

NEWPORT-MESA UNIFIED SCHOOL DISTRICT

Course Description

(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:

The two-semester Advanced Placement Program in the History of Art is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history: 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 expression of the past and of distant cultures, as well as those of our own time and environment. They learn to look at works of art critically, with intelligence and sensitivity, and to articulate what they see or experience. Students who achieve this goal may receive advanced placement and/or credit at many colleges and universities. The AP History of Art Examination reflects content areas Ancient through Medieval and the Renaissance to the present and requires students to make broad cultural comparisons using specific works as stimuli for discussion.

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. **The student will demonstrate understanding of the demands of the Advanced Placement Examination In the History of Art.** 1.1 SUGGESTED STUDENT

ACTIVITIES:

The student will read, listen, take notes, discuss, requirements of the Advanced Placement Examination, and take sample tests as a pre-test.

- 1.2 INSTRUCTIONAL MATERIALS USED:

Approved textbook Art
slides Sample test
Supplementary material

- 1.3 TEACHER ACTIVITIES:

Conduct lectures/discussions to connect with past learning; facilitate collaborative learning situations

Model effective reading and use of study guide

Assign use of text and study guide

Inspire spirit of inquiry; elicit and assist discovery of abstract connections and links of past and present

Explain requirements of sample test questions

2. The student will identify and describe at least five visual characteristics of a major art movement of the ancient or medieval periods.

2.1 SUGGESTED STUDENT ACTIVITIES:

Strands emphasized: Historical, ethical, economic, and sociopolitical literacy; study, critical thinking/writing, and participation skills.

The student will read, take notes, listen, and memorize key characteristics of a chosen major art movement and trace relationship of these characteristics to the sociopolitical climate of the times. In collaborative groups students will create Advancement Placement type questions for the class as a whole to take.

2.2 INSTRUCTIONAL MATERIALS:

- Approved textbook
- Ancient Near East slides
- Egyptian art slides
- Supplemental materials

2.3 TEACHER ACTIVITIES:

Conduct lectures/discussions, facilitate collaborative learning situations

Model construction of time line

Monitor and inspire collaborative test productions

3. The student will trace the development of a major art style by citing specific images and by commenting on the varying context of Ideas and social situations in which the works of art were created.

3.1 SUGGESTED STUDENT ACTIVITIES:

Strands emphasized: Study and critical thinking/writing skills; historical, cultural, ethical, economic, and sociopolitical literacy; civic values, rights and responsibilities.

The student will read, listen, view, take notes, and discuss the Archaic, Classic, and Hellenistic styles of Greek Sculpture and their relationship to the ideas and social situations at the time they were created. In collaborative groups, the student will write two essay questions—modeled after those in the study guide—for other students to choose from to answer.

3.2 INSTRUCTIONAL MATERIALS USED:

Approved textbook Literary works and other documents Videotapes and slides Supplementary materials

3.3 TEACHER ACTIVITIES:

Conduct lectures/discussions

Provide visual representations

Model essay question creation

Assess student examination

4. In a multiple choice test, the student will identify the country, style/period, or century of thirty "key monuments" of ancient and medieval art.

4.1 SUGGESTED STUDENT ACTIVITIES:

Strands emphasized: study, critical thinking/writing, and participation skills; historical, cultural, geographic, economic, and sociopolitical literacy.

The student will read, listen, view, discuss, and in collaborative groups, devise ways to memorize the country, style, and century of the thirty "key Monuments."

- 4.2 INSTRUCTIONAL MATERIALS USED:
Approved textbook
- Examination of matching, multiple choice, short answer, and essay questions
- Supplemental material
- 4.3 TEACHER ACTIVITIES:
- Conduct lectures/discussions, facilitate collaborative learning situations
 - Provide examination to test objective
 - Take test along with students
5. **The student will write a short essay that analyzes a work of art using the following art elements: color, composition, texture, line, light/dark, and form/shape.**
- 5.1 SUGGESTED STUDENT ACTIVITIES:
Strands emphasized: Study and critical thinking/writing skills.
The student will view and discuss a selected work of art. In an expository essay, the student will analyze the elements of color, composition, texture, line, light/dark, and form/shape that are present in the selected work.
- 5.2 INSTRUCTIONAL MATERIALS USED:
Approved textbook
- Film: The Renaissance: Its Beginnings in Italy"
 - Slides of early Flemish paintings
 - Short essay: Van Eyck's 'The Virgin with the Canon Paele.'"
 - Supplementary materials
- 5.3 TEACHER ACTIVITIES:
Conduct lectures/ discussions/present information in variety of ways
Provide specific writing prompt and scoring guide Lead students through writing process
6. **The student will write an essay using visual examples to show the influence of style from one period on that of another.**
- 6.1 SUGGESTED STUDENT ACTIVITIES:
Strands emphasized: historical, economic, sociopolitical, ethical and geographic literacy; study, thinking/writing, and participation skills.
The student will read, listen, view, take notes, and observe influences of style from one period on style of another, noting ethical and socio-political influences as well. In collaborative groups, students will develop thesis statements and list related evidence, then write essay at home.
- 6.2 INSTRUCTIONAL MATERIALS USED:
Approved textbook
Slides of Etruscan sculpture and Egypt or Greece
Slides of Michelangelo's, Verrocchio's, and Donatello's *David*
Supplementary materials
- 6.3 TEACHER ACTIVITIES:
Conduct lectures/show slides
Model essay development
Provide writing prompt and scoring guide
7. **The student will present an interpretation of the philosophical, historical, religious, economic, and cultural influences on the development of a given art movement or a given individual's style.**
- 7.1 SUGGESTED STUDENT ACTIVITIES:
Strands emphasized: Study, critical thinking, skills; historical, cultural, ethical, geographic, economic, and sociopolitical literacy; national identity.
The student will read textbook and related original documents, listen to lectures, view slides and documentaries, and in collaborative groups, choose the art movement or artist on which

to develop a persuasive presentation of its or his/her influences, then prepare the presentations for the whole class.

7.2 INSTRUCTIONAL MATERIALS USED:

Related literature and philosophers of the period
Approved textbook Videotaped
documentaries/slides Supplementary materials

7.3 TEACHER ACTIVITIES:

Conduct lectures/discussions, facilitate collaborative learning
Provide scoring guide for presentations

8. In an essay, the student will identify and contrast, using appropriate art terms, at least five visual characteristics of two works of art on the same subject but from different style periods.

8.1 SUGGESTED STUDENT ACTIVITIES:

Strands emphasized: study, critical thinking/writing skills.

The student will read, take notes, listen, view and discuss the works of Hieronymus Bosch in relation to the Mannerist style and the Sistine Chapel frescoes of Michelangelo, Study Guide sections on architecture, the contrast between Baroque and Rococo in painting, architecture, and sculpture. In collaborative groups, students will choose the works of art to identify and contrast, then create several thesis statements from which to write.

8.2 INSTRUCTIONAL MATERIALS USED

- Approved textbook
- Pertinent slides, films, documentaries
- Supplementary materials

8.3 TEACHER ACTIVITIES

- Conduct lectures/discussions/facilitate collaborative learning
- Provide choice of essay prompts
- Show use of Venn Diagram for pre-writing
- Provide scoring guide for essays

9. The student will write a formal analysis of three works of art that have the same theme, but differ in style.

9.1 SUGGESTED STUDENT ACTIVITIES:

Strands emphasized: study, critical thinking/writing skills; historical and cultural literacy. The student will read, take notes, listen, view, and compare Delacroix's *Liberty Leading the People*, works of Ingres and Daumier's *Rue Transnonain* or *The Uprising*, discuss Classicism, Romanticism and Realism, choose three works of art to analyze according to theme, and follow all stages of the writing process to create formal essays.

9.2 INSTRUCTIONAL MATERIALS:

- Video documentaries and slides of art
- Approved textbook
- Supplemental materials

9.3 TEACHER ACTIVITIES:

- Conduct lectures/discussions, facilitate collaborative learning
- Provide writing prompts and scoring guides
- Lead stages of the writing process

10. The student will make a formal presentation contrasting the visual characteristics in the works of two modern artists, citing the influence of other artists or movements on each artist's individual style.

10.1 SUGGESTED STUDENT ACTIVITIES:

Strands emphasized: study, critical thinking/writing, participation skills; historical and cultural literacy.

The student will read, listen, view and discuss contrasts of Seurat's *Sunday Afternoon on the Island of the Grande Jatte* with Renoir's *Moulin de la Galette*, works of Cezanne and Van Gogh, and the movements of Impressionism and Post-Impressionism. In collaborative groups, students will choose artists to contrast and prepare presentations. 10.2 INSTRUCTIONAL MATERIALS:

Approved textbook
Slides of 20th century art
Supplemental materials

10.2 TEACHER ACTIVITIES:

- Conduct lectures/discussions, facilitate collaborative learning,
Provide slides
- Guide development of presentations/provide scoring guide

11. In an essay, the student will describe at least three commonalities and three differences in art produced by two different cultural and ethnic groups.

11.1 SUGGESTED STUDENT ACTIVITIES:

Strands emphasized: study, critical thinking participation skills; historical, cultural, geographic, ethical, economic, and sociopolitical literacy.

In collaborative groups students will discuss their reading and viewing of works from India, China, Japan, Africa, the Americas, South Pacific, Northern, Southern and Eastern Europe and the Arab States. They will then choose the cultural or ethnic groups to compare and the commonalities to support their comparisons.

11.2 INSTRUCTIONAL MATERIALS:

- Approved textbook
- Slides from art of each culture
- Supplemental materials

11.3 TEACHER ACTIVITIES:

- Conduct lectures/discussions, facilitate collaborative learning
- Provide essay prompts and scoring guides
- Lead stages of writing process

12. The student will recognize styles and artistic movements of Twentieth Century art and explain its relationship to art of the past.

12.1 SUGGESTED STUDENT ACTIVITIES:

Strands emphasized: study, critical thinking participation skills; historical, cultural, ethical, economic, and sociopolitical literacy.

The student will read, listen, view, and discuss representative Twentieth Century works. In collaborative groups, students will create multiple choice questions that call for recognition of style and artistic movements and short essay questions on relationship of a given work to art of the past. Students will then take the class created examination.

12.2 INSTRUCTIONAL MATERIALS:

- Approved textbook
- Documents and slides
- Supplemental materials

12.3 TEACHER ACTIVITIES:

- Conduct lectures/discussions, facilitate collaborative learning and test item creation
- Provide scoring guide. Guide review for the AP exam

13. The student will demonstrate continuing development of the basic social studies study skills: obtaining information and judging its value, reading reasoned conclusions based on evidence, and developing sound judgment.

13.1 SUGGESTED STUDENT ACTIVITIES:

Strands emphasized: study, critical thinking/writing, participation skills.

The student will (1) acquire information by listening, observing, using community resources, and reading various forms of literature and primary and secondary source materials, (2) locate, select, and organize information from written sources, (3) retrieve and analyze information by using computers, microfilm, and other electronic media, (4) read and interpret maps, globes, models, diagrams, graphs, charts, tables, pictures, and political cartoons, (5) understand the specialized language used in historical research and social science disciplines, and (6) work collaboratively on tasks and organize and express ideas clearly in speaking and writing.

13.2 INSTRUCTIONAL MATERIALS USED:

All available materials appropriate to grade level tasks

13.3 TEACHER ACTIVITIES:

Assess current skill level of each student in obtaining information and judging its value, reading reasoned conclusions based on evidence, and developing sound judgment.

Encourage growth of skills through a variety of assignments Keep record of growing skills in each area

INSTRUCTIONAL MATERIALS:

TEXTBOOK

Approved textbook

AUDIO-VISUAL MATERIALS

Films, filmstrips, and videocassettes from the District library

School-based materials that have been approved as outlined by the District's evaluation process