

# Course Syllabus

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## **Description:**

In this course students will understand the political, cultural, and religious changes throughout history that are depicted within art. This course is an opportunity for students to reflect on how art was and is used as a vehicle to communicate, depict political and religious propaganda, and serve as evidence of cultural shifts and changes. Students will be challenged to contemplate the connection between art and context through reflective writing assessments and Discussion-Based Assessments. Students will build upon knowledge throughout the course and understand how art reflects and communicated cultural change and evolution.

Students will develop critical skills of analysis, synthesis, and evaluation in this course by analyzing historical documents, working in a thematic context, developing proficiency in note-taking, free-response writing, and solving problems. Students will demonstrate their skills through participation in extended collaborative projects.

Art History & Criticism 1 Honors is an honors-only course. All assessments in this course are honors level and students will earn honors credit only.

**Estimated Completion Time:** 2 segments/32-26 weeks

## **Major Topics and Concepts:**

### **Segment I:**

#### **Gallery 1**

- 01.00: Gallery Checklist
- 01.01: Introduction to Art History and Criticism
- 01.02: Prehistoric Art
- 01.03: Neolithic Architecture and Art
- 01.04: Ancient Near Eastern Art
- 01.05: Egyptian Art
- 01.06: Aegean Art and the Art of the Cyclades

#### **Gallery 2**

- 02.00: Gallery Checklist
- 02.01: Ancient Greek Art
- 02.02: Greek Archaic Period
- 02.03: Greek Classical Period
- 02.04: Greek Hellenistic Period
- 02.05: Etruscan Art
- 02.06: Roman Art
- 02.07: Short Reflective Writing and Discussion-Based Assessment

#### **Gallery 3**

- 03.00: Gallery Checklist
- 03.01: Early Christian Art
- 03.02: Byzantine Art
- 03.03: Islamic Art
- 03.04: Art of the Middle Ages
- 03.05: Carolingian and Ottoman Art

## **Gallery 4**

- 04.00: Gallery Checklist
- 04.01: Romanesque Architecture
- 04.02: The Gothic Period
- 04.03: Gothic Art Outside of France
- 04.04: Fourteenth-Century Italian Art
- 04.05: Fourteenth-Century Florence and Siena
- 04.06: Fifteenth-Century Art
- 04.07: Short Reflective Writing and Discussion-Based Assessment
- 04.08: Segment One Exam

## **Segment II**

### **Gallery 5**

- 05.00: Gallery Checklist
- 05.01: Early Renaissance Art
- 05.02: Early Renaissance Architecture
- 05.03: High Renaissance
- 05.04: Sixteenth-Century Venetian Art
- 05.05: Mannerism
- 05.06: Northern Renaissance

### **Gallery 6**

- 06.00: Gallery Checklist
- 06.01: Italian and Spanish Baroque
- 06.02: Flemish, Dutch, French Baroque
- 06.03: Architecture and English Baroque
- 06.04: Rococo
- 06.05: Age of the Enlightenment
- 06.06: Neoclassicism
- 06.07: Romanticism
- 06.08: Short Reflective Writing and Discussion-Based Assessment

### **Gallery 7**

- 07.00: Gallery Checklist
- 07.01: Realism
- 07.02: Impressionism
- 07.03: Post-Impressionism
- 07.04: Japanese Art
- 07.05: Fauvism and Proto-Cubism
- 07.06: African Art
- 07.07: The 'isms'

### **Gallery 8**

- 08.00: Gallery Checklist
- 08.01: Surrealism, Suprematism, De Stijl, and Bauhaus
- 08.02: Art Deco, Kinetic Art, Political Art, Regionalism
- 08.03: Art Brut, Abstract Expressionism, Minimalism, and Conceptual
- 08.04: Pop Art, Superrealism, and Earthworks
- 08.05: Modernist Architecture
- 08.06: Neo-Expressionism, Feminism, Technology and Art

- 08.07: Short Reflective Writing and Discussion-Based Assessment
- 08.08: Segment Two Exam

**Course Assessment and Participation Requirements:**

To achieve success, students are expected to submit work in each course weekly. Students can learn at their own pace; however, “any pace” still means that students must make progress in the course every week. To measure learning, students complete self-checks, practice lessons, multiple choice questions, projects, discussion-based assessments, and discussions. Students are expected to maintain regular contact with teachers; the minimum requirement is monthly. When teachers, students, and parents work together, students are successful.



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