

## World Language Thematic Unit

### The Arts: Visual and Performing Arts

<b>Course</b> Spanish 3		<b>Grade Level</b> 9-12	
<b>Unit Title</b> The Arts: Visual and Performing Arts		<b>Length of the Unit</b> 6 Weeks	
<p><b>Unit Description</b></p> <p>This unit will have students learning about various representations of art, famous artist and the influence of other groups in the different art manifestations among the target culture. Students will analyze cultural and social factors that had influence art and how art influences the individual and collective identity.</p>			
<p><b>California World Language Standards</b></p> <p><b>Communication:</b></p> <p><b>WL.CM1</b> Students interpret and analyze information, using authentic material related to the specific topic and related fields and demonstrate understanding of what they hear, read and see.</p> <p><b>WL.CM2</b> Collaborate and share information, reactions feelings and opinions. Students negotiate meaning in a variety of real world settings.</p> <p><b>WL.CM3</b> Students present and publish information on various topics</p> <p><b>WL.CM7.I</b> Students identify similarities and differences in basic sentence-level elements</p> <p><b>Cultures:</b></p> <p><b>WL.CL2</b> Students investigate, explain and reflect in the target language on the relationships among product/practice/perspective</p>		<p><b>Transfer Goals</b></p> <ul style="list-style-type: none"> <li>Students will be able to independently use their learning to give their opinion about various art forms from the target culture (artwork, dances, songs, etc)</li> </ul>	
		<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>Students will understand that art influences the individual and collective identity</li> <li>Students will understand that art is use to communicate political and cultural messages through symbolism.</li> <li>Students will understand that there are different artistic interpretations influenced by cultural perspectives.</li> </ul>	
		<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li>How does art influence the individual and collective identity?</li> <li>What cultural factors influence art and our perceptions of art and people's attitude towards it?</li> <li>What defines art?</li> </ul>	
		<p><b>Students Knowledge</b></p> <p><i>(What facts and basic concepts should students know and be able to recall?)</i></p>	<p><b>Students Skills</b></p> <p><i>(What discrete skills and processes should students be able to use?)</i></p>

<p>of the target culture demonstrating understanding.  <b>WL.CL4</b> Students use the target language to investigate how cultures influence one on other over time.</p> <p><b>Connections:</b>  <b>WL.CN1</b> Students build reinforce and expand their knowledge of other disciplines using the target language to develop critical thinking (connections to art and music, social studies and health)  <b>WL.CN2</b> Students access and evaluate information and diverse perspectives available in the target language and produced for the target culture.</p>	<ul style="list-style-type: none"> <li>• Different forms of art: paintings, dance, music etc.</li> <li>• Identify key elements of arts movements</li> <li>• Recognizing the different forms of arts and their key elements, time period, movement etc.</li> <li>• Basic vocabulary related the various forms of arts.</li> </ul>	<ul style="list-style-type: none"> <li>• Critiquing and forming an opinion about different forms of arts.</li> <li>• Demonstrate understanding of the influence of art in the collective identity and how the target culture shapes the various forms of art expression</li> <li>• Comparing and contrasting arts from the target culture and their own.</li> <li>• Recognize key elements of visual and performing arts; and art descriptions</li> </ul>
--	--	---

**Evidence**

**Communication Performance Tasks**

<p><b>Interpretive Mode</b></p>	<p>Reading and listening authentic materials about art and art movements</p> <p>View and Listening videos of biographical interviews of artist from the target culture to identify life events and influences that are portrayed in their works of art</p>	<p>Interpret songs from various genres and identify messages</p> <p>Research music genres to identify cultural influences and origin</p> <p>Read information from selected websites in order to identify art forms</p>	<p>Research artistic periods to identify artist and their social environment as well as possible motivating factors</p> <p>Research famous artists to identify their accomplishments.</p> <p>Analyze advertisements and promotional authentic material about art</p>
<p><b>Presentational Mode</b></p>	<p>In an art show scenario, students will</p> <ul style="list-style-type: none"> <li>• Students will be able to use their knowledge to spontaneous present a description of a famous art</li> </ul>		

	<p>work and describe the art movement and life of the artist from the target culture. (oral)</p> <ul style="list-style-type: none"> <li>• Students will be able to use their knowledge to write a critique on selected art work, including the time period and social representations. (written)</li> </ul> <p>In a Music documentary scenario</p> <ul style="list-style-type: none"> <li>• Students will be able to use their knowledge to spontaneous write a composition in response to a prompt regarding their project final product (written)</li> <li>• Students will be able to use their knowledge to write an article about music as a form of art and expression of the target culture (written)</li> <li>• Students will be able to use their knowledge to spontaneous describe key elements of music in the target culture, the cultural influences and its origin. (oral)</li> </ul>
<p><b>Interpersonal Mode</b></p>	<p>Student will participate in exchanging information they gather about the various art forms as expression of the target culture</p> <p>In interview scenarios</p> <p>Students will be able to use their knowledge to spontaneous ask and answer questions about</p> <ul style="list-style-type: none"> <li>• Art forms and famous artist in the target culture</li> <li>• Key elements of art and music in the target culture</li> <li>• The social and cultural influences in various art forms</li> </ul>
<p><b>Culture</b></p>	<p>Product: Velasquez art work  Perspective: Importance of preserving the past and the Spanish golden age historic and cultural visual</p> <p>Product: Picasso art work  Perspective: Evolution of his art, his cultural influences and how art shapes individual and the collective identity.</p> <p>Product: Frida Kahlo art work  Perspective: life experiences and the individual identify shape artistic representation</p> <p>Product: Diego Rivera art work  Perspective: Social factors and ideology in art representing the people</p> <p>Product: Music  Practice: dance and communication</p> <p>Product: Music and lyrics  Perspective: Themes and expression that represent a group, the Importance the message</p>

	<p>Product: Music  Perspective: Cultural influences in time period</p>
<b>Connections</b>	<p><b>Making Connections:</b>  <b>Linguistics:</b> links between language and social interactions and collective behavior  <b>Geography:</b> Location of the artist and various music styles use during the unit  <b>Art and Music:</b> target culture artist, various art periods/ movements, Music harmonies and instrumental influences  <b>Social studies:</b> research and discussions of topics of colonization, post colonization, social issues, work conditions, political ideology  <b>Health:</b> health conditions, medical treatments, social-emotional aspects of movement, mental health</p> <p><b>Acquiring Information and perspectives:</b>  Websites from various countries  Videos (documentaries, interviews and music related)</p>
<b>Comparison</b>	<p><b>Language:</b>  Art periods  Music lyrics</p> <p><b>Culture:</b>  Music styles  Instrumentation  Cultures and groups that influence art</p>
<b>Communities</b>	<p><b>School and Global:</b>  Small group work to plan and develop art show and the museum experience  Small group work to create music documentary</p> <p><b>Lifelong Learning:</b>  Researching and planning  Self-assessments  Reflections</p>
<b>Connections to 21<sup>st</sup> Century Learning</b>	<p>21<sup>st</sup> Century Learning</p> <ul style="list-style-type: none"> <li>• Critical thinking: evaluate information</li> <li>• Communication: express ideas and interact</li> <li>• Creativity: create persuasive presentations</li> <li>• Collaboration: work together to presents</li> </ul>
<b>Connections to Common Core</b>	<p>Support ELA and literacy anchor standards reading, writing, listening and speaking, language structures and conventions</p> <ul style="list-style-type: none"> <li>• Determine main ideas, analyze and summarize key supporting details and ides in text.</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop writing by planning, revising and editing</li> <li>• Gather relevant information from credible and accurate sources</li> <li>• Prepare and participate in conversations, build in others ideas and expressing clearly own ideas</li> <li>• Present information and findings and supporting evidence</li> <li>• Organize and develop the task with purpose</li> </ul>
--	---

**Language**

<p><b>Related structures</b></p> <p>Here is/are          Adjectives          In my opinion          He/she was          It has</p>	<p><b>Vocabulary</b></p> <p>Art periods/ art movements          Painting media          Music styles          Historical and political terms          Health conditions</p>
--	---

**Learning Activities**

<p>Learning Activity:          Unit Goal Supporting or performance task:          Mode of communication:</p> <p>Learning Activity:          Unit Goal Supporting or performance task:          Mode of communication:</p> <p>Learning Activity:          Unit Goal Supporting or performance task:          Mode of communication:</p>
--

Resource	Technology Integration
----------	------------------------