

Unit 01: Introduction

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **2-3 sessions**
Status: **Published**

Brief Summary of Unit

The students will be introduced to the study of Art History. They will learn the basics of communicating about art; description, analysis, and interpretation. In addition the 3 S's (subject, style, and significance) strategy for looking at art will be introduced.

Transfer

Essential Questions

- • How can artworks be interpreted?
- • How can I succeed in this course?
- • How do we look at and communicate about art?
- • What is art history?

Essential Understandings

- • Any interpretation of a work of art is affected by the viewers understanding of the context in which the work was created as well as the context in which the work is viewed.
- • Being organized, following the syllabus, and challenging themselves to achieve will help them succeed in this course.
- • Knowing and understanding the vocabulary of art and how to use it correctly is essential to communicating about art.
- • Looking at art is not only a skill, but a way of understanding.
- • The purposes of art can be discovered through the exploration of major reoccurring themes in art.

Students Will Know

- • The basics of communicating about art: description, analysis, and interpretation.
- • The course expectations.
- • The differences between formalism and contextualism.
- • The elements and principles of design.

- • To look for the 3 S's: subject, style, and significance, in an artwork.

Students Will Be Skilled At

Evidence/Performance Tasks

- • answer the essential questions.
- • Completion of homework and in classroom assignments derived from classroom activities (such as but not limited to: readings on viewing and interpreting art. Worksheets on the 3 S's and communicating about art.)
- • Ongoing notes, sketches, handouts, and reflections compiled in notebooks.
- • Participation in classroom activities such as: class discussion, Q and A sessions, cooperative group projects, role-playing, critique sessions, etc.
- • Quiz: Looking at Art
- • Self and teacher assessment using teacher generated rubric.

Learning Plan

- • Homework debriefing and presentation "Looking at Art - the 3 S's; subject, style, and significance." o Handouts on topic o Class activity: such as "Art Dominos" o Homework reading and CD study guide assignment (material for next day)
- • Introductions and presentation of course expectations o Discussion "What is Art History? Formalism vs. Contextualism." o Homework reading and worksheet assignment:
- • Preview the essential questions and connect to learning throughout the unit.
- • Quiz "Looking at Art"

Materials

Suggested Strategies for Modifications

- • additional time on task
- • alternative outcome options
- • assessment based on individual development in the area of study
- • audio tape of instruction
- • cooperative learning groups
- • handouts of notes, procedures, processes, diagrams, etc.
- • images and visual aids

- • one-to-one instruction and assistance
- • preferential seating
- • reading material modified to student level
- • revised techniques, use of tools and media in hands-on activity
- • study partners
- • testing materials appropriate to student level