Unit 4: Art History/Art Appreciation

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **15**
Status: **Published**

Summary

This course provides instruction, which provides a basic foundation to all art courses offered at Cranford High School. Instruction and activity centers upon the study of basic art and design principles, the development of art skills and the encouragement of creative responses. The course recognizes the fact that students have varying art abilities, some less and some more than others. A student's interest in art is the most important consideration in electing this course.

In this unit, students will focus on developing knowledge and understandings related to a variety of artists and art styles. Students will learn about various art movements and develop an appreciation towards the arts.

Revision Date: July 2024 - Samantha Berk.

Standards

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

1.5.12prof.Cr1	Generating and conceptualizing ideas.
1.5.12prof.Cr1a	Use multiple approaches to begin creative endeavors.
1.5.12prof.Cr2	Organizing and developing ideas.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12prof.Cr2b	Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment.
1.5.12prof.Cr3	Refining and completing products.
1.5.12prof.Cr3a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
1.5.12prof.Pr4	Selecting, analyzing, and interpreting work.
1.5.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.
1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12prof.Pr6	Conveying meaning through art.
1.5.12prof.Pr6a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.
1.5.12prof.Re7	Perceiving and analyzing products.

1.5.12prof.Re7a	Hypothesize ways in which art influences perception and understanding of human experiences.
1.5.12prof.Re7b	Analyze how one's understanding of the world is affected by experiencing visual arts.
1.5.12prof.Re8	Interpreting intent and meaning.
1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
1.5.12prof.Re9	Applying criteria to evaluate products.
1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
1.5.12prof.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change, may influence personal responses to art.

Essential Questions/Enduring Understandings

What contributions have famous artists made to the world of art and the world in general, through their works of art?

How does the understanding of art reflect society and its past?

How does the knowledge of a particular artist and their artistic style aid in the creation of your art work?

All art has a purpose.

Innovation in art, and the future of art are based on art history.

Art and culture/society are reflective of one another and inseparable.

Appreciation of an artwork does not necessarily mean liking that artwork.

	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
	What conditions, attitudes and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
	Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.
	How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?

People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Students will know/Students will be skilled at

Students will know artists and the key works of the artists relating to their art projects.

Students will know the key vocabulary defining particular artists and their artistic styles.

Students will know the definitions of and differences between objective and non-objective art.

Students will know a variety of historically significant artistic styles.

Students will know a variety of historically significant art media.

Students will know a variety of historically significant art techniques/purposes.

Students will be skilled at defining the "3 basic features" of an art work (subject, composition and purpose).

Learning Plan

Preview the essential questions and connect to learning throughout the unit. Teacher presentation and introduction to the lessons (may include one or more of the following: video, reproductions, teacher made handouts, computer presentation)

Teacher presentation of vocabulary.

Handouts of vocabulary, student expectations, information concerning artists, etc.

Teacher presentation of past student work and reproductions (Display reproductions.)

Show videos of famous artists.

Student and teacher evaluation of critique work (rubric).

Teacher introduction and demonstration of the medium.

Students will brainstorm/thumbnail sketch.

Students will use technology, information and other tools to explore ideas for art production.

Students will experiment with medium. Including but not limited to cut paper, tempera paint, color pencil, scratch art paper, calligraphy media, markers and collage.

Students will make decisions to solve the problems using the appropriate medium and following instructions.

Students will creatively mount finished projects.

Students will self-evaluate with a rubric.

The teacher will evaluate the project based on the rubric.

Students will examine how modern artists address climate change and how it relates to their artistic process.

Assessments

Engage in active and meaningful participation in classroom discussions and activities including critiques, and create artwork that demonstrates knowledge and understanding of the work of renowned artists.

Complete a writing prompt related to the influences of art and artists of the past on the art of today.

Participate in evaluation of artwork produced through critique, self-assessment and teacher assessment (rubrics).

Complete a summative evaluation using a rubric, 3 basic features of an art work.

Materials

Cut paper, tempera paint, color pencil, scratch art paper, calligraphy media, markers and collage, Google slide decks, google classroom.