

## **Curriculum Map Module 1 Dee-Dee Darby-Duffin**

### **Artistic Expression: A Sign Of The Times**

#### **Essential Questions**

1. Do artists have a responsibility to use their platform to address important social issues ?
2. What does it take to be an influencer?
3. What does art from a certain time period tell us?

#### **Learning Intentions** – In this Module, students will:

1. Recognize the importance of the risk and sacrifice some artists have made to change the world;
2. Understand the significance of art as a sign of the times;
3. Explain how art is an important mode for communicating our human experience;
4. Employ art as an aesthetic tool to communicate messages about important historical and contemporary issues.

#### **Success Criteria**

1. Through storytelling and film, share the contribution of an artist in raising social consciousness around a significant issue of their time.

#### **Learning Outline**

*This 3.5-hour module is on the Artistic Expression: A Sign of The Times video presentation by Dee-Dee Darby-Duffin. It can be used as a whole learning experience, or in chosen sections as time allows.*

- 35 minutes: Launch Activity– Art and Artists Changing Hearts and Minds
- 15 minutes: While Viewing– Artistic Expression: A Sign Of The Times
- 20 minutes: Post-Viewing– Strange Fruit
- 75 minutes: Demonstration– Researching And Storyboarding Influencers
- 60 minutes: Making Connections–Arts Integration Short Film Project - Artist Influencers: A Sign Of The Times

### **Standards Targeted Throughout Curriculum (Expanded Version Below)**

#### **Module 1: Artistic Expression: A Sign Of The Times**

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#### **Core Standards for Social Studies (7-12):**

US Government (U.S.GOV) Strand 2: Civil Liberties, Civil Rights, and Responsibilities (U.S.GOV2.3) (grade 12)  
US History II (U.S.II) Strand 4: Traditions and Social Change (U.S.II 4.3) (grade 11)

#### **Core Standards for English Language Arts (7-12):**

Reading Informational Text (RI 7.3-12.3)

Writing: (W7.4-12.4; W7.3-12.3)

Speaking and Listening: (SL7.1-12.1; SL7.5-12.5)

**National Arts Standards (Visual & Media Arts 7-12):**

Creating: Anchor Strands (1-3)

Performing, Presenting, Producing: Anchor Strands (4-6)

Responding: Anchor Strands (7-9)

Connecting: Anchor Strands (10-11)

**National Film Study Standards (NFSS)**

Standard 5.0 Cross-Curricular Connection

**AASL National School Library Standards:**

**Shared Foundations Anchors:**

Inquire

Include

Collaborate

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**Standards: Expanded**

**Core Standards for Social Studies (7-12):**

US History II (U.S.II) Traditions and Social Change (grade 11)

U.S.II 4.3: Students will identify the civil rights objectives held by various groups, assess the strategies used, and evaluate the success of the various civil rights movements in reaching their objectives, paying specific attention to American Indian, women, and other racial and ethnic minorities.

**Core Standards for English Language Arts (7-12):**

Reading: Informational Text (RI):

RI 7.3-12.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Writing (W):

W7.4-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W7.3-12.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

Speaking and Listening (SL):

SL7.1-12.1: Initiate and participate effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL7.5-12.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

**National Arts Standards (Visual & Media Arts 7-12):**

Creating: (Anchor Strands 1-3)

Anchor Strand 1: Generate and conceptualize artistic ideas and work.

Anchor Strand 2: Organize and develop artistic ideas and work.

Anchor Strand 3: Refine and complete artistic work.

### Performing, Presenting, Producing: Anchor Strands (4-6)

Anchor Strand 4: Select, analyze and interpret artistic work for presentation.

Anchor Strand 5: Develop and refine artistic techniques and work for presentation.

Anchor Strand 6: Convey meaning through the presentation of artistic work.

### Responding: Anchor Strands (7-9)

Anchor Strand 7: Perceive and analyze artistic work.

Anchor Strand 8: Interpret intent and meaning in artistic work.

Anchor Strand 9: Apply criteria to evaluate artistic work.

### Connecting: Anchor Strands (10-11)

Anchor Strand 10: Synthesize and relate knowledge and personal experiences to make art.

Anchor Strand 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

### **National Film Study Standards (NFSS)**

Standard 5.0 Cross-Curricular Connections: Students first tap their knowledge of other disciplines to study a film. They then apply what they have learned about film to other disciplines, making connections between film and literature/language arts, film and history/social studies, film and other arts, and film and sciences.

### **AASL National School Library Standards**

#### **Shared Foundations Anchors:**

#### **INQUIRE**

Display curiosity and initiative by: Formulating questions about a personal interest or a curricular topic; Recalling prior and background knowledge as context for new meaning.

Engage with new knowledge by following a process that includes: Using evidence to investigate questions; Devising and implementing a plan to fill knowledge gaps; Generating products that illustrate learning.

Adapt, communicate, and exchange learning products with others in a cycle that includes: Interacting with content presented by others; Providing constructive feedback; Acting on feedback to improve; Sharing products with an authentic audience.

Participate in an ongoing inquiry-based process by: Continually seeking knowledge; Engaging in sustained inquiry; Enacting new understanding through real-world connections; Using reflection to guide informed decisions.

#### **INCLUDE**

Contribute a balanced perspective when participating in a learning community by: Articulating an awareness of the contributions of a range of learners; Adopting a discerning stance toward points of view and opinions; expressed in information resources and learning products; Describing their understanding of cultural relevancy and placement within the global learning community.

Adjust their awareness of the global learning community by: Interacting with learners who reflect a range of perspectives; Evaluating a variety of perspectives during learning activities; Representing diverse perspectives during learning activities.

Exhibit empathy with and tolerance for diverse ideas by: Engaging in informed conversation and active debate; Contributing to discussions in which multiple viewpoints on a topic are expressed.

Demonstrate empathy and equity in knowledge building within the global learning community by: Seeking interactions with a range of learners; Demonstrating interest in other perspectives during learning activities; Reflecting on their own place within the global learning community.

#### COLLABORATE

Identify collaborative opportunities by: Demonstrating their desire to broaden and deepen understandings; Developing new understandings through engagement in a learning group; Deciding to solve problems informed by group interaction.

Participate in personal, social, and intellectual networks by: Using a variety of communication tools and resources; Establishing connections with other learners to build on their own prior knowledge and create new knowledge.

Work productively with others to solve problems by: Soliciting and responding to feedback from others; Involving diverse perspectives in their own inquiry processes.

Actively participate with others in learning situations by: Actively contributing to group discussions; Recognizing learning as a social responsibility.