

# Unit 01: Introduction

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

## Brief Summary of Unit

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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.

## Standards

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ELD standards: <https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit>

VA.9-12.1.5.12adv.Cr	Creating
VA.9-12.1.5.12adv.Cr1	Generating and conceptualizing ideas.
VA.9-12.1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.
VA.9-12.1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
VA.9-12.1.5.12adv.Cr2	Organizing and developing ideas.
VA.9-12.1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
VA.9-12.1.5.12adv.Cr2b	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
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.Cr3	Refining and completing products.
VA.9-12.1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
VA.9-12.1.5.12adv.Pr	Presenting
VA.9-12.1.5.12adv.Pr4	Selecting, analyzing, and interpreting work.
VA.9-12.1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
VA.9-12.1.5.12adv.Pr5	Developing and refining techniques and models or steps needed to create products.
VA.9-12.1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art.
VA.9-12.1.5.12adv.Pr6	Conveying meaning through art.
VA.9-12.1.5.12adv.Pr6a	Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
VA.9-12.1.5.12adv.Re	Responding

VA.9-12.1.5.12adv.Re7	Perceiving and analyzing products.
VA.9-12.1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
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.Re8	Interpreting intent and meaning.
VA.9-12.1.5.12adv.Re9	Applying criteria to evaluate products.
VA.9-12.1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
VA.9-12.1.5.12adv.Cn	Connecting
VA.9-12.1.5.12adv.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
VA.9-12.1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
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.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.
VA.9-12.1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.

## Transfer

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## Essential Questions

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- • How can artworks be interpreted?
- • How do we look at and communicate about art?
- • What is art history?

## Essential Understandings

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- • 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

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- • The basics of communicating about art: description, analysis, and interpretation.
- • 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**

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## **Evidence/Performance Tasks**

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- • 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**

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- • 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**

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## **Suggested Strategies for Modifications**

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- • 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