

# Course Overview Art History

Content Area: **Performing Arts**  
Course(s):  
Time Period: **Full Year**  
Length: **35 weeks**  
Status: **Published**

## School Mission Statement

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The mission of Chartertech is to provide artists the opportunity to blend principles of artistic expression with cutting-edge technology, so artists will excel in academic, career, and civic pursuits and contribute to the harmony and productivity of the 21<sup>st</sup> century.

**Artistic integration:** Performing arts will be accessible to all artists as a skill and content area and will serve as a vehicle for imparting, enlivening, and motivating excellence in all academic topics, as well as providing a platform for learning multicultural appreciation and empathy, not just tolerance.

**Technological integration:** Technology will serve as the foundation for instructional delivery systems leading to knowledge acquisition, concept understanding, and skill mastery in all academic subjects. Technology will not be studied as a separate entity but infused into the very fabric of educational pursuits, exactly as it occurs in the business world. Artists will be prepared to compete in the modern workplace or post-secondary institution.

*"Education has always been torn between vocational and utilitarian purposes on one hand and creative and holistic purposes on the other... We are rapidly entering a world that is hard to imagine. By developing the problem-solving skills, creativity, and discipline required in the arts, artists can prepare for life in the 21<sup>st</sup> century."*

From Understanding How the Arts Contribute to Excellent Education

National Endowment for the Arts, 1991

## School Goals

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### Goals for Arts Education:

**Artists will learn the knowledge, skills, and abilities necessary to turn their passions and gifts in the arts into vocations or serious avocations.**

Objective 1: Each year, each artist will take two semesters (10 credits) of career-oriented training (80 minutes per day) in their artistic major.

Objective 2: Each marking period, each artist will perform or produce frequently, in diverse settings and for diverse audiences.

Objective 3: Artistic instruction will be integrated into the study of all academic subjects.

Objective 4: Each year, each artist will complete at least twenty after-school “lab” hours in their artistic major. These will constitute career-oriented service to the school and/or community, and demonstrate accomplishment of the NJCCCS crosscutting workplace readiness standards.

**Goal for Technology:**

**Chartertech will model the technology-intense workplace and artists will be able to compete successfully and perform well in a technology-intense workplace.**

Objective 5: Each artist will routinely use technology in a workplace-like manner to acquire, analyze, communicate, and present information in every subject.

Objective 6: Each artist will have access to a computer every day, every class so that automated sources will be the main conduit for educational content.

Objective 7: All administrative and instructional functions of the school will be supported by the most modern technology available.

**Goals for Academic Achievement:**

**Artists will apply themselves in the serious pursuit of knowledge and skills, especially skills in critical thinking, problem solving, decision making, and communication.**

Objective 8: Each year, and to be promoted to the next grade each artist will pass five credits in English, Health, Social Studies, Science, Mathematics, and PE/Health. Between grades 9-12 artists will also complete 1 year of Spanish.

Objective 9: In each academic subject, each year, each artist will complete a significant project that involves critical thinking, problem solving, decision making, and communication skills, and which demonstrates cross-content workplace readiness skills.

Objective 10: Each year artists will develop a artist resume to guide his/her academic and artistic studies and to document his/her academic and artistic accomplishments. This work will be done under the mentorship of the faculty in the artist’s artistic major.

Objective 11: Academic instruction in all subjects will be highly cross-curricular, in accordance with curricula design and continuously improved by teachers, in compliance with the New Jersey Artist Learning Standards.

## **Course Description**

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<b>Course Title:</b>	Art History
<b>Department:</b>	Fine Art
<b>Prerequisite:</b>	N/A
<b>Number of Credits:</b>	5
<b>Grade Level(s):</b>	9, 10, 11, 12

<b>Standards:</b>	Aligned to New Jersey Student Learning Standards for Visual and Performing Arts
<b>Description of Course</b>	Art History is a full-year elective course open to all artists, grades 9th-12th, with no prerequisite. This is a project-based course that will take an in-depth look at artistic movements throughout history through the use of academic reading and writing, simulations, class discussions, and presentations. The course will engage artists in both independent and group work while moving through a variety of media and projects. Artists will construct opinions based on global concepts of art in addition to their own understandings and beliefs through journaling and in-class assignments that will be reinforced and demonstrated through their artistic projects. Artists will be graded on participation and effort, reflective written responses, and thoughtful artwork.

## Overview & Pacing

Unit #	Major Content	Expected Time
Unit 1: What is Art: Visual Literacy	Unit 1, What is Art: Visual Literacy, will explore and probe ideas of how we define, see, and judge artwork today and throughout history. This introductory unit will instill questions that will be repeated throughout the course of the school year. These questions and ideas share overlap with the majors and broadly, the performing arts. Artists will create a working definition of art that will be challenged and re-examined over the duration of the course.	Approximately 3 weeks
Unit 2: Ancient Art	Unit 2, Ancient Art, will look closely at ancient civilizations and their art. This unit will begin with primitive paintings and sculpture and span major cultural groups such as Egyptian, Greek, Roman, East Asian, and coastal African societies. Artists will make artwork with consideration to the styles, materials, and purposes of early civilizations' creations. Artists will begin to compile a portfolio of writing and images that will act as an aid to developing their understanding of the terms "art" and "artist."	Approximately 8 weeks

Unit 3: The Renaissance	Unit 3, The Renaissance, will cover the historical catalysts to this rebirth in the arts and examine the global implications of this movement. Artists will study "The Greats," the intersections of sciences, math, and arts, and build knowledge in concepts still used today like perspective and color theory. Artists will learn color mixing and painting techniques as they create a series of works that investigate multiple disciplines.	Approximately 10 weeks
Unit 4: Post Renaissance	Unit 4, Post Renaissance will give a condensed view at the art created after the Renaissance up to Modern Art. This unit will reframe artists' understandings of how artwork is viewed and created today and provide opportunities to compare and contrast artists and their stylistic choices. This unit will cover Impressionism, Post Impressionism, Cubism, Surrealism, and Pop Art with a focus on the artist as an individual.	Approximately 8 weeks
Unit 5: Contemporary Art	Unit 5, Contemporary Art, explores big name artists who are successfully working in their fields today, such as Banksy, Kehinde Wiley, Amy Sherald, and Damien Hirst. This unit will also ask artists to define artist identity and the pertinent attributes of an artist. As the course ends, artists will watch the film "Big Eyes" and consider who is really an artist.	Approximately 6 weeks