

# Unit 6: Art History

Content Area: **Performing Arts**

Course(s):

Time Period:

Length: **Approximately 3 weeks**

Status: **Published**

## State Mandated Topics Addressed in this Unit

<u>State Mandated Topics Addressed in this Unit</u>	
N/A	N/A

## Art History Summary

Unit 6, Art History, gives an in-depth articulation of the important movements and events throughout art history. Artists will be challenged to make connections between events from cave-paintings to contemporary art today and all art periods in between. Artists will compare and contrast stylistic changes over time looking at not only individual artists but whole art schools and art movements. Artists will demonstrate their understanding of history's influence on art through a series of written (RAFT) assignments as well as a project that challenges their formal artistic skills.

## Learning Objectives

- Chronologically map out important moments and creations in art history
- Compare and contrast various periods in art history and contemporary art
- Consider the significant contributions of a variety of global artists across time periods and cultures
- Identify and define various periods in art history

## Essential Skills

- Artists will be able to examine art's place in the world.
- Artists will be able to examine self as an artist.
- Artists will be able to analyze and interpret artwork.
- Artists will be able to analyze the role and responsibility of an artist.
- Artists will be able to appropriately depict scale and proportion in the human figure and portrait.
- Artists will be able to compare and contrast periods of art movements.
- Artists will be able to critique and give constructive feedback on own artwork and artwork of others.
- Artists will be able to define, recognize, and apply the Elements of Art.

- Artists will be able to demonstrate strong skills in technical drawing.
- Artists will be able to develop a rich fine arts vocabulary.
- Artists will be able to discuss the roles of artists in local communities.
- Artists will be able to discuss the use of art as a form of visual communication.
- Artists will be able to display knowledge of various media and their properties.
- Artists will be able to identify and apply color relationships using color theory.
- Artists will be able to properly and appropriately care for, store, and present artwork.
- Artists will be able to render 3-dimensionally on 2-dimensional planes.
- Artists will be able to safely use and store art materials.

## Standards

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VPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
VPA.1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
VPA.1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
VPA.1.3.12.D.4	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
VPA.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
VPA.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

## Instructional Tasks/Activities

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Students will correctly demonstrate, perform, identify, discuss, analyze, compare:

- Art History "isms" quiz
- Art History "isms" review packet
- Art history analysis exercise
- Art history notes packet
- RAFT writing assignment—gallery opening
- Styles Chart drawing project

## Assessment Procedure

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- Classroom Total Participation Technique
- Classwork
- Cumulative portfolio
- Daily Draw warm ups
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- In class participation
- In class projects
- Journal / Student Reflection
- Kahoot
- Midterms and finals
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Project goal tracking
- Quiz
- Quizzes and tests
- Research projects
- Rubric
- Sketchbook checks
- Teacher Collected Data
- Teacher observation
- Test
- Worksheet
- Written and verbal critiques

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom

- Google Docs
- Google Slides
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Special Education**

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Modifications and accommodations to this unit will be based on individual IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education. Graphic organizers such as pictorial timelines can be provided for artists on the “isms” quiz

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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## **Resources**

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- 50 Things to Draw
- Art 101

- Art Fundamentals Theory and Practice
- Art of Nineteenth Century Europe
- Drawing on the Right Side of the Brain
- Frida Kahlo Painting Her Own Reality
- Graffiti School
- Juxtapoz Magazine and Juxtapoz.com
- Line of Action Figure Drawing guide
- National Gallery of Art
- PowerPoints
- The Daily Book of Art
- The Little Book of Dali
- The Metropolitan Museum of Art website
- The Moma website
- The Moma World Reference
- The Secret Language of the Renaissance: Decoding the Symbolism of Italian Art
- The Secret Lives of Colors
- The Secret Lives of Famous Artists
- The Sketch Daily
- The World Art Reference Guide
- Van Gogh
- Visual Reference Guide: Mythology
- Visual Reference Guide: World History

## **Unit Vocabulary**

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- Abstract
- Afterlife
- Allegory
- Analogous
- Ancient
- Architecture
- Bronze casting
- Burial
- Byzantine Empire
- Ceremony
- Chiaroscuro

- Chimera
- Civilization
- Clay
- Colonization
- Color theory
- Color wheel
- Community
- Complimentary
- Conquest
- Contrapposto
- Crusades
- Cubism
- Dark Ages
- Death mask
- Dynasty
- Empire
- En plein air
- Fauvism
- Fresco
- Funerary
- Futurism
- Homosapiens
- Hudson River School
- Humanism
- Iconology
- Impressionism
- Kingdom
- Landscapes
- Manifest Destiny
- Mega/Neolithic
- Minimalism
- Modern art
- Monochromatic
- Mosaics
- Mythology
- Narrative
- Oil paint
- Paint
- Pamphlets

- Paper mache
- Perspective
- Photography
- Pigment
- Pilgrimage
- Pointillism
- Pop Art
- Portrait
- Post Impressionism
- Post-modern art
- Prehistoric
- Preservation
- Primary
- Primitive
- Printing press
- Proportion
- Ready-made
- Reclining Venus
- Reformation
- Relief
- Religion
- Renaissance
- Renaissance man
- Representational
- Ritual
- Rococo
- Ruins
- Rule of Thirds
- Secondary
- Solvent
- Statue
- Surrealism
- Tempera paint
- Temple
- The Black Death
- Timeline
- Tomb
- Totem
- Trade



- Tradition
- Urn
- Values
- Vehicle/binder

## **Artistic Materials**

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- Brushes
- Colored pencils
- Drawing paper
- Erasers
- Pencils
- Rulers
- Watercolor paint
- Watercolor paper

## **Unit Artists**

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- Andy Warhol
- Auguste Rodin
- Caravaggio
- Chuck Close
- Claude Monet
- Diego Rivera
- Donatello
- Edgar Degas
- Edouard Manet
- Edward Munch
- Fillipo Lippi
- Frida Kahlo
- George Seurat
- Georgia O'Keeffe
- Giotto
- Henri Matisse
- Hieronymus Bosch
- Jackson Pollock
- Jan Van Eyck
- Jean-Michel Basquiat
- Johannes Vermeer

- Keith Haring
- Leonardo Da Vinci
- Marcel DuChamp
- Mark Rothko
- Mary Cassatt
- Michelangelo
- Pablo Picasso
- Paul Cezanne
- Paul Gauguin
- Pierre-Augusta Renoir
- Piet Mondrian
- Raphael
- Rene Magritte
- Roy Lichtenstein
- Salvador Dali
- Sandro Botticelli
- Titian
- Vincent Van Gogh

## **Teaching Strategies**

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- In class assignments will produce works of art that reflect thoughtful consideration of concept in addition to skill building with a variety of fine arts materials.
- Meaningful instruction will be given using PowerPoint notes and presentations, hand out worksheets, art process and technique demonstrations, and modeling thought and creative processes.
- Sketchbook assignments and daily warm ups will reinforce classroom knowledge and build on prior understandings.
- Various teaching methods and techniques will be utilized in this course.