

Unit Plan - Arte

Language Level	Spanish 4A	Approximate Length	3 weeks
		Approximate Number of Minutes Weekly	350 minutes
Theme/topic	Beauty / Aesthetics - Visual, Performance art		
Essential Question	¿Cómo describes y hablas de arte? ¿Qué es arte?		
Real World “Problem”	The students will have a 3-week long internship at <i>El Museo Nacional de Bellas Artes</i> , in Buenos Aires, Argentina. During this internship, the students will have to research Latin American art exhibits from around the world, in order to convince their supervisor to host a particular exhibit.		
Goals <i>Can Do statements</i>	<ul style="list-style-type: none"> ● Students will be able ask and answer questions about art ● Students will be able to talk about artists from other countries ● Students will be able to inquire about membership/internships ● Students will be able to give a presentation about a historical figure, and tell why he/she is important ● Students will be able to share and justify their opinions about art ● Students will be able to write about an artist ● Students will be able to write an autobiographical statement for a job application ● Students will be able to write a short summary of art that they have researched ● Students will be able to create a multimedia presentation ● Students will be able to understand a short video clip ● Students will be able to understand information on a job posting ● Students will be able to understand information on art brochures ● Students will be able to understand a short biography about an artist's life and daily routine 		
Summative Performance Assessment	Interpretive Mode		
	<p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none"> ● Reading a filling out a job application ● Read a brochure and map of the museum ● Read a summary about an artist's life, and fill out a graphic organizer about the 	<p style="text-align: center;"><u>Listening</u></p> <ul style="list-style-type: none"> ● Listening to advertisements for other museum exhibits ● Listening to audio guides for paintings to understand the included information 	<ul style="list-style-type: none"> ● ¿?
	<ul style="list-style-type: none"> ● <i>These tasks allow learners to demonstrate how well they have met the goals of the unit</i> ● <i>They are integrated throughout the unit.</i> 		

	<p>historical references in their work</p> <ul style="list-style-type: none"> Students will read about the different types of artwork (performance, sculpture, painting...), and fill out a graphic organizer with the typical characteristics of each type 		
	<p style="text-align: center;">Presentational Mode</p> <ul style="list-style-type: none"> Students will create an informational introduction to a work of art Students will create the audio-guide for the same work of art Students will create a promotional poster (or infographic) for the artwork they have researched 	<p style="text-align: center;">Interpersonal Mode</p> <ul style="list-style-type: none"> Students will have discussions in Spanish about artwork Students will have mini-debates about why 	
<p>Cultures</p> <ul style="list-style-type: none"> Practice: refers to patterns of behavior accepted by a society and deal with aspects of culture such as rites of passage, the use of forms of discourse, the social “pecking order,” and the use of space. Products: may be tangible (painting, literature...) or intangible (oral tale, dance, ritual...) Perspectives: underlying beliefs and values, traditional ideas and 	<p>Product: Paintings from Latin America Practice: The different styles of Spanish and Latin American painting Perspective: how to respectfully discuss art.</p>		

<p>attitudes</p> <ul style="list-style-type: none"> • Buenos Aires/Argentina • Culture/history of the artists 	
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Connections	Making Connections	Acquiring Information and Diverse Perspectives
	<ul style="list-style-type: none"> • Students will make connections to the art classes (that they are currently taking, or that they have taken). • Students will make connections to their world history classes, because many of the artworks from Latin America are depicting specific events in history and culture 	<ul style="list-style-type: none"> • By looking at art from Latin America, students will acquire distinct viewpoints of the world. For example, when looking at <i>Guernica</i> by Pablo Picasso, it could simply look like chaos. However, after research, you would know that the painting is depicting the specific chaos that was caused in the bombing of Guernica during the Spanish Civil War
Comparisons	Language Comparisons	Cultural Comparisons
	<ul style="list-style-type: none"> • Students will recognize the similarities and differences between the travel and activities vocabulary in English and Spanish (noticing that many are cognates and borrowed words from Spanish(<ul style="list-style-type: none"> • Students will compare Latin American art exhibits from around the world, with those in Buenos Aires
Communities	School and Global Communities	Lifelong Learning
	<ul style="list-style-type: none"> • This unit supposes that the students have obtained an internship in Argentina. Because of this, students will reinforce their understandings that Spanish is used in non-school settings (in museums) and outside of Michigan (in Buenos Aires, and a broader Latin America), specifically through the Real World context of the unit - filling out an internship application, understanding brochures, schedules and maps of museums, and writing exhibition 	<ul style="list-style-type: none"> • By researching Latin American artists that interest them, they are connecting the academic subject to their personal life.

	proposals.	
4Cs Connections	<p><u>Critical Thinking</u></p> <ul style="list-style-type: none"> Students will prepare a persuasive advertisement for the artwork that they choose. This advertisement must convince a general public to come see their artwork. <p><u>Communications</u></p> <ul style="list-style-type: none"> Students will communicate with one another in Spanish about an unfamiliar topic (art) Students will learn about different methods of communication outside of school (informative writing, audio productions...) 	

Tool Box		
<u>Language Function</u>	<u>Related Structures/Patterns</u>	<u>Vocabulary Expansion</u>
Compare	<ul style="list-style-type: none"> comparisons of equality (más + adj + que, menos) comparisons of inequality superlatives 	
Describe	<ul style="list-style-type: none"> Ser with adjectives (describing and identifying the type of artwork) 	<p>Feldman's model of Art Criticism:</p> <ul style="list-style-type: none"> Description (make a list of the qualities of the work) <p>Vocabulario: abstracto/a - abstract la acuarela - watercolor el autorretrato - self-portrait el bosquejo - sketch impresionista - impressionist la naturaleza muerta - still life el óleo - oil la paleta - palette el pincel - brush surrealista - surrealist el barro - clay el bronce - bronze</p>

		el marmól - marble la piedra - stone el yeso - plaster
Analysis		Feldman's model of Art Criticism: <ul style="list-style-type: none"> • Focus on the formal aspects of elements of art • How does the artist create a center of interest? • How does color...
Interpretation	<ul style="list-style-type: none"> • Subjunctive <ul style="list-style-type: none"> ○ Adjective clauses: <ul style="list-style-type: none"> ■ Es triste que... 	Feldman's model of Art Criticism: <ul style="list-style-type: none"> • ideas for possible meaning based on evidence • emotions, feelings intentions • What do you think this means? • What clues do you see to support your ideas?
Judgment/Opinions	<ul style="list-style-type: none"> • Subjunctive <ul style="list-style-type: none"> ○ Opinions ○ Wishes ○ Doubts ○ Emotions 	Feldman's model of Art Criticism: <ul style="list-style-type: none"> • Discuss the overall strengths/success/merit of the art

Key learning activities / formative assessments			
<u>Key learning activity / Formative assessments</u>	<u>How does this activity support the unit goals or performance task?</u>	<u>Mode of communication</u>	<u>Interculturality:</u> <u>Self</u> <u>Community</u> <u>World</u>
Students will fill out an internship form	Students will be able to write an autobiographical statement for a job application.	Interpretive	SCW
Students will write persuasive letters	Students will be able to write	Presentational	SCW

	a letter in a formal, persuasive format.		
Students will create persuasive advertisements.	Students will be able to write a persuasive advertisement in an informal way, using social media and the target language.	Interpersonal, presentational	SCW
Students will create the audio guide for a work of art.	Students will research an artist and a work of art. Then, the students will record and audio guide for the artwork that they created.	Presentational	SWC

Resources	Technology Integration
<ul style="list-style-type: none"> • https://www.bellasartes.gob.ar/ 	<ul style="list-style-type: none"> • Research for the artist/artwork • Infographic creation / or social media post • Screencastify - to record the audio guide