

NEWPORT-MESA UNIFIED SCHOOL DISTRICT
Course Description

Art History
(2 Semester Elective Course)

Content covered in this course is described in the Course of Study. Based upon student needs, teachers select appropriate materials from the Instructional Materials List. Classroom presentations of course content are determined by the instructor and described under Teacher Activities. A more detailed outline of this course can be obtained from the instructor.

OVERVIEW:

This two-semester elective course in the History of Art is designed to provide an understanding and enjoyment of architecture, sculpture, painting, and other art forms within historical and cultural contexts. In this course, students examine the major forms of artistic statement of the past, as well as those of our own time and environment. They will learn to look at works of art critically and historically, with intelligence and sensitivity, and to articulate what they see and experience. One year of both World history and Art is highly recommended as a prerequisite.

This course is intended to stimulate interest in understanding the entire world of art. References to historical analogies and prototypes are made in order to relate works ranging widely in time and space. To this end, works of art are viewed and discussed in a context of ideas, theory and style.

COURSE OF STUDY OBJECTIVES:

1.0 The student will demonstrate an understanding of the variety of purposes, subjects and media of artistic statement.

1.1 SUGGESTED STUDENT ACTIVITIES:

- The student will read, listen, take notes, discuss, write, take tests, create projects, and give presentations.

1.2 INSTRUCTIONAL MATERIALS USED:

- Textbook
- Art slides and transparencies
- Supplemental materials

1.3 SUGGESTED TEACHER ACTIVITIES:

- Conduct lectures/discussions to connect with past learning; facilitate collaborative learning activities
- Assign use of text
- Inspire sense of inquiry; elicit and assist discovery of abstract connections and links of past and present
- Explain requirements of assignments, projects, tests and presentations

2.0 The student will demonstrate an understanding of how the elements and principles of art function as a universal language to describe, analyze and evaluate works of art.

2.1 SUGGESTED STUDENT ACTIVITIES:

- The student will read, listen, take notes, discuss, write, take tests, create projects, and give presentations.

2.2 INSTRUCTIONAL MATERIALS USED:

- Textbook
- Art slides and transparencies
- Supplemental materials

2.3 SUGGESTED TEACHER ACTIVITIES:

- Conduct lectures/discussions to connect with past learning; facilitate collaborative learning activities
- Assign use of text

- Inspire sense of inquiry; elicit and assist discovery of abstract connections and links of past and present
- Explain requirements of assignments, projects, tests, and presentations

3.0 The student will demonstrate an understanding of how the elements and principles of art function in their own art works

3.1 SUGGESTED STUDENT ACTIVITIES:

- The student will create artworks in diverse 2 dimensional and 3 dimensional media using their knowledge of the elements and principles of art as their guide.
- The student will respond verbally and in writing about their creations in terms of art criticism.

3.2 INSTRUCTIONAL MATERIALS USED:

- Art slides and prints
- Variety of Wet and Dry Media
- Variety of 3 Dimensional Media

3.3 SUGGESTED TEACHER ACTIVITIES:

- Conduct lectures/demonstrations for learning/observation of technique
- Inspire sense of inquiry and creative thought
- Facilitate the creation of artwork through explanation and guidance

4.0 The student will demonstrate an understanding of how art history functions as a source of inspiration for their own art as well as others.

4.1 SUGGESTED STUDENT ACTIVITIES:

- The student will create artworks in diverse 2 dimensional and 3 dimensional media using both their knowledge of art history and their imaginations as inspiration.
- The student will respond verbally and in written form regarding their use of ideas and forms, as well as their classmates, from the history of art as inspiration for new artworks.
- The student will make verbal and written comparisons between past and present artworks.

4.2 INSTRUCTIONAL MATERIALS USED:

- Textbook
- Art slides and prints
- Variety of media
- Reference texts

4.3 SUGGESTED TEACHER ACTIVITIES:

- Conduct lectures/discussions to connect with past learning
- Inspire sense of inquiry; elicit and assist discovery of abstract connections and links of past and present
- Facilitate the creation of artwork through explanation and guidance

5.0 The student will demonstrate an understanding of the diversity of artistic statement from non-European and primitive cultures around the globe.

5.1 SUGGESTED STUDENT ACTIVITIES:

- The student will read, listen, take notes, write, take tests, create projects, and give presentations

5.2 INSTRUCTIONAL MATERIALS USED:

- Textbook
- Art slides and transparencies
- Supplemental materials

5.3 SUGGESTED TEACHER ACTIVITIES:

- Conduct lectures/discussions to connect with past learning; facilitate collaborative learning activities
- Assign use of text
- Inspire sense of inquiry elicit and assist discovery of abstract connections and links of past and present
- Explain requirements of assignments, projects, tests, and presentations

6.0 The student will identify and describe the major works of art from the Prehistoric and Early Civilizations through the Gothic time period.

6.1 SUGGESTED STUDENT ACTIVITIES:

- The student will read, listen, take notes, write, and create and give presentations on the key characteristics of these periods. In their study, students will make connections with the sociopolitical climate of the period. In collaborative groups students will create and give presentations on a specific topic to present to the whole class.

6.2 INSTRUCTIONAL MATERIALS USED:

- Textbook
- Art slides and transparencies
- Supplemental materials

6.3 SUGGESTED TEACHER ACTIVITIES:

- Conduct lectures/discussions to connect with past learning; facilitate collaborative learning activities
- Assign use of text
- Inspire sense of inquiry; elicit and assist discovery of abstract connections and links of past and present
- Explain requirements of assignments, projects, tests, and presentations

7.0 The student will identify and describe the major works of art from the Renaissance, Baroque and Rococo periods.

7.1 SUGGESTED STUDENT ACTIVITIES:

- The student will read, listen, take notes, write, and create and give presentations on the key characteristics of these periods. In their study, students will make connections with the sociopolitical climate of the period. In collaborative groups students will create and give presentations on a specific topic to present to the whole class.

7.2 INSTRUCTIONAL MATERIALS USED:

- Textbook
- Art slides and transparencies
- Supplemental materials

7.3 SUGGESTED TEACHER ACTIVITIES:

- Conduct lectures/discussions to connect with past learning; facilitate collaborative learning activities
- Assign use of text
- Inspire sense of inquiry; elicit and assist discovery of abstract connections and links of past and present
- Explain requirements of assignments, projects, tests, and presentations

8.0 The student will identify and describe the major works of art from Neo-Classicism, Romanticism, Realism, Impressionism, Post-Impressionism, Expressionism and Symbolism.

8.1 SUGGESTED STUDENT ACTIVITIES:

- The student will read, listen, take notes, write, and create and give presentations on the key characteristics of these periods. In their study, students will make connections with the sociopolitical climate of the period. In collaborative groups students will create and give presentations on a specific topic to present to the whole class.

8.2 INSTRUCTIONAL MATERIALS USED:

- Textbook
- Art slides and transparencies
- Supplemental materials

8.3 SUGGESTED TEACHER ACTIVITIES:

- Conduct lectures/discussions to connect with past learning; facilitate collaborative learning activities
- Assign use of text
- Inspire sense of inquiry; elicit and assist discovery of abstract connections and links of past and present.
- Explain requirements of assignments, projects, tests, and presentations.

9.0 The student will identify and describe the major works of art from the Twentieth Century/Modern Art and Contemporary Art periods.

9.1 SUGGESTED STUDENT ACTIVITIES:

- The student will read, listen, take notes, write and create and give presentations on the key characteristics of these periods. In their study, students will make connections with the sociopolitical climate of the period. In collaborative groups students will create and give presentations on a specific topic to present to the whole class.

9.2 INSTRUCTIONAL MATERIALS USED:

- Textbook
- Art slides and transparencies
- Supplemental materials

9.3 SUGGESTED TEACHER ACTIVITIES:

- Conduct lectures/discussions to connect with past learning; facilitate collaborative learning activities
- Assign use of text
- Inspire sense of inquiry; elicit and assist discovery of abstract connections and links of past and present
- Explain requirements of assignments, projects, tests and presentations

10.0 The student will write and present a research paper dealing with the interpretation of the philosophical, historical, religious, economic, and cultural influences on the development of a given art movement or a given individual's style.

10.1 SUGGESTED STUDENT ACTIVITIES:

- The student will research the given art movement or artist on which to develop a persuasive presentation of its or his/her influences, then give the presentation to the whole class.

10.2 INSTRUCTIONAL MATERIALS USED:

- Textbook
- Library materials
- Supplemental materials

10.3 SUGGESTED TEACHER ACTIVITIES:

- Facilitate research efforts
- Provide scoring rubric for papers and presentations

INSTRUCTIONAL MATERIALS:

TEXTBOOK:

Art in Focus, Gene A. Mittler, Glencoe/McGraw Hill, 2000

AUDIO-VISUAL MATERIALS

SX2016: Art through the Ages, Condensed Binder Set, Unit 1 & 2, Universal Color Slide, 1999

Art In Focus, Teacher Classroom Resources, Glencoe/McGraw Hill, 2000

75 Additional Individual Slides bought by the Navigators, Universal Color Slide, Spring, 2001

Submitted by Jodi Weitzman, Newport Harbor High School
March, 2001