

Unit 2. AP Art History- The Dawn Art- The Prehistoric and Ancient Mediterranean

Content Area: **Arts**
Course(s): **Art History**
Time Period: **Semester 1**
Length: **5 weeks**
Status: **Published**

Standards

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| VA.9-12.1.5.12adv.Cr1 | Generating and conceptualizing ideas. |
| VA.9-12.1.5.12adv.Cr2 | Organizing and developing ideas. |
| VA.9-12.1.5.12adv.Pr4 | Selecting, analyzing, and interpreting work. |
| VA.9-12.1.5.12adv.Re7 | Perceiving and analyzing products. |
| VA.9-12.1.5.12adv.Re8 | Interpreting intent and meaning. |
| VA.9-12.1.5.12adv.Re9 | Applying criteria to evaluate products. |
| VA.9-12.1.5.12adv.Cn11 | Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. |
| VA.9-12.1.5.12adv.Cr2c | Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives. |
| VA.9-12.1.5.12adv.Re7b | Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture. |
| VA.9-12.1.5.12adv.Re8a | Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis. |
| SOC.9-12.SB.3.1 | Explain how different forms of governance have been constructed and maintained over time. |
| SOC.9-12.CUL.2.2 | Explain how religions, belief systems, philosophies, and ideologies affected political, economic, and social developments over time. |
| SOC.9-12.CUL.2.3 | Explain how cross-cultural interactions resulted in the diffusion of culture, technologies, and scientific knowledge. |
| SOC.9-12.CUL.2.5 | Explain how the arts are shaped by and reflect innovation, adaptation, and creativity of specific societies over time. |
| SOC.9-12.CUL.2.6 | Explain how expanding exchange networks shaped the emergence of various forms of transregional culture, including music, literature, and visual art. |
| SOC.9-12.ENV.1.2 | Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time. |
| SOC.9-12.ENV.1.3 | Evaluate the extent to which migration, population, and urbanization affected the environment over time. |
| SOC.9-12.ECON.4.6 | Explain how economic systems and the development of ideologies, values, and institutions |

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have influenced each other.

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

To better understand the historical perspective, one must consider historical context.

Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.

Chronological sequencing serves as a tool for analyzing past and present events.

Historical sources and evidence provide an understanding of different points of view about historical events.

Enduring Understanding

1. Art reflects the time, culture and geography.
2. Understanding how visual language communicates and educates us universally.
3. Culture affects self-expression, whether we realize it or not.
4. The critical process of observing, describing, analyzing, interpreting and evaluating works of art continues into areas of daily decisions and experiences.

Essential Questions

1. What messages were the cave dwellers trying to convey?
2. Where have we come from as a civilization?
3. What can these works of art tell us about their rituals and way of life?
4. What lessons can primitive art teach us about the creators?
5. How does this art reflect on modern peoples?

Knowledge and Skills

Students will be able to:

- Analyze the impact of cave paintings on the history of civilization
- Apply knowledge of Egyptian rituals to historic and contemporary traditions of their cultures.
- Analyze the different meanings of specific works of art.
- Distinguish between Greek and Roman Architecture.

Transfer Goals

1. Students will be able to independently develop critical thinking to formulate individual ideas and to apply them to social interactions.
2. Students will be able to independently communicate ideas through group discussions and individual presentations.

Assessment

[Assessments](#)

Modifications

[Modifications](#)