

# ART HISTORY

LENGTH OF TIME: Semester course  
Meets daily for 90 minutes

GRADE LEVEL: 9-12

## COURSE STANDARDS:

Students will:

1. Recognize the functions of art in societies past and present; [National Visual Art Content Standard 4](#) [PA Academic Standard 9.2.12 A-L](#)
2. Discover architecture throughout art history and view structures of pre-historic to present day architectural structures [National Visual Art Content Standard 2, 4, and 6](#). [PA Academic Standard 9.2.12 A-L, 9.3.12 A-G](#)
3. Explain the significance of development and change in the art of Western and Non-western cultures; [National Visual Art Content Standard 4](#) [PA Academic Standard 9.2.12 A-L](#)
4. Identify major characteristics of the various periods and cultures of art that are studied; [National Visual Art Content Standard 4](#) [PA Academic Standard 9.2.12 A-L](#)
5. Describe the interrelationships between Western Art and that of other cultures; [National Visual Art Content Standard 4](#) [PA Academic Standard 9.2.12 A-L](#) [9.3.12 A-G, 9.4.12 A-D](#).
6. Discovering various genres as they apply to art history and how various works of art paintings/sculptures/structures contain symbolism, and various ideas [National Visual Art Content Standard 3 and 4](#). [PA Academic Standard 9.2.12 A-L](#) [9.3.12 A-G, 9.4.12 A-D](#).
7. Understand the importance of art history, art criticism, and aesthetics in the studying of works of art;) [National Visual Art Content Standard 4 and 5](#). [PA Academic Standard 9.2.12 A-L](#) [9.3.12 A-G, 9.4.12 A-D](#).
8. Analyze and interpret works of art as they apply to time periods, societies, cultures, and geographic regions [National Visual Art Content Standard 5](#) [PA Academic Standard 9.3.12 A –G](#)
9. Utilize methods of art criticism and analysis when discovering works of art. [National Visual Art Content Standard 5](#) [PA Academic Standard 9.3.12 A –G and 9.4.12 A-D](#).

## RELATED PA ACADEMIC STANDARDS FOR ARTS AND HUMANITIES

- 9.2 Historical and Cultural Contexts
  - A. Context of Works in the Arts
  - B. Chronology of Works in the Arts
  - C. Styles and Genre in the Arts
  - D. Historical and Cultural Perspectives
  - E. Historical and Cultural Impact on Works in the Arts
  - F. Vocabulary for Historical and Cultural Context
  - G. Geographic regions in the arts
  - H. Pennsylvania artists
  - I. Philosophical context of works in the arts

- J. Historical differences of works in the arts
- K. Traditions within works in the arts
- L. Common themes in works in the arts
- 9.3 Critical Response
  - A. Critical Processes
  - B. Criteria
  - C. Classifications
  - D. Vocabulary for Criticism
  - E. Types of Analysis
  - F. Comparisons
  - G. Critics in the Arts
- 9.4 Aesthetic Response
  - A. Philosophical Studies
  - B. Aesthetic Interpretation
  - C. Environmental Influences
  - D. Artistic Choices

#### NATIONAL VISUAL ARTS STANDARDS

1. Understanding and applying media, techniques, and processes
2. Using knowledge of structures and functions
3. Choosing and evaluating a range of subject matter, symbols, and ideas
4. Understanding the visual arts in relation to history and cultures
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others
6. Making connections between visual arts and other disciplines

#### PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Documenting and discussing the functions of art in societies past and present and by creating a newsletter that explains these concepts. (Course Standard 1)
2. Creating an architectural project that reflects a particular time period in art history. (Course Standard 2)
3. Writing an essay explaining the significance of development and change in the art of Western and Non-western cultures. (Course Standard 3)
4. Creating brochures, newsletters, and PowerPoint presentations that describe and identify major characteristics of the various periods and cultures of art that are studied. (Course Standard 4)
5. Creating projects that describe the interrelationships between Western Art and that of other cultures; such as a comparative essay. (Course Standard 5)
6. Producing a newsletter that depicts a specific genre in that can be found in art history in several different time periods, cultures and places. (Course Standard 6)
7. Writing critical analysis of several works of art from the perspective of a particular philosophy. (Course Standard 7)

8. Writing a comparative essay that analyzes and interprets works of art as they apply to time periods, societies, cultures, and geographic regions. (Course Standard 8)
9. Write a critical analysis of various works of art using a critical analysis format as described in the lesson plan. (Course Standard 9)

#### DESCRIPTION OF COURSE:

Art enriches our lives, interprets our environment, and helps us to understand life and people. Studying Art history helps us to gain an understanding and knowledge of architecture, sculpture painting, and other art forms within diverse historical and cultural contexts. It is through these studies of Art History that students will understand relationships: Relationships between artists, and their work, the public, different cultures, and time periods. This course will expand the consciousness of the students by clarifying and interpreting experiences through the understanding of media, styles, developments, and trends. Students will examine major forms of artistic expression from the past and the present and from a variety of cultures. They will learn to examine works of art critically, with intelligence and sensitivity, and to analyze what they see.

#### TITLES OF UNITS:

1. Artist as Visual Communicator (1 class)
2. Visual Communication Process (1 class)
3. The Subject and Vocabulary of Art History (1 class)
4. Africa, Europe, and the Near East in the Stone Age (2 classes)
5. Ancient Near East (2 classes)
6. Ancient Egypt (2 classes)
7. Prehistoric Aegean (1 class)
8. Ancient Greece (4 classes)
9. South and Southeast Asia (1 class)
10. Early China and Korea (1 class)
11. Early Japan (1 class)
12. Etruscan (4 classes)
13. Ancient Rome (4 classes)
14. Late Antiquity (1 class)
15. Byzantium (2 classes)
16. Islamic Art (1 class)
17. The Arts of Ancient America (2 classes)
18. Early African Art (2 classes)
19. Early Medieval Art in the West (2 classes)
20. Romanesque (3 classes)
21. Gothic (2 classes)
22. The Fourteenth Century in Italy (4 classes)
23. Fifteenth-Century Art in Northern Europe and Spain (4 classes)
24. Fifteenth-Century Italian Art (5 classes)
25. The High Renaissance and Mannerism (5 classes)
26. Sixteenth-Century Art in Northern Europe and Spain (4 classes)
27. Baroque and Rococo Art (3 classes)
28. The Later Art of South and Southeast Asia (1 class)

29. The Art of Later China and Korea (1 class)
30. The Art of Later Japan (1 class)
31. Neoclassicism through the Mid-Nineteenth Century (4 classes)
32. The Rise of Modernism (4 classes)
33. Native Arts of the Americas After 1000 (1 class)
34. The Arts of Oceania (1 class)
35. Later African Art (1 class)
36. The Early Twentieth Century - Modern Art (5 classes)
37. The Later Twentieth Century - Post-Modernism (5 classes)
38. Contemporary trends in art (4 classes)

#### SAMPLE INSTRUCTIONAL STRATEGIES:

1. Problem solving
2. Critical thinking
3. Analytical thinking
4. Research activities
5. Writing activities
6. Cooperative learning
7. Peer coaching
8. Peer critique and assessment
9. Computer assisted learning
10. Visualizing
11. Personifying
12. Discussions and brainstorming
13. Analytical thinking
14. Hypothesizing and decision making

#### MATERIALS:

1. Adams, Laurie Schneider. *Art Across Time*. McGraw-Hill College, 1999.  
<http://www.mcgrawhill.ca/highereducation/>
2. Brommer, Gerald F. *Discovering Art History* Davis Publishing, Inc., Worcester, Massachusetts, 1982.
3. Hartt, Frederick. *Art: A History of Painting, Sculpture, Architecture*, 4<sup>th</sup> ed., 2 vols. New York: Harry N. Abrams, 1993; Englewood Cliffs, N.J.: Prentice-Hall, 1992.  
<http://vig.prenhall.com>
4. Honour, Hugh, and John Fleming. *The Visual Arts: A History*, 4<sup>th</sup> ed. New York: Harry N. Abrams/Englewood Cliffs, N.J.: Prentice-Hall 1994. <http://vig.prenhall.com>
5. Kleiner, Fred S, Christin J. Mamiya, and Richard G. Tansey. *Gardner's Art Through The Ages*, 11<sup>th</sup> ed. San Diego: Harcourt College, 2001. [www.hbcollege.com](http://www.hbcollege.com)
6. Stokstad, Marilyn, *Art History*. New York: Harry N. Abrams, 1999. [www.abramsbooks.com](http://www.abramsbooks.com)
7. Wilkins, David, Bernard Schultz, and Kathryn M. Linduff. *Art Past, Art Present*, 3<sup>rd</sup> ed. New York: Harry N. Abrams, 1998. [www.abramsbooks.com](http://www.abramsbooks.com)
8. Numerous art history references (see individual lesson plans for bibliography)
9. Various Internet references (see individual lesson plans for sites)

10. Professional speakers
11. Museums and galleries
12. Various art materials for studio projects
13. Computers and computer programs
14. Videos, DVD's, films, and recordings.

#### METHODS OF ASSISTANCE AND ENRICHMENT:

1. Students are encouraged to participate in enrichment activities (i.e. field trips) offered during and after school hours;
327232328. Students are encouraged to read assigned and additional texts and periodicals relating to the subject matter;
327232329. Introduce music, poetry, prose, and historical facts related to the specific areas of study;
327231880. Students are encouraged to consult with other professionals in other disciplines for help with additional information relating to the time periods and geographical locations being studied;
327232384. Students are encouraged to discuss ideas with peers and/or other art professionals for problem solving on specific tasks.
327231936. Students are encouraged to shadow professionals in art-related fields of interest.

#### PORTFOLIO DEVELOPMENT:

Students will be required to keep a portfolio of all lessons covered. The entries should include all tests, critiques, evaluations, and special projects completed during the course. Rubrics will be attached to all work that has been evaluated.

#### METHODS OF EVALUATION:

1. Student work will be evaluated with a rubric or assessment tool;
2. All projects will be evaluated either by the classroom teacher or by a panel of students and teachers;
3. Class critiques will be incorporated into the evaluation process;
4. Individual critiques and personal feedback will also be used in the evaluation process.

#### INTEGRATED ACTIVITIES:

##### 1. Concepts

Lessons and activities developed will allow the students to:

- Learn that the arts and humanities are the expressions of society and the times.
- Comprehend concepts, see relationships, recognize trends, and understand visual and auditory communication.

##### 2. Communication

Lessons and activities developed will allow the students to:

- Learn how to communicate their feelings, thoughts, ideas, and values through the understanding of the fine arts.

- Learn how to describe, analyze, interpret and evaluate a variety of forms of expressions.
- Learn to identify the chronological development of art, past to present, and begin to articulate appropriate vocabulary in all discussions and writings.

### 3. Thinking/Problem Solving

Lessons and activities developed will allow the students to:

- Learn to develop and use aesthetic and ethical judgments through the study of the fine arts.
- Learn to expand their analytical ability to form sound conclusions from observing visual art reproductions, various data, such as texts, maps, discussions, lectures, films, slides, and performances.

### 4. Application of Knowledge

Lessons and activities developed will allow the students to:

- Learn that the arts and humanities are interrelated disciplines.
- Learn that history forms the course of the visual arts and vice-versa.
- Learn that the arts and humanities will give clarity to their lives and existence.

### 5. Interpersonal Skills

Lessons and activities developed will allow the students to:

- Learn to develop appropriate cooperative working skills.
- Learns to respond to advice and criticism from others.
- Learns to advise and critique work of others in an appropriate manner.