<ul style="list-style-type: none">• Technology-driven global exposure• Museums• Galleries Challenging/experimenting <ul style="list-style-type: none">• Breaking social norms• Exploring limits of new media• Re-appropriation of traditional art					<ul style="list-style-type: none">• Quizzing and notetaking sites such as “zaption”• schoolwires <i>Life and Career Skills:</i> <ul style="list-style-type: none">• Flexibility and Adaptability• Initiative and Self-Direction• Social and Cross-Cultural Skills• Productivity and Accountability Leadership and Responsibility		

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Learners with an IEP	Learners with a 504
Have students use a Venn diagram when comparing works of art	Have students look up answers to questions the rest of the class has about the content of the lesson and submit a paragraph explanation for extra credit	Have students use a Venn diagram when comparing works of art	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be</p>	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.
Provide notes	Have students do a compare contrast of two works of art of the same theme but in different cultures	Provide notes		
Pair up with a buddy with a good grasp of the content	Assign students to watch extra videos of works of art relevant to the chapter and have them write a brief page summarizing what they read	Pair up with a buddy with a good grasp of the content		
Review/repeat/restate directions	Have students sketch out ideas in a sketchbook	Review/repeat/restate directions		
Provide vocabulary list with definitions prior to discussion		Provide vocabulary list with definitions prior to discussion		
Allow students to make corrections to tests and quizzes for additional credit		Allow students to make corrections to tests and quizzes for additional credit		
Reinforce lessons with printed visuals in chronological order posted in the room		Reinforce lessons with printed visuals in chronological order posted in the room		
Students can circle the design elements and principles on laminated works of art		Allow students to use a translator		
		Reference works of art from their own culture of origin		

			viewed www.udlguidelines.cast.org	here
		Students can circle the design elements and principles on laminated works of art		

CROSS-CONTENT STANDARDS ANALYSIS

Course Title: Advanced Placement History of Art Grade: 10-12

Unit Title:	Visual and Performing Arts	Comp. Health & Physical Ed.	English Language Arts	Mathematics	Science	Social Studies	World Languages	Technology	21 st Century Life & Careers
Mastering the Approach	1.1.12.D.1 1.2.12.A.1 1.2.12.A.2 1.3.12.D.5 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.A.4 1.4.12.B.1 1.4.12.B.3	Not applicable	RI Gr11-12: 1 RI Gr11-12: 2 RI Gr11-12: 7 RI Gr11-12: 10 W Gr11-12: 1 W Gr11-12: 2 W Gr11-12: 4 W Gr11-12: 7 W Gr11-12: 9 SL Gr 11-12; 1 SL Gr 11-12; 2 SL Gr 11-12; 4 L Gr 11-12: 1 L Gr 11-12: 2	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	9.2.12.C.1 9.2.12.C.2 9.2.12.C.3
Global Prehistory and the Pacific	1.1.12.D.1 1.2.12.A.1 1.2.12.A.2 1.3.12.D.5 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.A.4 1.4.12.B.1 1.4.12.B.3	Not applicable	RI Gr11-12: 1 RI Gr11-12: 2 RI Gr11-12: 7 RI Gr11-12: 10 W Gr11-12: 1 W Gr11-12: 2 W Gr11-12: 4 W Gr11-12: 7 W Gr11-12: 9 SL Gr 11-12; 1 SL Gr 11-12; 2 SL Gr 11-12; 4 L Gr 11-12: 1 L Gr 11-12: 2	Not applicable	Not applicable	Not applicable	Not applicable	8.1.12.A.3 8.1.12.D.2 8.1.12.F.2	Not applicable
Indigenous Americas and Africa	1.1.12.D.1 1.2.12.A.1 1.2.12.A.2 1.3.12.D.5 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3	Not applicable	RI Gr11-12: 1 RI Gr11-12: 2 RI Gr11-12: 7 RI Gr11-12: 10 W Gr11-12: 1 W Gr11-12: 2 W Gr11-12: 4	Not applicable	Not applicable	6.2.12.D.1.a 6.2.12.D.1.d 6.2.12.C.3.e	Not applicable	8.1.12.A.3 8.1.12.D.2 8.1.12.F.2	Not applicable

	1.4.12.A.4 1.4.12.B.1 1.4.12.B.3		W Gr11-12: 7 W Gr11-12: 9 SL Gr 11-12; 1 SL Gr 11-12; 2 SL Gr 11-12; 4 L Gr 11-12: 1 L Gr 11-12: 2						
Ancient Mediterranean	1.1.12.D.1 1.2.12.A.1 1.2.12.A.2 1.3.12.D.5 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.A.4 1.4.12.B.1 1.4.12.B.3	Not applicable	RI Gr11-12: 1 RI Gr11-12: 2 RI Gr11-12: 7 RI Gr11-12: 10 W Gr11-12: 1 W Gr11-12: 2 W Gr11-12: 4 W Gr11-12: 7 W Gr11-12: 9 SL Gr 11-12; 1 SL Gr 11-12; 2 SL Gr 11-12; 4 L Gr 11-12: 1 L Gr 11-12: 2	Not applicable	Not applicable	Not applicable	Not applicable	8.1.12.A.3 8.1.12.D.2 8.1.12.F.2	Not applicable
Asia	1.1.12.D.1 1.2.12.A.1 1.2.12.A.2 1.3.12.D.5 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.A.4 1.4.12.B.1 1.4.12.B.3	Not applicable	RI Gr11-12: 1 RI Gr11-12: 2 RI Gr11-12: 7 RI Gr11-12: 10 W Gr11-12: 1 W Gr11-12: 2 W Gr11-12: 4 W Gr11-12: 7 W Gr11-12: 9 SL Gr 11-12; 1 SL Gr 11-12; 2 SL Gr 11-12; 4 L Gr 11-12: 1,2	Not applicable	Not applicable	6.2.12.A.1.a 6.2.12.B.1.a 6.2.12.C.1.b 6.2.12.D.2.c	Not applicable	8.1.12.A.3 8.1.12.D.2 8.1.12.F.2	Not applicable
Early Europe through 1400CE	1.1.12.D.1 1.2.12.A.1 1.2.12.A.2 1.3.12.D.5 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.A.4 1.4.12.B.1 1.4.12.B.3	Not applicable	RI Gr11-12: 1 RI Gr11-12: 2 RI Gr11-12: 7 RI Gr11-12: 10 W Gr11-12: 1 W Gr11-12: 2 W Gr11-12: 4 W Gr11-12: 7 W Gr11-12: 9 SL Gr 11-12; 1 SL Gr 11-12; 2 SL Gr 11-12; 4	Not applicable	Not applicable	6.2.12.B.1.a 6.2.12.C.1.c 6.2.12.D.2.c 6.2.12.C.3.e	Not applicable	8.1.12.A.3 8.1.12.D.2 8.1.12.F.2	Not applicable

			SL Gr 11-12; 4 L Gr 11-12: 1 L Gr 11-12: 2						
European Renaissance	1.1.12.D.1 1.2.12.A.1 1.2.12.A.2 1.3.12.D.5 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.A.4 1.4.12.B.1 1.4.12.B.3	Not applicable	RI Gr11-12: 1 RI Gr11-12: 2 RI Gr11-12: 7 RI Gr11-12: 10 W Gr11-12: 1 W Gr11-12: 2 W Gr11-12: 4 W Gr11-12: 7 W Gr11-12: 9 SL Gr 11-12; 1 SL Gr 11-12; 2 SL Gr 11-12; 4 L Gr 11-12: 1 L Gr 11-12: 2	Not applicable	Not applicable	6.2.12.C.1.c 6.2.12.B.2.a 6.2.12.D.2.a 6.2.12.D.2.d	Not applicable	8.1.12.A.3 8.1.12.D.2 8.1.12.F.2	Not applicable
Later Europe and Americas	1.1.12.D.1 1.2.12.A.1 1.2.12.A.2 1.3.12.D.5 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.A.4 1.4.12.B.1 1.4.12.B.3	Not applicable	RI Gr11-12: 1 RI Gr11-12: 2 RI Gr11-12: 7 RI Gr11-12: 10 W Gr11-12: 1 W Gr11-12: 2 W Gr11-12: 4 W Gr11-12: 7 W Gr11-12: 9 SL Gr 11-12; 1 SL Gr 11-12; 2 SL Gr 11-12; 4 L Gr 11-12: 1 L Gr 11-12: 2	Not applicable	Not applicable	6.2.12.A.2.a 6.2.12.A.3.b 6.2.12.C.3.b 6.2.12.D.3.b 6.2.12.C.3.c 6.2.12.C.4.c 6.2.12.C.4.d 8.1.12.A.3 8.1.12.D.2 8.1.12.F.2 6.2.12.D.4.k	Not applicable	8.1.12.A.3 8.1.12.D.2 8.1.12.F.2	Not applicable
Global Contemporary	1.1.12.D.1 1.2.12.A.1 1.2.12.A.2 1.3.12.D.5 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.A.4 1.4.12.B.1 1.4.12.B.3	Not applicable	RI Gr11-12: 1 RI Gr11-12: 2 RI Gr11-12: 7 RI Gr11-12: 10 W Gr11-12: 1 W Gr11-12: 2 W Gr11-12: 4 W Gr11-12: 7 W Gr11-12: 9 SL Gr 11-12; 1 SL Gr 11-12; 2 SL Gr 11-12; 4 L Gr 11-12: 1,2	Not applicable	Not applicable	6.2.12.A.5.a 6.2.12.B.5.c 6.2.12.C.5.c 6.2.12.D.5.c 6.2.12.D.6.a	Not applicable	8.1.12.A.3 8.1.12.D.2 8.1.12.F.2	Not applicable

***All core content areas may not be applicable in a particular course.**

Washington Township Public Schools

Department of Student Personnel Services

CURRICULUM MODIFICATION

The regular curriculum is modified for Special Education students enrolled in both self-contained and resource center classes.

Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:

- Variation of time: adapting the time allotted for learning, task completion, or testing
- Variation of input: adapting the way instruction is delivered
- Variation of output: adapting how a student can respond to instruction
- Variation of size: adapting the number of items the student is expected to complete
- Modifying the content, process or product

Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed [here](#).

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