



West Windsor-Plainsboro Regional School District
AP Art History
Grades 11-12

Unit 1: What is Art?

Content Area: Visual Art

Course & Grade Level: AP Art History, Grades 11-12

Summary & Rationale

This course will introduce students to the understanding and enjoyment of works of art. It seeks to develop students' ability to examine works of art, acquainting them with the major forms of artistic expression in their own time and developing an appreciation and understanding of art from other cultures and other times. Additionally, the course seeks to develop the understanding of art as a continuing influence that civilizes humanity and develop the awareness that artists do not live in a vacuum and are only influenced by (and influence) the world in which he/she creates. As well, students will develop a heightened understanding of the importance of art history to both the arts professional and the non-arts person.

The existing level of student interest can be utilized in the development of an Art History course in which students will learn to visually evaluate, organize, document, become aesthetically discerning, and engage in critical thinking in relation to art production throughout history as a product of cultural and temporal influences and events.

Many colleges and universities offer advanced placement and/or credit to students who have performed successfully on the AP Art History Examination. The main objectives of AP curriculum in Art History are to develop in students:

- The ability to apply fundamental art and art historical terminology.
- An appreciation for the process of making and displaying art.
- An understanding of purpose and function of art.
- The ability to analyze works of art in context of historical evidence and interpretation, examining such issues as politics, religion, patronage, gender, and ethnicity.
- An understanding of cross-cultural and global nature of art.
- The ability to perform higher order thinking skills and articulate visual and art historical concepts in verbal and written forms.

Skills learned by looking at and analyzing works of art critically, with intelligence and sensitivity, will be utilized in other disciplines, activities, and the life of the larger community:

- Critical Thinking- Students will learn to understand and enjoy architecture, sculpture, painting, and other art forms by evaluating them in terms of not only the elements and principles of design, but also conceptual, historical, and cultural contexts.
- Technical Knowledge- Students will learn an extensive vocabulary relating to art objects, their production, and evaluation.
- Broader Historical Knowledge- Students will become familiar with well-known and lesser-known artists and their works, and be able to identify them as parts of larger movements and reactions to contemporary and historical events and influences.
- Responsibility- Students will learn to organize notes and perform research within the overall framework of art history to compare and contrast major forms of artistic expression from the past and present from a variety of cultures

Recommended Pacing

15 Days

State Standards	
Visual and Performing Arts Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.	
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.
Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.	
1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art	
1.3.8.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.
Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
Interdisciplinary Standards	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • There is no single definition of art 	

- Art encourages an awareness and appreciation of beauty and design.
- Art elicits personal meaning and emotional responses.
- There are multiple aesthetic philosophies that leaves art open to interpretation.
- Art uses visual images to communicate and is a means for cross-cultural communication
- Art is judged on various properties such as craftsmanship, sensory, formal, technical, expressive, and how it reflects society. Understanding art, therefore, is an informed and critical process.
- There are various reasons, many common cross-culturally, that people create art. However, artists often break with established traditions and beliefs to better express what they see and feel.
- Art demonstrates people's relationships with one another and society at large
- Art is a reflection of time, place, culture and environment.
- Art has the power to influence ideas, meanings, perceptions, and culture.
- Art has the power to extend an individual's sense of history, personal frame of reference and the world around them.
- Historical movements in art often reflect a break from convention.
- Art, as a human experience, transcends time, geography, and culture.
- Art is essential to culture.

Unit Essential Questions

- How do the visual arts foster an appreciation for beauty and design?
- In what ways can people respond to artwork?
- How are connections made between the viewer and artwork?
- How does a viewer's personal experience affect their response?
- Are the concepts of line and space only found in the visual arts? Where else are they?
- What makes a piece of art valuable?
- How do artists express their ideas?
- How do an artist's experiences affect their creative process?
- Does art have to have a function? How do form and function relate?
- Can art really be evaluated?
- Which is more important, the artist's intention or the viewer's response?
- Does art define culture or does culture define art? Why?
- Throughout time, how has technology affected art-making?
- How does where an artist lives affect what he/she makes?
- How is society affected by art?
- What can art tell us about ourselves and our surroundings?
- What causes art to evolve?
- What are some of the similarities that exist in all art?
- Why have all cultures produced art?
- Would all cultures view a piece of artwork in the same way?
- What would life be like without art?
- What purposes does art serve within a culture?

Objectives

Students will know:

- The technical considerations of creating various art forms.
- The aesthetic concerns of creating quality artworks.
- Subject matter, media, design, and craftsmanship interrelate
- Different structures and characteristics are better suited for different accomplishments, such as personal, communal, commercial, or otherwise

- Each era and culture uses the components of art and design in individual ways
- Certain evolutionary developments that have occurred over time
- The various media for creating artworks
- The terminology of evaluating artworks in terms of composition: the elements and principles of design
- Art from various cultures throughout history share certain characteristics and interests

Students will be able to:

- Understand the differences in media, techniques and processes
- Evaluate the effectiveness of artworks in terms of organizational structures and functions
- Choose and evaluate a range of subject matter, symbols and ideas
- Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture
- Describe the origins of specific images and ideas and explain why they are of value in artworks
- Evaluate and defend the validity of sources for content and the manner in which subject matter, symbols, and images are used in significant works by others
- Understand visual arts in relation to history and cultures
- Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art
- Describe the function and explore the meaning of specific art objects within varied art cultures, times and places
- Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, and to justify conclusions
- Analyze and interpret artworks for relationships among form, contexts, purposes, and critical models, showing understanding of the work of critics, historians, aestheticians, and artists
- Analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate evaluations and interpretations of meaning
- Reflect upon and assess the characteristics and merits of artwork
- Identify intentions of those creating artworks, and explore the implications of various purposes
- Reflect analytically on various interpretations as a means for understanding and evaluating works of visual art
- Correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions
- Make connections between visual arts and other disciplines
- Compare the materials, technologies, media, and processes of the visual arts with those of other art disciplines as they are used in creation and analysis
- Understand how subject matter, media, design, and craftsmanship interrelate

Evidence of Learning

Assessment

Teacher observation and project assessment

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Suggested Resources:

- Visual References
- Outlines
- Janson's *History of Art*
- Gardner's *Art Through the Ages*
- Davis Publication's *Discovering Art History*
- Various other books, including other textbooks recommended by the College Board for the AP Art History course and texts relating primary documentation and insights into the motivation of artists
- Videos
- CD Rom
- Various Internet Sites
- Various Gallery and Museum Trips

Unit 1: Pre-History through Egypt

Content Area: Visual Art

Course & Grade Level: AP Art History, Grades 11-12

Summary & Rationale

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- Responsibility- Students will learn to organize notes and perform research within the overall framework of art history to compare and contrast major forms of artistic expression from the past and present from a variety of cultures

Recommended Pacing

15 Days	
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Instructional Focus	
Unit Enduring Understandings	

- There is no single definition of art
- Art encourages an awareness and appreciation of beauty and design.
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- Art uses visual images to communicate and is a means for cross-cultural communication
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Unit Essential Questions

- How do the visual arts foster an appreciation for beauty and design?
- In what ways can people respond to artwork?
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- How does a viewer's personal experience affect their response?
- What makes a piece of art valuable?
- How do artists express their ideas?
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- Why have all cultures produced art?
- Would all cultures view a piece of artwork in the same way?
- What would life be like without art?
- What purposes does art serve within a culture?

Objectives

Students will know:

- The style, techniques and skills of Prehistoric, Ancient Near-East, and Egyptian artists, and how they reflect the concerns of the larger society
- How the art and culture of ancient Middle Eastern and Egyptian communities reflect their advanced civilizations
- The technical considerations of creating various art forms.

- The aesthetic concerns of creating quality artworks.
- Subject matter, media, design, and craftsmanship interrelate
- Different structures and characteristics are better suited for different accomplishments, such as personal, communal, commercial, or otherwise
- Each era and culture uses the components of art and design in individual ways
- Certain evolutionary developments that have occurred over time
- The various media for creating artworks
- The terminology of evaluating artworks in terms of composition: the elements and principles of design
- Art from various cultures throughout history share certain characteristics and interests

Students will be able to:

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- Understand how subject matter, media, design, and craftsmanship interrelate

Evidence of Learning

Assessment

Teacher observation and project assessment

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible	X	Information Literate Researcher

	Student/Citizen		
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

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- Videos
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Unit 3: Greek and Roman Art

Content Area: Visual Art

Course & Grade Level: AP Art History, Grades 11-12

Summary & Rationale

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- The ability to analyze works of art in context of historical evidence and interpretation, examining such issues as politics, religion, patronage, gender, and ethnicity.
- An understanding of cross-cultural and global nature of art.
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- Responsibility- Students will learn to organize notes and perform research within the overall framework of art history to compare and contrast major forms of artistic expression from the past and present from a variety of cultures

Recommended Pacing

15 Days

State Standards

Visual and Performing Arts Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

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.
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1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
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1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
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1.3.8.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.
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Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
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1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
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1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
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Interdisciplinary Standards

NJLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
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21st Century Life & Career Standards

CRP2	Apply appropriate academic and technical skills
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CRP4	Communicate clearly and effectively and with reason
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CRP6	Demonstrate creativity and innovation
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Technology Standards

8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in
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order to solve problems individually and collaborate and to create and communicate knowledge.

Instructional Focus

Unit Enduring Understandings

- There is no single definition of art
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Unit Essential Questions

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- What causes art to evolve?
- What are some of the similarities that exist in all art?
- Why have all cultures produced art?
- Would all cultures view a piece of artwork in the same way?
- What would life be like without art?
- What purposes does art serve within a culture?

Objectives

Students will know:

- Civilizations along the Aegean existed simultaneously with Mesopotamian and Egyptian cultures

- Aegean cultures were the forebears of Greek society
- The Greeks used harmony and unity to portray the human form in an idealized manner
- Roman art and architecture both adopted and reacted to aspects of the cultures the empire conquered, particularly the Greeks
- The technical considerations of creating various art forms.
- The aesthetic concerns of creating quality artworks.
- Subject matter, media, design, and craftsmanship interrelate
- Different structures and characteristics are better suited for different accomplishments, such as personal, communal, commercial, or otherwise
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- Evaluate and defend the validity of sources for content and the manner in which subject matter, symbols, and images are used in significant works by others
- Understand visual arts in relation to history and cultures
- Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art
- Describe the function and explore the meaning of specific art objects within varied art cultures, times and places
- Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, and to justify conclusions
- Analyze and interpret artworks for relationships among form, contexts, purposes, and critical models, showing understanding of the work of critics, historians, aestheticians, and artists
- Analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate evaluations and interpretations of meaning
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Evidence of Learning

Assessment

Teacher observation and project assessment			
Competencies for 21st Century Learners			
X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner
Resources			
<p>Suggested Resources:</p> <ul style="list-style-type: none"> ● Visual References ● Outlines ● Janson's <i>History of Art</i> ● Gardner's <i>Art Through the Ages</i> ● Davis Publication's <i>Discovering Art History</i> ● Various other books, including other textbooks recommended by the College Board for the AP Art History course and texts relating primary documentation and insights into the motivation of artists ● Videos ● CD Rom ● Various Internet Sites ● Various Gallery and Museum Trips 			

Unit 4: Early Christian, Byzantine, Islamic, and Medieval Art

Content Area: Visual Art

Course & Grade Level: AP Art History, Grades 11-12

Summary & Rationale

This course will introduce students to the understanding and enjoyment of works of art. It seeks to develop students' ability to examine works of art, acquainting them with the major forms of artistic expression in their own time and developing an appreciation and understanding of art from other cultures and other times. Additionally, the course seeks to develop the understanding of art as a continuing influence that civilizes humanity and develop the awareness that artists do not live in a vacuum and are only influenced by (and influence) the world in which he/she creates. As well, students will develop a heightened understanding of the importance of art history to both the arts professional and the non-arts person.

The existing level of student interest can be utilized in the development of an Art History course in which students will learn to visually evaluate, organize, document, become aesthetically discerning, and engage in critical thinking in relation to art production throughout history as a product of cultural and temporal influences and events.

Many colleges and universities offer advanced placement and/or credit to students who have performed successfully on the AP Art History Examination. The main objectives of AP curriculum in Art History are to develop in students:

- The ability to apply fundamental art and art historical terminology.
- An appreciation for the process of making and displaying art.
- An understanding of purpose and function of art.
- The ability to analyze works of art in context of historical evidence and interpretation, examining such issues as politics, religion, patronage, gender, and ethnicity.
- An understanding of cross-cultural and global nature of art.
- The ability to perform higher order thinking skills and articulate visual and art historical concepts in verbal and written forms.

Skills learned by looking at and analyzing works of art critically, with intelligence and sensitivity, will be utilized in other disciplines, activities, and the life of the larger community:

- Critical Thinking- Students will learn to understand and enjoy architecture, sculpture, painting, and other art forms by evaluating them in terms of not only the elements and principles of design, but also conceptual, historical, and cultural contexts.
- Technical Knowledge- Students will learn an extensive vocabulary relating to art objects, their production, and evaluation.
- Broader Historical Knowledge- Students will become familiar with well-known and lesser-known artists and their works, and be able to identify them as parts of larger movements and reactions to contemporary and historical events and influences.

- Responsibility- Students will learn to organize notes and perform research within the overall framework of art history to compare and contrast major forms of artistic expression from the past and present from a variety of cultures

Recommended Pacing

15 Days

State Standards

Visual and Performing Arts Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

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.
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Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
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1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
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Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art

1.3.8.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.
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Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
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1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
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1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
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1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
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Interdisciplinary Standards

NJLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
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21st Century Life & Career Standards

CRP2	Apply appropriate academic and technical skills
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CRP4	Communicate clearly and effectively and with reason
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CRP6	Demonstrate creativity and innovation
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Technology Standards

8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in
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order to solve problems individually and collaborate and to create and communicate knowledge.

Instructional Focus

Unit Enduring Understandings

- There is no single definition of art
- Art encourages an awareness and appreciation of beauty and design.
- Art elicits personal meaning and emotional responses.
- There are multiple aesthetic philosophies that leaves art open to interpretation.
- Art uses visual images to communicate and is a means for cross-cultural communication
- Art is judged on various properties such as craftsmanship, sensory, formal, technical, expressive, and how it reflects society. Understanding art, therefore, is an informed and critical process.
- There are various reasons, many common cross-culturally, that people create art. However, artists often break with established traditions and beliefs to better express what they see and feel.
- Art demonstrates people's relationships with one another and society at large
- Art is a reflection of time, place, culture and environment.
- Art has the power to influence ideas, meanings, perceptions, and culture.
- Art has the power to extend an individual's sense of history, personal frame of reference and the world around them.
- Historical movements in art often reflect a break from convention.
- Art, as a human experience, transcends time, geography, and culture.
- Art is essential to culture.

Unit Essential Questions

- How do the visual arts foster an appreciation for beauty and design?
- In what ways can people respond to artwork?
- How are connections made between the viewer and artwork?
- How does a viewer's personal experience affect their response?
- What makes a piece of art valuable?
- How do artists express their ideas?
- How do an artist's experiences affect their creative process?
- Does art have to have a function? How do form and function relate?
- Can art really be evaluated?
- Which is more important, the artist's intention or the viewer's response?
- Does art define culture or does culture define art? Why?
- Throughout time, how has technology affected art-making?
- How does where an artist lives affect what he/she makes?
- How is society affected by art?
- What can art tell us about ourselves and our surroundings?
- What causes art to evolve?
- What are some of the similarities that exist in all art?
- Why have all cultures produced art?
- Would all cultures view a piece of artwork in the same way?
- What would life be like without art?
- What purposes does art serve within a culture?

Objectives

Students will know:

- Why during the Christian era, art shifts from earlier Greek and Roman traditions of realism toward a strong use of symbols
- Under Justinian, the Byzantine Empire moved to the East, and that the emperor was extremely influential in fostering the art of his reign
- During the seventh century, the rival faith of Islam, which began in Arabia, spread rapidly to the Near East and the Mediterranean
- Islamic art and explain why it relied heavily on geometric and abstract forms
- Early medieval art was made largely by nomadic tribes until Charlemagne fostered a revival of Classical culture in the late eighth and early ninth centuries
- The technical considerations of creating various art forms.
- The aesthetic concerns of creating quality artworks.
- Subject matter, media, design, and craftsmanship interrelate
- Different structures and characteristics are better suited for different accomplishments, such as personal, communal, commercial, or otherwise
- Each era and culture uses the components of art and design in individual ways
- Certain evolutionary developments that have occurred over time
- The various media for creating artworks
- The terminology of evaluating artworks in terms of composition: the elements and principles of design
- Art from various cultures throughout history share certain characteristics and interests

Students will be able to:

- Understand the differences in media, techniques and processes
- Evaluate the effectiveness of artworks in terms of organizational structures and functions
- Choose and evaluate a range of subject matter, symbols and ideas
- Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture
- Describe the origins of specific images and ideas and explain why they are of value in artworks
- Evaluate and defend the validity of sources for content and the manner in which subject matter, symbols, and images are used in significant works by others
- Understand visual arts in relation to history and cultures
- Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art
- Describe the function and explore the meaning of specific art objects within varied art cultures, times and places
- Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, and to justify conclusions
- Analyze and interpret artworks for relationships among form, contexts, purposes, and critical models, showing understanding of the work of critics, historians, aestheticians, and artists
- Analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate evaluations and interpretations of meaning
- Reflect upon and assess the characteristics and merits of artwork
- Identify intentions of those creating artworks, and explore the implications of various purposes
- Reflect analytically on various interpretations as a means for understanding and evaluating works of visual art
- Correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions
- Make connections between visual arts and other disciplines

- Compare the materials, technologies, media, and processes of the visual arts with those of other art disciplines as they are used in creation and analysis
- Understand how subject matter, media, design, and craftsmanship interrelate

Evidence of Learning

Assessment

Teacher observation and project assessment

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Suggested Resources:

- Visual References
- Outlines
- Janson's *History of Art*
- Gardner's *Art Through the Ages*
- Davis Publication's *Discovering Art History*
- Various other books, including other textbooks recommended by the College Board for the AP Art History course and texts relating primary documentation and insights into the motivation of artists
- Videos
- CD Rom
- Various Internet Sites
- Various Gallery and Museum Trips

Unit 5: Romanesque and Gothic

Content Area: Visual Art

Course & Grade Level: AP Art History, Grades 11-12

Summary & Rationale

This course will introduce students to the understanding and enjoyment of works of art. It seeks to develop students' ability to examine works of art, acquainting them with the major forms of artistic expression in their own time and developing an appreciation and understanding of art from other cultures and other times. Additionally, the course seeks to develop the understanding of art as a continuing influence that civilizes humanity and develop the awareness that artists do not live in a vacuum and are only influenced by (and influence) the world in which he/she creates. As well, students will develop a heightened understanding of the importance of art history to both the arts professional and the non-arts person.

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- Critical Thinking- Students will learn to understand and enjoy architecture, sculpture, painting, and other art forms by evaluating them in terms of not only the elements and principles of design, but also conceptual, historical, and cultural contexts.
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- Responsibility- Students will learn to organize notes and perform research within the overall framework of art history to compare and contrast major forms of artistic expression from the past and present from a variety of cultures

Recommended Pacing

15 Days

State Standards

Visual and Performing Arts Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

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.
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Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
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1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
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1.4.12.B.2	Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
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1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
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Interdisciplinary Standards

NJLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
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21st Century Life & Career Standards

CRP2	Apply appropriate academic and technical skills
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CRP4	Communicate clearly and effectively and with reason
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CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● There is no single definition of art ● Art encourages an awareness and appreciation of beauty and design. ● Art elicits personal meaning and emotional responses. ● There are multiple aesthetic philosophies that leaves art open to interpretation. ● Art uses visual images to communicate and is a means for cross-cultural communication ● Art is judged on various properties such as craftsmanship, sensory, formal, technical, expressive, and how it reflects society. Understanding art, therefore, is an informed and critical process. ● There are various reasons, many common cross-culturally, that people create art. However, artists often break with established traditions and beliefs to better express what they see and feel. ● Art demonstrates people's relationships with one another and society at large ● Art is a reflection of time, place, culture and environment. ● Art has the power to influence ideas, meanings, perceptions, and culture. ● Art has the power to extend an individual's sense of history, personal frame of reference and the world around them. ● Historical movements in art often reflect a break from convention. ● Art, as a human experience, transcends time, geography, and culture. ● Art is essential to culture. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How do the visual arts foster an appreciation for beauty and design? ● In what ways can people respond to artwork? ● How are connections made between the viewer and artwork? ● How does a viewer's personal experience affect their response? ● What makes a piece of art valuable? ● How do artists express their ideas? ● How do an artist's experiences affect their creative process? ● Does art have to have a function? How do form and function relate? ● Can art really be evaluated? ● Which is more important, the artist's intention or the viewer's response? ● Does art define culture or does culture define art? Why? ● Throughout time, how has technology affected art-making? ● How does where an artist lives affect what he/she makes? ● How is society affected by art? ● What can art tell us about ourselves and our surroundings? ● What causes art to evolve? ● What are some of the similarities that exist in all art? ● Why have all cultures produced art? ● Would all cultures view a piece of artwork in the same way? ● What would life be like without art? ● What purposes does art serve within a culture? 	

Objectives

Students will know:

- The church gained tremendous power in medieval Europe and initiated artistic endeavors to demonstrate its powerful role as political, religious, and cultural leader of the West
- How Romanesque art was designed to evoke powerful responses through its spirited and emotional style
- How Gothic art, particularly sacred architecture, communicated the unity between exterior and interior spaces and, hence, the connection between God and humankind
- The technical considerations of creating various art forms.
- The aesthetic concerns of creating quality artworks.
- Subject matter, media, design, and craftsmanship interrelate
- Different structures and characteristics are better suited for different accomplishments, such as personal, communal, commercial, or otherwise
- Each era and culture uses the components of art and design in individual ways
- Certain evolutionary developments that have occurred over time
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- Videos
- CD Rom
- Various Internet Sites
- Various Gallery and Museum Trips

Unit 1: 14th Through 16th Centuries: the Renaissance and Mannerism

Content Area: Visual Art

Course & Grade Level: AP Art History, Grades 11-12

Summary & Rationale

This course will introduce students to the understanding and enjoyment of works of art. It seeks to develop students' ability to examine works of art, acquainting them with the major forms of artistic expression in their own time and developing an appreciation and understanding of art from other cultures and other times. Additionally, the course seeks to develop the understanding of art as a continuing influence that civilizes humanity and develop the awareness that artists do not live in a vacuum and are only influenced by (and influence) the world in which he/she creates. As well, students will develop a heightened understanding of the importance of art history to both the arts professional and the non-arts person.

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Recommended Pacing

15 Days

State Standards

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Objectives

Students will know:

- Florence is the birthplace of the Italian Renaissance
- Powerful merchant families commissioned art along with aristocratic, royal and church patrons
- The significant visual developments of Italian Renaissance painting and their long-range impact upon Western art
- The Renaissance gave rise to the concept of artists as divinely inspired geniuses
- Mannerist artists shared an interest in expressive, highly personal compositions rather than in a unified style
- The differences between the convincing realism of Northern Renaissance painting and the Classical allusions permeating Italian Renaissance art
- Northern Renaissance artists used ordinary objects as symbols to communicate religious meaning
- The artistic medium of oil paint assisted Northern Renaissance artists in describing scenes in great detail
- Renaissance architecture flourished in France while painting remained tied to the earlier International style
- How Phillip II used the wealth of the Hapsburg Empire to build impressive monuments illustrating Spain's growth as a significant world power
- The technical considerations of creating various art forms.
- The aesthetic concerns of creating quality artworks.
- Subject matter, media, design, and craftsmanship interrelate
- Different structures and characteristics are better suited for different accomplishments, such as personal, communal, commercial, or otherwise
- Each era and culture uses the components of art and design in individual ways
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- The various media for creating artworks
- The terminology of evaluating artworks in terms of composition: the elements and principles of design
- Art from various cultures throughout history share certain characteristics and interests

Students will be able to:

- Understand the differences in media, techniques and processes
- Evaluate the effectiveness of artworks in terms of organizational structures and functions
- Choose and evaluate a range of subject matter, symbols and ideas
- Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture
- Describe the origins of specific images and ideas and explain why they are of value in artworks
- Evaluate and defend the validity of sources for content and the manner in which subject matter, symbols, and images are used in significant works by others
- Understand visual arts in relation to history and cultures
- Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art
- Describe the function and explore the meaning of specific art objects within varied art cultures, times and places
- Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, and to justify conclusions
- Analyze and interpret artworks for relationships among form, contexts, purposes, and critical models, showing understanding of the work of critics, historians, aestheticians, and artists

- Analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate evaluations and interpretations of meaning
- Reflect upon and assess the characteristics and merits of artwork
- Identify intentions of those creating artworks, and explore the implications of various purposes
- Reflect analytically on various interpretations as a means for understanding and evaluating works of visual art
- Correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions
- Make connections between visual arts and other disciplines
- Compare the materials, technologies, media, and processes of the visual arts with those of other art disciplines as they are used in creation and analysis
- Understand how subject matter, media, design, and craftsmanship interrelate

Evidence of Learning

Assessment

Teacher observation and project assessment

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Suggested Resources:

- Visual References
- Outlines
- Janson's *History of Art*
- Gardner's *Art Through the Ages*
- Davis Publications *Discovering Art History*
- Various other books, including other textbooks recommended by the College Board for the AP Art History course and texts relating primary documentation and insights into the motivation of artists
- Videos
- CD Rom
- Various Internet Sites
- Various Gallery and Museum Trips

Unit 7: 17th and 18th Centuries: Baroque, Rococo

Content Area: Visual Art

Course & Grade Level: AP Art History, Grades 11-12

Summary & Rationale

This course will introduce students to the understanding and enjoyment of works of art. It seeks to develop students' ability to examine works of art, acquainting them with the major forms of artistic expression in their own time and developing an appreciation and understanding of art from other cultures and other times. Additionally, the course seeks to develop the understanding of art as a continuing influence that civilizes humanity and develop the awareness that artists do not live in a vacuum and are only influenced by (and influence) the world in which he/she creates. As well, students will develop a heightened understanding of the importance of art history to both the arts professional and the non-arts person.

The existing level of student interest can be utilized in the development of an Art History course in which students will learn to visually evaluate, organize, document, become aesthetically discerning, and engage in critical thinking in relation to art production throughout history as a product of cultural and temporal influences and events.

Many colleges and universities offer advanced placement and/or credit to students who have performed successfully on the AP Art History Examination. The main objectives of AP curriculum in Art History are to develop in students:

- The ability to apply fundamental art and art historical terminology.
- An appreciation for the process of making and displaying art.
- An understanding of purpose and function of art.
- The ability to analyze works of art in context of historical evidence and interpretation, examining such issues as politics, religion, patronage, gender, and ethnicity.
- An understanding of cross-cultural and global nature of art.
- The ability to perform higher order thinking skills and articulate visual and art historical concepts in verbal and written forms.

Skills learned by looking at and analyzing works of art critically, with intelligence and sensitivity, will be utilized in other disciplines, activities, and the life of the larger community:

- Critical Thinking- Students will learn to understand and enjoy architecture, sculpture, painting, and other art forms by evaluating them in terms of not only the elements and principles of design, but also conceptual, historical, and cultural contexts.
- Technical Knowledge- Students will learn an extensive vocabulary relating to art objects, their production, and evaluation.

- Broader Historical Knowledge- Students will become familiar with well-known and lesser-known artists and their works, and be able to identify them as parts of larger movements and reactions to contemporary and historical events and influences.
- Responsibility- Students will learn to organize notes and perform research within the overall framework of art history to compare and contrast major forms of artistic expression from the past and present from a variety of cultures

Recommended Pacing

15 Days

State Standards

Visual and Performing Arts Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

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.
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Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
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1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
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Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art

1.3.8.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.
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Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
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1.4.12.A.2	Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
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1.4.12.B.2	Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
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1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
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Interdisciplinary Standards

NJLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
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21st Century Life & Career Standards

CRP2	Apply appropriate academic and technical skills
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CRP4	Communicate clearly and effectively and with reason
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CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● There is no single definition of art ● Art encourages an awareness and appreciation of beauty and design. ● Art elicits personal meaning and emotional responses. ● There are multiple aesthetic philosophies that leaves art open to interpretation. ● Art uses visual images to communicate and is a means for cross-cultural communication ● Art is judged on various properties such as craftsmanship, sensory, formal, technical, expressive, and how it reflects society. Understanding art, therefore, is an informed and critical process. ● There are various reasons, many common cross-culturally, that people create art. However, artists often break with established traditions and beliefs to better express what they see and feel. ● Art demonstrates people’s relationships with one another and society at large ● Art is a reflection of time, place, culture and environment. ● Art has the power to influence ideas, meanings, perceptions, and culture. ● Art has the power to extend an individual’s sense of history, personal frame of reference and the world around them. ● Historical movements in art often reflect a break from convention. ● Art, as a human experience, transcends time, geography, and culture. ● Art is essential to culture. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How do the visual arts foster an appreciation for beauty and design? ● In what ways can people respond to artwork? ● How are connections made between the viewer and artwork? ● How does a viewer’s personal experience affect their response? ● Are the concepts of line and space only found in the visual arts? Where else are they? ● What makes a piece of art valuable? ● How do artists express their ideas? ● How do an artist’s experiences affect their creative process? ● Does art have to have a function? How do form and function relate? ● Can art really be evaluated? ● Which is more important, the artist’s intention or the viewer’s response? ● Does art define culture or does culture define art? Why? ● Throughout time, how has technology affected art-making? ● How does where an artist lives affect what he/she makes? ● How is society affected by art? ● What can art tell us about ourselves and our surroundings? ● What causes art to evolve? ● What are some of the similarities that exist in all art? ● Why have all cultures produced art? ● Would all cultures view a piece of artwork in the same way? ● What would life be like without art? 	

- What purposes does art serve within a culture?

Objectives

Students will know:

- How Rome briefly reemerged as the center of the Western art world during the early Baroque period
- The church as the major art patron in Italy
- The exuberant and emotional characteristics of the Baroque style
- Students will understand the differences and similarities of Baroque art in Italy, Austria, Germany, France, Spain, Flanders, and Holland
- The sharp differences between the charming and ethereal Rococo art of the eighteenth century and its Baroque antecedents
- The technical considerations of creating various art forms.
- The aesthetic concerns of creating quality artworks.
- Subject matter, media, design, and craftsmanship interrelate
- Different structures and characteristics are better suited for different accomplishments, such as personal, communal, commercial, or otherwise
- Each era and culture uses the components of art and design in individual ways
- Certain evolutionary developments that have occurred over time
- The various media for creating artworks
- The terminology of evaluating artworks in terms of composition: the elements and principles of design
- Art from various cultures throughout history share certain characteristics and interests

Students will be able to:

- Understand the differences in media, techniques and processes
- Evaluate the effectiveness of artworks in terms of organizational structures and functions
- Choose and evaluate a range of subject matter, symbols and ideas
- Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture
- Describe the origins of specific images and ideas and explain why they are of value in artworks
- Evaluate and defend the validity of sources for content and the manner in which subject matter, symbols, and images are used in significant works by others
- Understand visual arts in relation to history and cultures
- Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art
- Describe the function and explore the meaning of specific art objects within varied art cultures, times and places
- Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, and to justify conclusions
- Analyze and interpret artworks for relationships among form, contexts, purposes, and critical models, showing understanding of the work of critics, historians, aestheticians, and artists
- Analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate evaluations and interpretations of meaning
- Reflect upon and assess the characteristics and merits of artwork
- Identify intentions of those creating artworks, and explore the implications of various purposes
- Reflect analytically on various interpretations as a means for understanding and evaluating works of visual art

- Correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions
- Make connections between visual arts and other disciplines
- Compare the materials, technologies, media, and processes of the visual arts with those of other art disciplines as they are used in creation and analysis
- Understand how subject matter, media, design, and craftsmanship interrelate

Evidence of Learning

Assessment

Teacher observation and project assessment

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Suggested Resources:

- Visual References
- Outlines
- Janson's *History of Art*
- Gardner's *Art Through the Ages*
- Davis Publications *Discovering Art History*
- Various other books, including other textbooks recommended by the College Board for the AP Art History course and texts relating primary documentation and insights into the motivation of artists
- Videos
- CD Rom
- Various Internet Sites
- Various Gallery and Museum Trips

Unit 8: Late 18th and Early 19th Centuries: Neoclassicism, Romanticism, Realism

Content Area: Visual Art

Course & Grade Level: AP Art History, Grades 11-12

Summary & Rationale

This course will introduce students to the understanding and enjoyment of works of art. It seeks to develop students' ability to examine works of art, acquainting them with the major forms of artistic expression in their own time and developing an appreciation and understanding of art from other cultures and other times. Additionally, the course seeks to develop the understanding of art as a continuing influence that civilizes humanity and develop the awareness that artists do not live in a vacuum and are only influenced by (and influence) the world in which he/she creates. As well, students will develop a heightened understanding of the importance of art history to both the arts professional and the non-arts person.

The existing level of student interest can be utilized in the development of an Art History course in which students will learn to visually evaluate, organize, document, become aesthetically discerning, and engage in critical thinking in relation to art production throughout history as a product of cultural and temporal influences and events.

Many colleges and universities offer advanced placement and/or credit to students who have performed successfully on the AP Art History Examination. The main objectives of AP curriculum in Art History are to develop in students:

- The ability to apply fundamental art and art historical terminology.
- An appreciation for the process of making and displaying art.
- An understanding of purpose and function of art.
- The ability to analyze works of art in context of historical evidence and interpretation, examining such issues as politics, religion, patronage, gender, and ethnicity.
- An understanding of cross-cultural and global nature of art.
- The ability to perform higher order thinking skills and articulate visual and art historical concepts in verbal and written forms.

Skills learned by looking at and analyzing works of art critically, with intelligence and sensitivity, will be utilized in other disciplines, activities, and the life of the larger community:

- Critical Thinking- Students will learn to understand and enjoy architecture, sculpture, painting, and other art forms by evaluating them in terms of not only the elements and principles of design, but also conceptual, historical, and cultural contexts.
- Technical Knowledge- Students will learn an extensive vocabulary relating to art objects, their production, and evaluation.
- Broader Historical Knowledge- Students will become familiar with well-known and lesser-known artists and their works, and be able to identify them as parts of larger movements and reactions to contemporary and historical events and influences.
- Responsibility- Students will learn to organize notes and perform research within the overall framework of art history to compare and contrast major forms of artistic expression from the past and present from a variety of cultures

Recommended Pacing

15 Days

State Standards

Visual and Performing Arts Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

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.
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Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
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1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
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Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art

1.3.8.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.
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Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
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1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
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1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
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1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
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Interdisciplinary Standards

NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● There is no single definition of art ● Art encourages an awareness and appreciation of beauty and design. ● Art elicits personal meaning and emotional responses. ● There are multiple aesthetic philosophies that leaves art open to interpretation. ● Art uses visual images to communicate and is a means for cross-cultural communication ● Art is judged on various properties such as craftsmanship, sensory, formal, technical, expressive, and how it reflects society. Understanding art, therefore, is an informed and critical process. ● There are various reasons, many common cross-culturally, that people create art. However, artists often break with established traditions and beliefs to better express what they see and feel. ● Art demonstrates people’s relationships with one another and society at large ● Art is a reflection of time, place, culture and environment. ● Art has the power to influence ideas, meanings, perceptions, and culture. ● Art has the power to extend an individual’s sense of history, personal frame of reference and the world around them. ● Historical movements in art often reflect a break from convention. ● Art, as a human experience, transcends time, geography, and culture. ● Art is essential to culture. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How do the visual arts foster an appreciation for beauty and design? ● In what ways can people respond to artwork? ● How are connections made between the viewer and artwork? ● How does a viewer’s personal experience affect their response? ● What makes a piece of art valuable? ● How do artists express their ideas? ● How do an artist’s experiences affect their creative process? ● Does art have to have a function? How do form and function relate? ● Can art really be evaluated? ● Which is more important, the artist’s intention or the viewer’s response? ● Does art define culture or does culture define art? Why? ● Throughout time, how has technology affected art-making? ● How does where an artist lives affect what he/she makes? ● How is society affected by art? ● What can art tell us about ourselves and our surroundings? 	

- What causes art to evolve?
- What are some of the similarities that exist in all art?
- Why have all cultures produced art?
- Would all cultures view a piece of artwork in the same way?
- What would life be like without art?
- What purposes does art serve within a culture?

Objectives

Students will know:

- The late eighteenth and early nineteenth centuries as a time of rapid change in Western society
- Neoclassicism, Romanticism, and Realism rejected the frivolity of the Baroque and Rococo era
- The birth of the severe Neoclassic style in France
- How the emotionally charged Romantic style was a reaction against the cool Neoclassical manner
- How Realist artists strove to paint exactly what they perceived in the world around them
- The development of photography as an art form began in the nineteenth century
- The technical considerations of creating various art forms.
- The aesthetic concerns of creating quality artworks.
- Subject matter, media, design, and craftsmanship interrelate
- Different structures and characteristics are better suited for different accomplishments, such as personal, communal, commercial, or otherwise
- Each era and culture uses the components of art and design in individual ways
- Certain evolutionary developments that have occurred over time
- The various media for creating artworks
- The terminology of evaluating artworks in terms of composition: the elements and principles of design
- Art from various cultures throughout history share certain characteristics and interests

Students will be able to:

- Understand the differences in media, techniques and processes
- Evaluate the effectiveness of artworks in terms of organizational structures and functions
- Choose and evaluate a range of subject matter, symbols and ideas
- Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture
- Describe the origins of specific images and ideas and explain why they are of value in artworks
- Evaluate and defend the validity of sources for content and the manner in which subject matter, symbols, and images are used in significant works by others
- Understand visual arts in relation to history and cultures
- Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art
- Describe the function and explore the meaning of specific art objects within varied art cultures, times and places
- Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, and to justify conclusions
- Analyze and interpret artworks for relationships among form, contexts, purposes, and critical models, showing understanding of the work of critics, historians, aestheticians, and artists
- Analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate evaluations and interpretations of meaning
- Reflect upon and assess the characteristics and merits of artwork
- Identify intentions of those creating artworks, and explore the implications of various purposes

- Reflect analytically on various interpretations as a means for understanding and evaluating works of visual art
- Correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions
- Make connections between visual arts and other disciplines
- Compare the materials, technologies, media, and processes of the visual arts with those of other art disciplines as they are used in creation and analysis
- Understand how subject matter, media, design, and craftsmanship interrelate

Evidence of Learning

Assessment

Teacher observation and project assessment

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Suggested Resources:

- Visual References
- Outlines
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- Videos
- CD Rom
- Various Internet Sites
- Various Gallery and Museum Trips

Unit 9: Late 19th Century: Impressionism and Post-Impressionism

Content Area: Visual Art

Course & Grade Level: AP Art History, Grades 11-12

Summary & Rationale

This course will introduce students to the understanding and enjoyment of works of art. It seeks to develop students' ability to examine works of art, acquainting them with the major forms of artistic expression in their own time and developing an appreciation and understanding of art from other cultures and other times. Additionally, the course seeks to develop the understanding of art as a continuing influence that civilizes humanity and develop the awareness that artists do not live in a vacuum and are only influenced by (and influence) the world in which he/she creates. As well, students will develop a heightened understanding of the importance of art history to both the arts professional and the non-arts person.

The existing level of student interest can be utilized in the development of an Art History course in which students will learn to visually evaluate, organize, document, become aesthetically discerning, and engage in critical thinking in relation to art production throughout history as a product of cultural and temporal influences and events.

Many colleges and universities offer advanced placement and/or credit to students who have performed successfully on the AP Art History Examination. The main objectives of AP curriculum in Art History are to develop in students:

- The ability to apply fundamental art and art historical terminology.
- An appreciation for the process of making and displaying art.
- An understanding of purpose and function of art.
- The ability to analyze works of art in context of historical evidence and interpretation, examining such issues as politics, religion, patronage, gender, and ethnicity.
- An understanding of cross-cultural and global nature of art.
- The ability to perform higher order thinking skills and articulate visual and art historical concepts in verbal and written forms.

Skills learned by looking at and analyzing works of art critically, with intelligence and sensitivity, will be utilized in other disciplines, activities, and the life of the larger community:

- Critical Thinking- Students will learn to understand and enjoy architecture, sculpture, painting, and other art forms by evaluating them in terms of not only the elements and principles of design, but also conceptual, historical, and cultural contexts.
- Technical Knowledge- Students will learn an extensive vocabulary relating to art objects, their production, and evaluation.
- Broader Historical Knowledge- Students will become familiar with well-known and lesser-known artists and their works, and be able to identify them as parts of larger movements and reactions to contemporary and historical events and influences.
- Responsibility- Students will learn to organize notes and perform research within the overall framework of art history to compare and contrast major forms of artistic expression from the past and present from a variety of cultures

Recommended Pacing

15 Days

State Standards

Visual and Performing Arts Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

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.
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Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
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1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
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Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art

1.3.8.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.
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Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
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1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
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1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
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1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
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Interdisciplinary Standards	
NJLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● There is no single definition of art ● Art encourages an awareness and appreciation of beauty and design. ● Art elicits personal meaning and emotional responses. ● There are multiple aesthetic philosophies that leaves art open to interpretation. ● Art uses visual images to communicate and is a means for cross-cultural communication ● Art is judged on various properties such as craftsmanship, sensory, formal, technical, expressive, and how it reflects society. Understanding art, therefore, is an informed and critical process. ● There are various reasons, many common cross-culturally, that people create art. However, artists often break with established traditions and beliefs to better express what they see and feel. ● Art demonstrates people’s relationships with one another and society at large ● Art is a reflection of time, place, culture and environment. ● Art has the power to influence ideas, meanings, perceptions, and culture. ● Art has the power to extend an individual’s sense of history, personal frame of reference and the world around them. ● Historical movements in art often reflect a break from convention. ● Art, as a human experience, transcends time, geography, and culture. ● Art is essential to culture. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How do the visual arts foster an appreciation for beauty and design? ● In what ways can people respond to artwork? ● How are connections made between the viewer and artwork? ● How does a viewer’s personal experience affect their response? ● What makes a piece of art valuable? ● How do artists express their ideas? ● How do an artist’s experiences affect their creative process? ● Does art have to have a function? How do form and function relate? ● Can art really be evaluated? ● Which is more important, the artist’s intention or the viewer’s response? ● Does art define culture or does culture define art? Why? ● Throughout time, how has technology affected art-making? ● How does where an artist lives affect what he/she makes? ● How is society affected by art? 	

- What can art tell us about ourselves and our surroundings?
- What causes art to evolve?
- What are some of the similarities that exist in all art?
- Why have all cultures produced art?
- Would all cultures view a piece of artwork in the same way?
- What would life be like without art?

Objectives

Students will know:

- The heart of the avant-garde art world in France during the last quarter of the nineteenth century to the early twentieth century
- How the Impressionists used light and color to describe pleasant, transitory scenes of middle-class life
- How the Post-Impressionists introduced composition and design to Impressionist color and light
- How artists used personal styles to convey often desolate emotions and content, laying the foundation for the Expressionist movement
- The technical considerations of creating various art forms.
- The aesthetic concerns of creating quality artworks.
- Subject matter, media, design, and craftsmanship interrelate
- Different structures and characteristics are better suited for different accomplishments, such as personal, communal, commercial, or otherwise
- Each era and culture uses the components of art and design in individual ways
- Certain evolutionary developments that have occurred over time
- The various media for creating artworks
- The terminology of evaluating artworks in terms of composition: the elements and principles of design
- Art from various cultures throughout history share certain characteristics and interests

Students will be able to:

- Understand the differences in media, techniques and processes
- Evaluate the effectiveness of artworks in terms of organizational structures and functions
- Choose and evaluate a range of subject matter, symbols and ideas
- Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture
- Describe the origins of specific images and ideas and explain why they are of value in artworks
- Evaluate and defend the validity of sources for content and the manner in which subject matter, symbols, and images are used in significant works by others
- Understand visual arts in relation to history and cultures
- Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art
- Describe the function and explore the meaning of specific art objects within varied art cultures, times and places
- Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, and to justify conclusions
- Analyze and interpret artworks for relationships among form, contexts, purposes, and critical models, showing understanding of the work of critics, historians, aestheticians, and artists
- Analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate evaluations and interpretations of meaning
- Reflect upon and assess the characteristics and merits of artwork

- Identify intentions of those creating artworks, and explore the implications of various purposes
- Reflect analytically on various interpretations as a means for understanding and evaluating works of visual art
- Correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions
- Make connections between visual arts and other disciplines
- Compare the materials, technologies, media, and processes of the visual arts with those of other art disciplines as they are used in creation and analysis
- Understand how subject matter, media, design, and craftsmanship interrelate

Evidence of Learning

Assessment

Teacher observation and project assessment

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Suggested Resources:

- Visual References
- Outlines
- Janson's *History of Art*
- Gardner's *Art Through the Ages*
- Davis Publication's *Discovering Art History*
- Various other books, including other textbooks recommended by the College Board for the AP Art History course and texts relating primary documentation and insights into the motivation of artists
- Videos
- CD Rom
- Various Internet Sites
- Various Gallery and Museum Trips

**Unit 10: Early 20th Century:
Expressionism, Abstract Art, Fantasy, Surrealism, Modernism, and America**

Content Area: Visual Art

Course & Grade Level: AP Art History, Grades 11-12

Summary & Rationale

This course will introduce students to the understanding and enjoyment of works of art. It seeks to develop students' ability to examine works of art, acquainting them with the major forms of artistic expression in their own time and developing an appreciation and understanding of art from other cultures and other times. Additionally, the course seeks to develop the understanding of art as a continuing influence that civilizes humanity and develop the awareness that artists do not live in a vacuum and are only influenced by (and influence) the world in which he/she creates. As well, students will develop a heightened understanding of the importance of art history to both the arts professional and the non-arts person.

The existing level of student interest can be utilized in the development of an Art History course in which students will learn to visually evaluate, organize, document, become aesthetically discerning, and engage in critical thinking in relation to art production throughout history as a product of cultural and temporal influences and events.

Many colleges and universities offer advanced placement and/or credit to students who have performed successfully on the AP Art History Examination. The main objectives of AP curriculum in Art History are to develop in students:

- The ability to apply fundamental art and art historical terminology.
- An appreciation for the process of making and displaying art.
- An understanding of purpose and function of art.
- The ability to analyze works of art in context of historical evidence and interpretation, examining such issues as politics, religion, patronage, gender, and ethnicity.
- An understanding of cross-cultural and global nature of art.

- The ability to perform higher order thinking skills and articulate visual and art historical concepts in verbal and written forms.

Skills learned by looking at and analyzing works of art critically, with intelligence and sensitivity, will be utilized in other disciplines, activities, and the life of the larger community:

- Critical Thinking- Students will learn to understand and enjoy architecture, sculpture, painting, and other art forms by evaluating them in terms of not only the elements and principles of design, but also conceptual, historical, and cultural contexts.
- Technical Knowledge- Students will learn an extensive vocabulary relating to art objects, their production, and evaluation.
- Broader Historical Knowledge- Students will become familiar with well-known and lesser-known artists and their works, and be able to identify them as parts of larger movements and reactions to contemporary and historical events and influences.
- Responsibility- Students will learn to organize notes and perform research within the overall framework of art history to compare and contrast major forms of artistic expression from the past and present from a variety of cultures

Recommended Pacing

15 Days

State Standards

Visual and Performing Arts Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

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.
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Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
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1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
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Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art

1.3.8.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.
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Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
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1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
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1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
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1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
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Interdisciplinary Standards

NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
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21st Century Life & Career Standards

CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation

Technology Standards

8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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Instructional Focus

Unit Enduring Understandings

- There is no single definition of art
- Art encourages an awareness and appreciation of beauty and design.
- Art elicits personal meaning and emotional responses.
- There are multiple aesthetic philosophies that leaves art open to interpretation.
- Art uses visual images to communicate and is a means for cross-cultural communication
- Art is judged on various properties such as craftsmanship, sensory, formal, technical, expressive, and how it reflects society. Understanding art, therefore, is an informed and critical process.
- There are various reasons, many common cross-culturally, that people create art. However, artists often break with established traditions and beliefs to better express what they see and feel.
- Art demonstrates people's relationships with one another and society at large
- Art is a reflection of time, place, culture and environment.
- Art has the power to influence ideas, meanings, perceptions, and culture.
- Art has the power to extend an individual's sense of history, personal frame of reference and the world around them.
- Historical movements in art often reflect a break from convention.
- Art, as a human experience, transcends time, geography, and culture.
- Art is essential to culture.

Unit Essential Questions

- How do the visual arts foster an appreciation for beauty and design?
- In what ways can people respond to artwork?
- How are connections made between the viewer and artwork?
- How does a viewer's personal experience affect their response?
- What makes a piece of art valuable?
- How do artists express their ideas?
- How do an artist's experiences affect their creative process?
- Does art have to have a function? How do form and function relate?
- Can art really be evaluated?
- Which is more important, the artist's intention or the viewer's response?
- Does art define culture or does culture define art? Why?

- Throughout time, how has technology affected art-making?
- How does where an artist lives affect what he/she makes?
- How is society affected by art?
- What can art tell us about ourselves and our surroundings?
- What causes art to evolve?
- What are some of the similarities that exist in all art?
- Why have all cultures produced art?
- Would all cultures view a piece of artwork in the same way?
- What would life be like without art?
- What purposes does art serve within a culture?

Objectives

Students will know:

- How many unique and exciting art styles existed simultaneously in the first half of the twentieth century
- The proliferation of Western avant-garde movements reflects the mobility and self-searching attitude of its artists
- Evidence of abstraction and Expressionism in the multiple styles that flourished after 1900
- How art from the first part of the twentieth century embodied the enormous energy and life that permeated America
- Divergent but simultaneous explorations of Abstraction and Realism in the United States, despite the lack of strong public support
- How Modernist architects abandoned brick and wood, preferring to use steel, reinforced concrete and huge expanses of glass in their towering, box-like edifices
- The technical considerations of creating various art forms.
- The aesthetic concerns of creating quality artworks.
- Subject matter, media, design, and craftsmanship interrelate
- Different structures and characteristics are better suited for different accomplishments, such as personal, communal, commercial, or otherwise
- Each era and culture uses the components of art and design in individual ways
- Certain evolutionary developments that have occurred over time
- The various media for creating artworks
- The terminology of evaluating artworks in terms of composition: the elements and principles of design
- Art from various cultures throughout history share certain characteristics and interests

Students will be able to:

- Understand the differences in media, techniques and processes
- Evaluate the effectiveness of artworks in terms of organizational structures and functions
- Choose and evaluate a range of subject matter, symbols and ideas
- Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture
- Describe the origins of specific images and ideas and explain why they are of value in artworks
- Evaluate and defend the validity of sources for content and the manner in which subject matter, symbols, and images are used in significant works by others
- Understand visual arts in relation to history and cultures
- Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art

- Describe the function and explore the meaning of specific art objects within varied art cultures, times and places
- Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, and to justify conclusions
- Analyze and interpret artworks for relationships among form, contexts, purposes, and critical models, showing understanding of the work of critics, historians, aestheticians, and artists
- Analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate evaluations and interpretations of meaning
- Reflect upon and assess the characteristics and merits of artwork
- Identify intentions of those creating artworks, and explore the implications of various purposes
- Reflect analytically on various interpretations as a means for understanding and evaluating works of visual art
- Correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions
- Make connections between visual arts and other disciplines
- Compare the materials, technologies, media, and processes of the visual arts with those of other art disciplines as they are used in creation and analysis
- Understand how subject matter, media, design, and craftsmanship interrelate

Evidence of Learning

Assessment

Teacher observation and project assessment

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Suggested Resources:

- Visual References
- Outlines
- Janson's *History of Art*
- Gardner's *Art Through the Ages*
- Davis Publication's *Discovering Art History*
- Various other books, including other textbooks recommended by the College Board for the AP Art History course and texts relating primary documentation and insights into the motivation of artists
- Videos
- CD Rom
- Various Internet Sites
- Various Gallery and Museum Trips

**Unit 11: Late 20th Century, Harder and Harder to Define:
Postmodernism, Abstract Expressionism, Pop, Op, Color Field, Land,
Performance, New Realism, Contemporary, Etc.**

Content Area: Visual Art

Course & Grade Level: AP Art History, Grades 11-12

Summary & Rationale

This course will introduce students to the understanding and enjoyment of works of art. It seeks to develop students' ability to examine works of art, acquainting them with the major forms of artistic expression in their own time and developing an appreciation and understanding of art from other cultures and other times. Additionally, the course seeks to develop the understanding of art as a continuing influence that civilizes humanity and develop the awareness that artists do not live in a vacuum and are only influenced by (and influence) the world in which he/she creates. As well, students will develop a heightened understanding of the importance of art history to both the arts professional and the non-arts person.

The existing level of student interest can be utilized in the development of an Art History course in which students will learn to visually evaluate, organize, document, become aesthetically discerning, and engage in critical thinking in relation to art production throughout history as a product of cultural and temporal influences and events.

Many colleges and universities offer advanced placement and/or credit to students who have performed successfully on the AP Art History Examination. The main objectives of AP curriculum in Art History are to develop in students:

- The ability to apply fundamental art and art historical terminology.
- An appreciation for the process of making and displaying art.
- An understanding of purpose and function of art.
- The ability to analyze works of art in context of historical evidence and interpretation, examining such issues as politics, religion, patronage, gender, and ethnicity.
- An understanding of cross-cultural and global nature of art.

- The ability to perform higher order thinking skills and articulate visual and art historical concepts in verbal and written forms.

Skills learned by looking at and analyzing works of art critically, with intelligence and sensitivity, will be utilized in other disciplines, activities, and the life of the larger community:

- Critical Thinking- Students will learn to understand and enjoy architecture, sculpture, painting, and other art forms by evaluating them in terms of not only the elements and principles of design, but also conceptual, historical, and cultural contexts.
- Technical Knowledge- Students will learn an extensive vocabulary relating to art objects, their production, and evaluation.
- Broader Historical Knowledge- Students will become familiar with well-known and lesser-known artists and their works, and be able to identify them as parts of larger movements and reactions to contemporary and historical events and influences.
- Responsibility- Students will learn to organize notes and perform research within the overall framework of art history to compare and contrast major forms of artistic expression from the past and present from a variety of cultures

Recommended Pacing

15 Days

State Standards

Visual and Performing Arts Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

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.
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Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
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1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
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Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art

1.3.8.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.
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Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
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1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
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1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
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1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
Interdisciplinary Standards	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● There is no single definition of art ● Art encourages an awareness and appreciation of beauty and design. ● Art elicits personal meaning and emotional responses. ● There are multiple aesthetic philosophies that leaves art open to interpretation. ● Art uses visual images to communicate and is a means for cross-cultural communication ● Art is judged on various properties such as craftsmanship, sensory, formal, technical, expressive, and how it reflects society. Understanding art, therefore, is an informed and critical process. ● There are various reasons, many common cross-culturally, that people create art. However, artists often break with established traditions and beliefs to better express what they see and feel. ● Art demonstrates people's relationships with one another and society at large ● Art is a reflection of time, place, culture and environment. ● Art has the power to influence ideas, meanings, perceptions, and culture. ● Art has the power to extend an individual's sense of history, personal frame of reference and the world around them. ● Historical movements in art often reflect a break from convention. ● Art, as a human experience, transcends time, geography, and culture. ● Art is essential to culture. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How do the visual arts foster an appreciation for beauty and design? ● In what ways can people respond to artwork? ● How are connections made between the viewer and artwork? ● How does a viewer's personal experience affect their response? ● What makes a piece of art valuable? ● How do artists express their ideas? ● How do an artist's experiences affect their creative process? ● Does art have to have a function? How do form and function relate? ● Can art really be evaluated? ● Which is more important, the artist's intention or the viewer's response? ● Does art define culture or does culture define art? Why? 	

- Throughout time, how has technology affected art-making?
- How does where an artist lives affect what he/she makes?
- How is society affected by art?
- What can art tell us about ourselves and our surroundings?
- What causes art to evolve?
- What are some of the similarities that exist in all art?
- Why have all cultures produced art?
- Would all cultures view a piece of artwork in the same way?
- What would life be like without art?
- What purposes does art serve within a culture?

Objectives

Students will know:

- New York City as the center of Western art after World War II
- Individual styles of the various abstract and representational movements that span the second half of the twentieth century
- How artists' diverse concerns and aesthetic responses in the last decades of the century reflect the complexity of Western society
- Post-Modern buildings merge multiple styles at once to produce fascinating and often amusing visual experiences
- The technical considerations of creating various art forms.
- The aesthetic concerns of creating quality artworks.
- Subject matter, media, design, and craftsmanship interrelate
- Different structures and characteristics are better suited for different accomplishments, such as personal, communal, commercial, or otherwise
- Each era and culture uses the components of art and design in individual ways
- Certain evolutionary developments that have occurred over time
- The various media for creating artworks
- The terminology of evaluating artworks in terms of composition: the elements and principles of design
- Art from various cultures throughout history share certain characteristics and interests

Students will be able to:

- Understand the differences in media, techniques and processes
- Evaluate the effectiveness of artworks in terms of organizational structures and functions
- Choose and evaluate a range of subject matter, symbols and ideas
- Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture
- Describe the origins of specific images and ideas and explain why they are of value in artworks
- Evaluate and defend the validity of sources for content and the manner in which subject matter, symbols, and images are used in significant works by others
- Understand visual arts in relation to history and cultures
- Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art
- Describe the function and explore the meaning of specific art objects within varied art cultures, times and places
- Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, and to justify conclusions

- Analyze and interpret artworks for relationships among form, contexts, purposes, and critical models, showing understanding of the work of critics, historians, aestheticians, and artists
- Analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate evaluations and interpretations of meaning
- Reflect upon and assess the characteristics and merits of artwork
- Identify intentions of those creating artworks, and explore the implications of various purposes
- Reflect analytically on various interpretations as a means for understanding and evaluating works of visual art
- Correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions
- Make connections between visual arts and other disciplines
- Compare the materials, technologies, media, and processes of the visual arts with those of other art disciplines as they are used in creation and analysis
- Understand how subject matter, media, design, and craftsmanship interrelate

Evidence of Learning

Assessment

Teacher observation and project assessment

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Suggested Resources:

- Visual References
- Outlines
- Janson's *History of Art*
- Gardner's *Art Through the Ages*
- Davis Publication's *Discovering Art History*
- Various other books, including other textbooks recommended by the College Board for the AP Art History course and texts relating primary documentation and insights into the motivation of artists
- Videos
- CD Rom
- Various Internet Sites
- Various Gallery and Museum Trips

Unit 12: Art of the Non-Western World

Content Area: Visual Art

Course & Grade Level: AP Art History, Grades 11-12

Summary & Rationale

This course will introduce students to the understanding and enjoyment of works of art. It seeks to develop students' ability to examine works of art, acquainting them with the major forms of artistic expression in their own time and developing an appreciation and understanding of art from other cultures and other times. Additionally, the course seeks to develop the understanding of art as a continuing influence that civilizes humanity and develop the awareness that artists do not live in a vacuum and are only influenced by (and influence) the world in which he/she creates. As well, students will develop a heightened understanding of the importance of art history to both the arts professional and the non-arts person.

The existing level of student interest can be utilized in the development of an Art History course in which students will learn to visually evaluate, organize, document, become aesthetically discerning, and engage in critical thinking in relation to art production throughout history as a product of cultural and temporal influences and events.

Many colleges and universities offer advanced placement and/or credit to students who have performed successfully on the AP Art History Examination. The main objectives of AP curriculum in Art History are to develop in students:

- The ability to apply fundamental art and art historical terminology.
- An appreciation for the process of making and displaying art.
- An understanding of purpose and function of art.
- The ability to analyze works of art in context of historical evidence and interpretation, examining such issues as politics, religion, patronage, gender, and ethnicity.
- An understanding of cross-cultural and global nature of art.

- The ability to perform higher order thinking skills and articulate visual and art historical concepts in verbal and written forms.

Skills learned by looking at and analyzing works of art critically, with intelligence and sensitivity, will be utilized in other disciplines, activities, and the life of the larger community:

- Critical Thinking- Students will learn to understand and enjoy architecture, sculpture, painting, and other art forms by evaluating them in terms of not only the elements and principles of design, but also conceptual, historical, and cultural contexts.
- Technical Knowledge- Students will learn an extensive vocabulary relating to art objects, their production, and evaluation.
- Broader Historical Knowledge- Students will become familiar with well-known and lesser-known artists and their works, and be able to identify them as parts of larger movements and reactions to contemporary and historical events and influences.
- Responsibility- Students will learn to organize notes and perform research within the overall framework of art history to compare and contrast major forms of artistic expression from the past and present from a variety of cultures

Recommended Pacing

15 Days

State Standards

Visual and Performing Arts Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

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.
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Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
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1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
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Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art

1.3.8.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.
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Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
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1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
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1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
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1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
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Interdisciplinary Standards

NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
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21st Century Life & Career Standards

CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation

Technology Standards

8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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Instructional Focus

Unit Enduring Understandings

- There is no single definition of art
- Art encourages an awareness and appreciation of beauty and design.
- Art elicits personal meaning and emotional responses.
- There are multiple aesthetic philosophies that leaves art open to interpretation.
- Art uses visual images to communicate and is a means for cross-cultural communication
- Art is judged on various properties such as craftsmanship, sensory, formal, technical, expressive, and how it reflects society. Understanding art, therefore, is an informed and critical process.
- There are various reasons, many common cross-culturally, that people create art. However, artists often break with established traditions and beliefs to better express what they see and feel.
- Art demonstrates people's relationships with one another and society at large
- Art is a reflection of time, place, culture and environment.
- Art has the power to influence ideas, meanings, perceptions, and culture.
- Art has the power to extend an individual's sense of history, personal frame of reference and the world around them.
- Historical movements in art often reflect a break from convention.
- Art, as a human experience, transcends time, geography, and culture.
- Art is essential to culture.

Unit Essential Questions

- How do the visual arts foster an appreciation for beauty and design?
- In what ways can people respond to artwork?
- How are connections made between the viewer and artwork?
- How does a viewer's personal experience affect their response?
- What makes a piece of art valuable?
- How do artists express their ideas?
- How do an artist's experiences affect their creative process?
- Does art have to have a function? How do form and function relate?
- Can art really be evaluated?
- Which is more important, the artist's intention or the viewer's response?
- Does art define culture or does culture define art? Why?

- Throughout time, how has technology affected art-making?
- How does where an artist lives affect what he/she makes?
- How is society affected by art?
- What can art tell us about ourselves and our surroundings?
- What causes art to evolve?
- What are some of the similarities that exist in all art?
- Why have all cultures produced art?
- Would all cultures view a piece of artwork in the same way?
- What would life be like without art?
- What purposes does art serve within a culture?

Objectives

Students will know:

- The diversity of artistic expression from cultures around the globe
- Similarities and differences in terms of function, materials, and design of the artworks from various non-Western societies, such as India, China, Japan, Asia, Oceania, Islam, African, Pre-Columbian, and Native American
- The technical considerations of creating various art forms.
- The aesthetic concerns of creating quality artworks.
- Subject matter, media, design, and craftsmanship interrelate
- Different structures and characteristics are better suited for different accomplishments, such as personal, communal, commercial, or otherwise
- Each era and culture uses the components of art and design in individual ways
- Certain evolutionary developments that have occurred over time
- The various media for creating artworks
- The terminology of evaluating artworks in terms of composition: the elements and principles of design
- Art from various cultures throughout history share certain characteristics and interests

Students will be able to:

- Understand the differences in media, techniques and processes
- Evaluate the effectiveness of artworks in terms of organizational structures and functions
- Choose and evaluate a range of subject matter, symbols and ideas
- Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture
- Describe the origins of specific images and ideas and explain why they are of value in artworks
- Evaluate and defend the validity of sources for content and the manner in which subject matter, symbols, and images are used in significant works by others
- Understand visual arts in relation to history and cultures
- Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art
- Describe the function and explore the meaning of specific art objects within varied art cultures, times and places
- Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, and to justify conclusions
- Analyze and interpret artworks for relationships among form, contexts, purposes, and critical models, showing understanding of the work of critics, historians, aestheticians, and artists
- Analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate evaluations and interpretations of meaning

- Reflect upon and assess the characteristics and merits of artwork
- Identify intentions of those creating artworks, and explore the implications of various purposes
- Reflect analytically on various interpretations as a means for understanding and evaluating works of visual art
- Correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions
- Make connections between visual arts and other disciplines
- Compare the materials, technologies, media, and processes of the visual arts with those of other art disciplines as they are used in creation and analysis
- Understand how subject matter, media, design, and craftsmanship interrelate

Evidence of Learning

Assessment

Teacher observation and project assessment

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Suggested Resources:

- Visual References
- Outlines
- Janson's *History of Art*
- Gardner's *Art Through the Ages*
- Davis Publications *Discovering Art History*
- Various other books, including other textbooks recommended by the College Board for the AP Art History course and texts relating primary documentation and insights into the motivation of artists
- Videos
- CD Rom
- Various Internet Sites
- Various Gallery and Museum Trips

