

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
VISUAL AND PERFORMING ARTS DEPARTMENT  
ART HISTORY

Art History Curriculum Guide

**Pacing Guide:**

**Art History is a full year course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.**

Unit 1- THE MEANING OF ART, DIFFERENT FORMS OF ART, WHY ART IS CREATED, ART IN OUR DAILY LIVES, FOUR DISCIPLINES IN ART, CAREERS IN ART, ELEMENTS AND PRINCIPLES OF DESIGN, UNITY AND DESIGN RELATIONSHIPS IN ART, ART MEDIA AND PROCESSES- (6 weeks)

Unit 2- PRE-HISTORIC ART IN WESTERN EUROPE, ART OF THE FERTILE CRESCENT CIVILIZATIONS, ANCIENT EGYPTIAN ART AND CIVILIZATIONS- (4 weeks)

Unit 3- GREEK AND ROMAN ART AND CIVILIZATIONS- (4 weeks)

Unit 4- ASIAN ART, NATIVE ARTS OF THE AMERICAS, AFRICAN ART- (5 weeks)

Unit 5- EARLY CHRISTIAN, BYZANTINE, ISLAMIC, MEDIEVAL, ROMANESQUE, AND GOTHIC ART- (6 weeks)

Unit 6- EMERGING ART OF EUROPE: ITALIAN RENAISSANCE ART, NORTHERN RENAISSANCE ART, VENETIAN ART, BAROQUE ART, AND ROCOCO ART- (4 weeks)

Unit 7- ART OF THE LATE 1800'S TO THE PRESENT- (6 weeks)



CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
VISUAL AND PERFORMING ARTS DEPARTMENT  
ART HISTORY

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VISUAL AND PERFORMING ARTS DEPARTMENT  
ART HISTORY

**Differentiation/Accommodations/Modifications**

<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<p><i>(Content, process, product and learning environment)</i></p> <p><b>Extension Activities</b></p> <ul style="list-style-type: none"> <li>• Assisting another peer</li> <li>• Exploration of a more advanced medium</li> <li>• Research possible careers in art</li> <li>• Sketchbook assignments not directly related to our unit.</li> <li>• Utilize advanced materials and resources to meet the needs of students.</li> <li>• Independent projects requiring research skills for assessing information</li> <li>• Possible Individual Anchor Activity</li> <li>• Advanced discussion techniques</li> <li>• Debates over artworks or controversy over certain subjects/pieces</li> </ul>	<p><b>Modifications for Classroom Assignments</b></p> <ul style="list-style-type: none"> <li>• Modified in-class assignments, tests, quizzes, and exams.</li> <li>• Simplifying language for presentation</li> <li>• Internet or electronic bilingual dictionaries during class and during assignments.</li> <li>• Word banks for tests and quizzes</li> <li>• Developing content area vocabulary</li> <li>• Extended time for all assessments</li> <li>• Use of graphic organizers</li> <li>• Internet text translators</li> <li>• Simplification of requirements</li> <li>• Access to teacher designed Power Points and notes</li> <li>• Concept development</li> <li>• Collaboration between ESL and mainstream classroom teachers.</li> <li>• Pair novice ELLs with advanced ELL's or another student who speaks the same language</li> </ul> <p><b>Modifications for Homework:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete assignments</li> </ul>	<p><i>(Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <ul style="list-style-type: none"> <li>• In-Class-Support (Visions Students)</li> <li>• Modified in-class assignments, quizzes, and exams.</li> <li>• Grading based on effort</li> <li>• Graphic Organizers</li> <li>• Provide study guides</li> <li>• Extended time on assessments</li> <li>• Research guides</li> <li>• Highlighting/underlining</li> <li>• Establish timelines/pacing of projects</li> <li>• Clarify assignments, directions, instructions</li> <li>• PowerPoint presentation/lecture notes</li> <li>• Assistive technology</li> <li>• Highlight key vocabulary</li> <li>• Model skills/techniques</li> <li>• Parent/teacher communication and or parent signed assignment list</li> <li>• Assign peer helper in class</li> <li>• Pair visual prompts with verbal presentations</li> </ul>	<p><b>Modifications for Classroom</b></p> <ul style="list-style-type: none"> <li>• Intervention and Referral Team (I&amp;RS) in-house strategies for teachers.</li> <li>• Extended time for assignments</li> <li>• Highlight key vocabulary</li> <li>• Modified in-class assignments, tests, quizzes, and exams where necessary</li> <li>• Pair visual prompts with verbal presentations</li> <li>• Model skills/techniques</li> <li>• Preferential seating as noted by teacher and student and or 504 plan.</li> <li>• Parent/teacher communication</li> <li>• Provide books on tape/CD/digital media as requested by student when appropriate.</li> <li>• Assign peer helper in class</li> <li>• Pair visual prompts with verbal presentations</li> <li>• Repetition and practice</li> <li>• Provide copy of class notes/presentation</li> <li>• Use of computers to complete assignments as requested by a student</li> <li>• Provide verbal reminder of</li> </ul>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
 VISUAL AND PERFORMING ARTS DEPARTMENT  
 ART HISTORY

	<ul style="list-style-type: none"> <li>• Internet text translators</li> <li>• Use of graphic organizers</li> <li>• Modified homework assignments</li> <li>• Internet/electronic bilingual dictionaries.</li> <li>• Provide student with clearly stated and written expectations and grading criteria for homework</li> </ul>	<ul style="list-style-type: none"> <li>• Repetition and practice</li> <li>• Provide verbal reminder of assignments</li> <li>• Preferential seating as noted by teacher and student or IEP</li> <li>• Check student progress</li> <li>• Assist student with planning of assignments</li> </ul> <p><b>Modifications for Homework and Assignments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete assignments</li> <li>• Grade effort</li> <li>• Simplify complicated assignments into smaller units in phases as needed by student</li> <li>• Provide student with clearly stated and written expectations and grading criteria for assignments.</li> </ul> <p><b>Modifications for Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time for exams, quizzes, and or projects</li> <li>• Restate and clarify directions and questions</li> <li>• Provide study guides for classroom tests</li> <li>• Establish procedures for accommodations/modifications for assessments</li> </ul>	<p>assignments</p> <ul style="list-style-type: none"> <li>• Check student progress</li> <li>• Assist student with planning of assignments</li> <li>• Assist with technology</li> </ul> <p><b>Modifications for Homework and Assignments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete assignments</li> <li>• Grade effort</li> <li>• Simplify complicated assignments into smaller units in phases as needed by student</li> <li>• Provide student with clearly stated and written expectations and grading criteria for assignments</li> </ul> <p><b>Modifications for Assessments</b></p> <ul style="list-style-type: none"> <li>• Extended time for exams, quizzes, and or projects</li> <li>• Restate and clarify directions and questions</li> <li>• Provide study guides for classroom tests</li> <li>• Establish procedures for accommodations/modifications for assessment</li> </ul>
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
VISUAL AND PERFORMING ARTS DEPARTMENT  
ART HISTORY

<b>CONTENT: ART HISTORY UNIT 1</b>			
<b>Theme:</b> the meaning of art, different forms of art, why art is created, art in our daily lives, four disciplines in art, careers in art, elements and principles of design, unity and design relationships in art, art media and processes			
<b>Essential Questions:</b> Why do various cultures create art? Why and where do we study art? What are the differences between art criticism, art making, aesthetics, and art history? How can we acquire knowledge and skills that increase aesthetic awareness in the visual arts?		What is the difference between fine and applied arts? How do we apply our appreciation of artistic styles and techniques through studio projects? How can we gain an understanding of the elements and principles of art? How do we become more aware of the many career opportunities in the arts? How can we gain more of an understanding of the process of critique?	
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i>	<b>Assessments</b> <i>(Both formative and summative measures of authentic performance tasks and formal assessments)</i>	<b>Standards NJSLs:</b>
<ul style="list-style-type: none"> <li>• Distinctions between applied and fine arts</li> <li>• The four major disciplines when studying art-art history, making, criticism, and aesthetics</li> <li>• Why people/cultures create art</li> <li>• An appreciation for learning about and understanding aspects of art</li> <li>• Resources to learn about art and careers in art</li> <li>• The formal process of critiquing</li> </ul>	<ul style="list-style-type: none"> <li>• Gain a basic appreciation and understanding about the importance of art and art terminology throughout the world.</li> <li>• Become introduced to the field of art studio, history, criticism, and aesthetics</li> <li>• Distinguish between and begin to apply the elements /principles of art to their own and other artworks.</li> <li>• Apply the formal process of critique</li> </ul>	<ul style="list-style-type: none"> <li>• Midterm and Final examination</li> <li>• Tests and or Quizzes</li> <li>• Critiques and picture prompts</li> <li>• Project Review</li> <li>• Writing about an Artwork</li> <li>• Projects</li> <li>• Essays/Reports</li> <li>• Scored rubrics by instructor</li> <li>• Internet research</li> <li>• Homework/worksheets</li> <li>• Journal Entries</li> <li>• Observation</li> <li>• Peer Evaluation</li> </ul>	1.1.12.D.1-D.2; 1.2.12.A.1-A.2; 1.3.12.D.4-D.5; 1.4.12.A.3-A.4; 1.4.12.B.1, B.3;  8.1.12.D.5, 8.2.12.E.1 8.2.12.C.2;  9.2.12.C.3  CRP2,4,5,6,11,12
			<b>Time Frame:</b> 6 Weeks
			<b>Materials:</b> Textbook <i>Art in Focus</i> , PowerPoint presentation, and slides/visuals; materials for classwork folder, collage materials, journals

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
VISUAL AND PERFORMING ARTS DEPARTMENT  
ART HISTORY

<b>CONTENT: ART HISTORY UNIT 2</b>				
<b>Theme:</b> Pre-historic art in Western Europe, art of the fertile crescent civilizations, Ancient Egyptian art and civilizations				
<b>Essential Questions:</b> How can we demonstrate an understanding of different aesthetic philosophies through the evaluation and analysis of artistic styles, trends, and movements in an art form?		How can we explain the development and methods of pre-historic art, the art of ancient Mesopotamian Civilization, and Egyptian Civilization? How have ancient cultures of the past paved the way for contemporary artists? How do we integrate art and critical thinking?		
<b>Content</b> ( <i>As a result of this learning segment, students will know...</i> )  <ul style="list-style-type: none"> <li>• How to further apply critical thinking to discussions and the viewing of art.</li> <li>• The history and evolvement of art of the early civilizations.</li> <li>• How to further acquire knowledge about the aesthetics and appreciation for art.</li> <li>• How to apply our knowledge and appreciation of a culture and apply these to our own works of art.</li> </ul>	<b>Skills</b> ( <i>As a result of this learning segment, students will be able to...</i> )  <ul style="list-style-type: none"> <li>• Gain a basic appreciation and understanding about the importance of art and art terminology throughout the world.</li> <li>• Understand the evolvement of cave paintings, Mesopotamian art, and Egyptian art and how this impacted civilizations.</li> <li>• Continue to apply the elements/principles of art to their own and other artworks.</li> <li>• Continue to learn and apply the formal process of critique</li> </ul>	<b>Assessments</b> (Both formative and summative measures of authentic performance tasks and formal assessments)  <ul style="list-style-type: none"> <li>• Midterm and Final examination</li> <li>• Tests and or Quizzes</li> <li>• Critiques and picture prompts</li> <li>• Project Review</li> <li>• Writing about an Artwork</li> <li>• Projects</li> <li>• Essays/Reports</li> <li>• Scored rubrics by instructor</li> <li>• Internet research</li> <li>• Homework/worksheets</li> <li>• Journal Entries</li> <li>• Observation</li> <li>• Peer Evaluation</li> <li>• Possible Museum/Gallery visit</li> <li>• Group Egyptian Mural (one per table)</li> </ul>	<b>Standards NJSL:</b> 1.1.12.D.1-D.2; 1.2.12.A.2; 1.3.12.D.2; 1.4.12.A.1-A.2, A.4; 1.4.12.B.1;  8.1.12.D.1 8.1.12.D.5 8.2.12.C.2  CRP2,4,5,6,11,12	
			<b>Time Frame:</b> 4 Weeks	
			<b>Materials:</b> Textbook <i>Art in Focus</i> , PowerPoint presentation, and slides/visuals; materials for mural, journals	

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
VISUAL AND PERFORMING ARTS DEPARTMENT  
ART HISTORY

<b>CONTENT: ART HISTORY UNIT 3</b>				
<b>Theme:</b> GREEK AND ROMAN ART AND CIVILIZATIONS				
<b>Essential Questions:</b> How can we demonstrate an understanding of different aesthetic philosophies through the evaluation and analysis of artistic styles, trends, and movements in an art form?		How can we explain the development and methods of the Asian culture, Art of the Americas, and the African civilization? How have ancient cultures of the past paved the way for contemporary artists? How do we integrate art and critical thinking?		
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i>  <ul style="list-style-type: none"> <li>• How to further apply critical thinking to discussions and the viewing of art.</li> <li>• The history and evolvement of art of the early civilizations.</li> <li>• How to further acquire knowledge about the aesthetics and appreciation for art.</li> <li>• How to apply our knowledge and appreciation of a culture and apply these to our own works of art.</li> </ul>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i>  <ul style="list-style-type: none"> <li>• Gain a basic appreciation and understanding about the importance of art and art terminology throughout the world.</li> <li>• Understand the evolvement Greek and Roman art and how this impacted their civilizations.</li> <li>• Continue to apply the elements/principles of art to their own and other artworks.</li> <li>• Continue to learn and apply the formal process of critique</li> </ul>	<b>Assessments</b> <i>(Both formative and summative measures of authentic performance tasks and formal assessments)</i>  <ul style="list-style-type: none"> <li>• Midterm and Final examination</li> <li>• Tests and or Quizzes</li> <li>• Critiques and picture prompts</li> <li>• Project Review</li> <li>• Writing about an Artwork</li> <li>• Projects</li> <li>• Essays/Reports</li> <li>• Scored rubrics by instructor</li> <li>• Internet research</li> <li>• Homework/worksheets</li> <li>• Journal Entries</li> <li>• Observation</li> <li>• Peer Evaluation</li> <li>• Possible Museum/Gallery visit</li> <li>• Studio: Greek and Roman art inspired metal embossing project.</li> </ul>	<b>Standards NJSLs:</b> 1.1.12.D.1-D.2 1.2.12.A.2 1.3.12.D.2 1.4.12.A.1-A.2, A.4 1.4.12.B.1  8.1.12.D.5  CRP2,4,5,6,11,12	
			<b>Time Frame:</b> 4 Weeks	
			<b>Materials:</b> Textbook <i>Art in Focus</i> , PowerPoint presentation, and slides/visuals; materials for studio project	



CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
VISUAL AND PERFORMING ARTS DEPARTMENT  
ART HISTORY

<b>CONTENT: ART HISTORY UNIT 4</b>					
<b>Theme:</b> ASIAN ART, NATIVE ARTS OF THE AMERICAS, AFRICAN ART					
<b>Essential Questions:</b> How can we demonstrate an understanding of different aesthetic philosophies through the evaluation and analysis of artistic styles, trends, and movements in an art form?		How can we explain the development and methods of Ancient Asian Art, Art of the Americans, and African Art? How have ancient cultures of the past paved the way for contemporary artists? How do we integrate art and critical thinking?			
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>• How to further apply critical thinking to discussions and the viewing of art.</li> <li>• The history and evolution of art of the early civilizations.</li> <li>• How to further acquire knowledge about the aesthetics and appreciation for art.</li> <li>• How to apply our knowledge and appreciation of a culture and apply these to our own works of art.</li> </ul>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>• Gain a basic appreciation and understanding about the importance of art and art terminology throughout the world.</li> <li>• Understand the evolution of art and sculpture from the Americas, Asia, and Africa.</li> <li>• Continue to apply the elements /principles of art to their own and other artworks.</li> <li>• Continue to learn and apply the formal process of critique</li> </ul>	<b>Assessments</b> <i>(Both formative and summative measures of authentic performance tasks and formal assessments)</i> <ul style="list-style-type: none"> <li>• Midterm and Final examination</li> <li>• Tests and or Quizzes</li> <li>• Critiques and picture prompts</li> <li>• Project Review</li> <li>• Writing about an Artwork</li> <li>• Projects</li> <li>• Essays/Reports</li> <li>• Scored rubrics by instructor</li> <li>• Internet research</li> <li>• Homework/worksheets</li> <li>• Journal Entries</li> <li>• Observation</li> <li>• Peer Evaluation</li> <li>• Possible Museum/Gallery visit</li> <li>• Possible projects: Origami, Black History Month report or poster based on a famous African American artist, writer, or celebrity who has made an impact on society.</li> </ul>	<b>Standards NJSLs:</b> 1.1.12.D.1-D.2 1.2.12.A.1 1.3.12.D.2, D.4-D.5 1.4.12.A.1-A.2, A.4 1.4.12.B.1  8.1.12.D.1 8.1.12.D.5  CRP2,4,5,6,11,12		
					<b>Time Frame:</b> 5 weeks
					<b>Materials:</b> Textbook <i>Art in Focus</i> , PowerPoint presentation, and slides/visuals; materials for studio projects

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
VISUAL AND PERFORMING ARTS DEPARTMENT  
ART HISTORY

<b>CONTENT: ART HISTORY UNIT 5</b>			
<b>Theme:</b> EARLY CHRISTIAN, BYZANTINE, ISLAMIC, MEDIEVAL, ROMANESQUE, AND GOTHIC ART			
<b>Essential Questions:</b> How have ancient cultures of the past paved the way for contemporary artists? How do we integrate art and critical thinking? How can we demonstrate an understanding of different aesthetic philosophies through the evaluation and analysis of artistic styles, trends, and movements in an art form?		How can we explain the development and methods of religious art and how this impacted society? How can we distinguish between the religious architecture of these time periods? How had art produced after the decline of the Roman Empire pave the way for the Renaissance movement?	
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i>	<b>Assessments</b> <i>(Both formative and summative measures of authentic performance tasks and formal assessments)</i>	<b>Standards NJSL:</b>
<ul style="list-style-type: none"> <li>• How to further apply critical thinking to discussions and the viewing of art.</li> <li>• The history and evolvement of art of the early civilizations.</li> <li>• How to further acquire knowledge about the aesthetics and appreciation for art.</li> <li>• How to apply our knowledge and appreciation of religious art and apply this to other works of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Gain a basic appreciation and understanding about the importance of art and art terminology throughout the world.</li> <li>• Understand the evolvement of art, sculpture, and architecture from Christians, Jews, and Muslims and how this impacted their cultures/civilizations.</li> <li>• Continue to apply the elements/principles of art to their own and other artworks.</li> <li>• Continue to learn and apply the formal process of critique</li> </ul>	<ul style="list-style-type: none"> <li>• Midterm and Final examination</li> <li>• Tests and or Quizzes</li> <li>• Critiques and picture prompts</li> <li>• Project Review</li> <li>• Writing about an Artwork</li> <li>• Projects</li> <li>• Essays/Reports</li> <li>• Scored rubrics by instructor</li> <li>• Internet research</li> <li>• Homework/worksheets</li> <li>• Journal Entries</li> <li>• Observation</li> <li>• Peer Evaluation</li> <li>• Possible Museum/Gallery visit</li> <li>• Possible projects: Linear Perspective, Illuminated letter, stained glass paper, or gargoyle</li> </ul>	1.1.12.D.1-D.2 1.2.12.A.1 1.3.12.D.2, D.4-D.5 1.4.12.A.1-A.2, A.4 1.4.12.B.1  8.1.12.D.5  CRP2,4,5,6,11,12
			<b>Time Frame:</b> 6 Weeks
			<b>Materials:</b> Textbook <i>Art in Focus</i> , PowerPoint presentation, and slides/visuals; materials for studio projects

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
VISUAL AND PERFORMING ARTS DEPARTMENT  
ART HISTORY

<b>CONTENT: ART HISTORY UNIT 6</b>					
<b>Theme:</b> EMERGING ART OF EUROPE: ITALIAN RENAISSANCE ART, NORTHERN RENAISSANCE ART, VENIETIAN ART, BAROQUE ART, AND ROCOCO ART					
<b>Essential Questions:</b> How are trends of European art from the 1300's –1800's influencing the methods of artists around the world? How do we integrate art and critical thinking?		How can we demonstrate an understanding of different aesthetic philosophies through the evaluation and analysis of artistic styles, trends, and movements in an art form? How has the Renaissance influenced future artists in terms of methods, themes, and inspirations?			
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> <li>• How to further apply critical thinking to discussions and the viewing of art.</li> <li>• The impact of developments during the Renaissance on future art periods</li> <li>• How to further acquire knowledge about the aesthetics and appreciation for art.</li> <li>• How to apply our knowledge and appreciation of art from the 1300's to 1800's and apply this to other works of art.</li> </ul>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> <li>• Gain a basic appreciation and understanding about the importance of art and art terminology throughout the world.</li> <li>• Understand the evolvement of art and sculpture from the Renaissance, Venetian, and Baroque time periods.</li> <li>• Continue to apply the elements/principles of art to their own and other artworks.</li> <li>• Continue to learn and apply the formal process of critique</li> </ul>	<b>Assessments</b> <i>(Both formative and summative measures of authentic performance tasks and formal assessments)</i> <ul style="list-style-type: none"> <li>• Midterm and Final examination</li> <li>• Tests and or Quizzes</li> <li>• Critiques and picture prompts</li> <li>• Project Review</li> <li>• Writing about an Artwork</li> <li>• Projects</li> <li>• Essays/Reports</li> <li>• Scored rubrics by instructor</li> <li>• Internet research</li> <li>• Homework/worksheets</li> <li>• Journal Entries</li> <li>• Observation</li> <li>• Peer Evaluation</li> <li>• Possible Museum/Gallery visit</li> <li>• Possible studio projects: Linear Perspective</li> </ul>	<b>Standards NJSL:</b> 1.1.12.D.1-D.2 1.2.12.A.1 1.3.12.D.2, D.4-D.5 1.4.12.A.1-A.2, A.4 1.4.12.B.1  8.1.12.D.5 8.2.12.C.2  CRP2,4,5,6,11,12		
					<b>Time Frame:</b> 4 Weeks
					<b>Materials:</b> Textbook <i>Art in Focus</i> , PowerPoint presentation, and slides/visuals; materials for studio projects

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
VISUAL AND PERFORMING ARTS DEPARTMENT  
ART HISTORY

<b>CONTENT: ART HISTORY UNIT 7</b>				
<b>Theme:</b> ART OF THE LATE 1800'S TO THE PRESENT				
<b>Essential Questions:</b> How have art movements and styles changed since the late 1800's? How were the changes and trends in art of the Modern Era viewed by society?		How do we integrate art and critical thinking? How can we demonstrate an understanding of different aesthetic philosophies through the evaluation and analysis of artistic styles, trends, and movements in an art form?		
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i>  <ul style="list-style-type: none"> <li>• How to further apply critical thinking to discussions and the viewing of art.</li> <li>• The history and evolvement of art of the early civilizations.</li> <li>• How to further acquire knowledge about the aesthetics and appreciation for art.</li> <li>• How to apply our knowledge and appreciation of 20<sup>th</sup> Century art and art of the present to other works of art.</li> <li>• What is our favorite artistic time period or movement?</li> </ul>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i>  <ul style="list-style-type: none"> <li>• Gain a basic appreciation and understanding about the importance of art and art terminology throughout the world.</li> <li>• Understand the evolvement of art throughout the 20th Century and the present.</li> <li>• Continue to apply the elements/principles of art to their own and other artworks.</li> <li>• Continue to learn and apply the formal process of critique</li> </ul>	<b>Assessments</b> <i>(Both formative and summative measures of authentic performance tasks and formal assessments)</i>  <ul style="list-style-type: none"> <li>• Midterm and Final examination</li> <li>• Tests and or Quizzes</li> <li>• Critiques and picture prompts</li> <li>• Project Review</li> <li>• Writing about an Artwork</li> <li>• Projects</li> <li>• Essays/Reports</li> <li>• Scored rubrics by instructor</li> <li>• Internet research</li> <li>• Homework/worksheets</li> <li>• Journal Entries</li> <li>• Observation</li> <li>• Peer Evaluation</li> <li>• Possible Museum/Gallery visit</li> <li>• Possible studio projects: Impressionist inspired painting or iron-on, Modern art painting or sculpture</li> </ul>	<b>Standards NJSL:</b> 1.1.12.D.1-D.2 1.2.12.A.1 1.3.12.D.2, D.4-D.5 1.4.12.A.1-A.2, A.4 1.4.12.B.1  8.1.12.D.1 8.1.12.D.5  CRP2,4,5,6,11,12	
			<b>Time Frame:</b> 6 Weeks	
			<b>Materials:</b> Textbook <i>Art in Focus</i> , PowerPoint presentation, and slides/visuals; materials for studio projects	