

# SHELBY COUNTY SCHOOLS MODERN LANGUAGES

Level Four : Unit 3

## Arts and Culture

### ANNUAL TARGET

How well are students expected to perform at the end of the year?



### Unit Performance Targets

Teach to...

**Advanced**

Lowest acceptable performance...

Intermediate  
Mid

#### INTERPRETIVE Listening

- ❑ I can understand other's opinions about the arts.
- ❑ I can understand a short video or commentary about the arts.

#### INTERPERSONAL Person-to-Person

- ❑ I can ask and answer questions about the arts.
- ❑ I can give my opinions about an art form or a piece of art.
- ❑ I can give and explain my interpretation of a piece of art.

#### PRESENTATIONAL Speaking

- ❑ I can talk about what arts I'm interested in and how they impact my life.
- ❑ I can express how I feel when I see/experience certain arts.
- ❑ I can describe what I see or hear in a work of art.

## Culture

What intercultural competencies will students be able to demonstrate?

#### PRODUCTS

- ❑ I can identify the forms of art that are particular to countries of the target culture.

#### CULTURAL INTERACTIONS

- ❑ I can discuss how countries of the target culture define beauty in art.

#### PRACTICES

- ❑ I can identify the types of literature that countries of the target culture produce.
- ❑ I can identify and explain the driving forces behind art in countries of the target culture.

## UNIT PERFORMANCE TASKS

*How will students demonstrate what they can do with what they know?*

| PRESENTATIONAL SPEAKING   | INTERPERSONAL  | PRESENTATIONAL WRITING   |
|---|--|--|
| <p>Talk about art from a traditional point of view. Discuss if you visit art museums often. Which one have you visited last?</p> <p>Have you created your own art? What did you create?</p> <p>Do you know different artists?</p> | <p>Discuss art from a modern standpoint. What is considered modern art? How do you define modern art? What role does music play in art?</p> <p>What different types of media play a role in art?</p> | <p>Write about how art is produced now and how it was traditionally produced. Elaborate on the traditional and modern differences there are.</p> |

## VOCABULARY CHUNKS

*What will prepare students to demonstrate what they can do with what they know?*



**Vocabulary should be selected to support student interests. The words below represent a starting point. Student interest should be gauged before finalizing any taught vocabulary.**

| LANGUAGE CHUNKS  |  | ESSENTIAL VOCABULARY such as...   |   |
|--|--|---|---|
| <ul style="list-style-type: none"> <li>· I am fond of...</li> <li>· My favorite art is...</li> <li>· The name of the artist is...</li> <li>· His/Her artwork is ....</li> <li>· The style is...</li> <li>· The colors used...</li> <li>· In my opinion...</li> <li>· I think...</li> <li>· I believe...</li> <li>· I interpreted that as..</li> <li>· Which piece of art do you prefer?</li> <li>· The artist was inspired by...</li> <li>· The following ideas were exchanged when producing the artwork...</li> <li>· One produced ...</li> <li>·</li> </ul> | <ul style="list-style-type: none"> <li>· One used ....as materials to create the piece of art.</li> <li>· In comparison to ... there is/are...</li> <li>· This is made out of...</li> <li>· The purpose of this creation was...</li> <li>· The music was written in order to...</li> <li>· I describe the musician as...</li> <li>· The instruments played were...</li> <li>· Do you feel like attending the event?</li> <li>· What is your opinion on...?</li> <li>· What did the artist mean by ...?</li> <li>· What do you think about when viewing or listening to this piece of art/music?</li> </ul> | <ul style="list-style-type: none"> <li>the autobiography</li> <li>the poetic work</li> <li>the rhyme</li> <li>the novel</li> <li>the verse/stanza</li> <li>to quote</li> <li>classical</li> <li>humorous</li> <li>comical</li> <li>objective</li> <li>award-winning</li> <li>paint</li> <li>fine arts</li> <li>painting</li> <li>opera</li> <li>orchestra</li> <li>rehearsal</li> </ul> | <ul style="list-style-type: none"> <li>to narrate</li> <li>to show</li> <li>the playwright</li> <li>the composer</li> <li>the songwriter</li> <li>the writer</li> <li>aesthetic</li> <li>to sketch</li> <li>stage</li> <li>applause</li> <li>choir</li> <li>stage fright</li> <li>concert hall</li> <li>realistic</li> <li>satirical</li> <li>subjective</li> <li>tragic</li> </ul> |