



**SPRING GROVE AREA SCHOOL DISTRICT**

**PLANNED COURSE OVERVIEW**



**Course Title:** Advanced Placement Art History

**Grade Level(s):** 11,12

**Units of Credit:** 1

**Classification:** Advanced Placement

**Length of Course:** 30 cycles

**Periods Per Cycle:** 6

**Length of Period:** 40 minutes

**Total Instructional Time:** 120 hours

***Course Description***

AP Art History puts students into the global art world to engage with its forms and content as they research, discuss, read, and write about world history and its interpretations of art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, students will develop in-depth, holistic understanding of world history and art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, developing understanding of individual works and interconnections across world history.

***Instructional Strategies, Learning Practices, Activities, and Experiences***

Independent Reading, Homework, Bell Ringers, Timed Essay, Response Primary Source Analysis

Teacher Demonstrations, Constructive Response, Advanced Placement Reading, and Writing Practice

Guided Group Practice, Guided Individual Practice National Exam Practice Strategies

***Assessments***

Essays, Short Answer Response Questions, Primary Source Multiple Choice Questions

Homework, Reading Quizzes, Primary Source Analysis

Independent Project, Group Projects, National Exam

***Materials/Resources***

Kleiner, Fred. S. *Gardner's Art through the Ages: A Concise Global History*, 5th Edition (online)

Smart History: The Center for Public History (online)

Primary Art Sources iPad/Computer Technology

**Adopted:** 5/23/22

**Revised:**

<b>Unit 1 Global Prehistory, 30,000-500 BCE</b>	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>1.1 Cultural Influences on Prehistoric Art</p> <p>1.2 Materials, Processes, and Techniques in Prehistoric Art</p> <p>1.3 Theories and Interpretations of Prehistoric art</p> <p><u>Suggested Works of Art</u></p> <p>Camelid sacrum                      Running horned woman                      Beaker with ibex motifs                      Anthropomorphic Stele                      Jade cong                      Terra cotta fragment</p>	<p><b>CULT-1.</b></p> <p>1.A Identify a work of art (or group of related works of art).</p> <p>2.A Describe contextual elements of a work of art (or group of related works of art).</p> <p><b>MPT-1</b></p> <p>1.B Describe visual elements of a work of art (for a group of related works of art).</p> <p>1.C Explain how artistic decisions about form, style, materials, technique, and/or content shape a work of art (or group of related works of art).</p> <p>5.A. Describe visual elements of a work of art (or group of related works of art) beyond the image set.</p> <p>5.B. In analyzing a work of art beyond the image set, explain how artistic decisions about form, style, materials, technique, and/or content shape a work of art (or group of related works of art).</p> <p><b>THR-1</b></p> <p>7.A. Describe one or more art historically relevant interpretations of a work of art (or group of related works of art), its reception, or its meaning.</p> <p>7.B. Explain how one or more art historically valid interpretations of a work of art (or group of related works of art) are derived from an analysis of its form, style, materials, content, function, context, reception, and/or meaning.</p> <p><b>8.1.12.</b> Historical Analysis and Skills Development</p> <p>A. Evaluate chronological thinking.</p> <p>B. Synthesize and evaluate historical sources.</p> <p>C. Evaluate historical interpretation of events.</p>

<b>Unit 1 Global Prehistory, 30,000-500 BCE (cont.)</b>	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p><b>9.2.12. Historical and Cultural Contexts</b></p> <ul style="list-style-type: none"> <li>A. Explain the historical, cultural, and social context of an individual work in the arts.</li> <li>B. Relate works in the arts chronologically to historical events.</li> <li>C. Relate works in the arts to varying styles and genre and to the periods in which they were created.</li> <li>D. Analyze a work of art from its historical and cultural perspective.</li> <li>E. Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts.</li> <li>F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.</li> <li>G. Relate works in the arts to geographic regions: Africa, Asia, Australia, Central America, Europe, North America, South America.</li> </ul> <p><b>9.3.12. Critical Response</b></p> <ul style="list-style-type: none"> <li>A. Explain and apply the critical examination processes of works in the arts and humanities.</li> <li>B. Determine and apply criteria to a person’s work and works of others in the arts.</li> <li>C. Apply systems of classification for interpreting works in the arts and forming a critical response.</li> <li>D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.</li> <li>E. Examine and evaluate various types of critical analysis of works in the arts and humanities.</li> <li>F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.</li> </ul>

<b>Unit 2 Ancient Mediterranean, 3500 BCE-300 CE</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>2.1 Cultural Contexts of Ancient Mediterranean Art</p> <p>2.2 Interactions Within and Across Cultures in Ancient Mediterranean Art</p> <p>2.4 Theories and Interpretations of Ancient Mediterranean Art</p> <p><u>Suggested Works of Art</u></p> <p>White Temple and its ziggurat                      Palette of King Narmer                      Statues of votive figures, from the Square Temple at Eshnunna                      Seated scribe                      Standard of Ur                      Great Pyramids                      King Menkaura and queen                      Temple of Amun-Re and Hypostyle-Hall                      Akhenaton, Nefertiti, and three daughters                      Last judgment of Hunefer                      Lamassu from the citadel of Sargon II                      Athenian agora                      Peplos Kore                      Sarcophagus of the Spouses                      Tomb of the Triclinium                      Niobides Krater                      Grave stele of Hegeso</p>	<p><b>CULT-1</b></p> <p>1.A Identify a work of art (or group of related works of art).</p> <p>1.B Describe visual elements of a work of art (or group of related works of art).</p> <p>1.C Explain how artistic decisions about form, style, materials, technique, and/or content shape a work of art (or group of related works of art).</p> <p>2.A Describe contextual elements of a work of art (or group of related works of art).</p> <p>2.C Explain how and/or why context influences artistic decisions about form, style, materials, content, and/or function in the creation or meaning of a work of art (or group of related works of art).</p> <p>3.A Describe similarities and/or differences in two or more works of art using appropriate and relevant points of comparison.</p> <p>5.A Describe visual elements of a work of art (or group of related works of art) beyond the image set.</p> <p>5.B In analyzing a work of art beyond the image set, explain how artistic decisions about form, style, materials, technique, and/or content shape a work of art (or group of related works of art).</p> <p>6.A Attribute a work of art to a specific artist, culture, art historical style, or object type from the image set.</p> <p>6.B Justify and attribution of a work of art by explaining similarities with work by a specific artist, culture, art historical style, or object type from the image set.</p> <p><b>PAA-1</b></p> <p>2.B Explain how the possible intent, purpose, and/or function shape the creation or meaning of a work of art (or group of related works of art).</p> <p>2.D Explain how artistic decisions about form, style, materials, content, function, and/or context of a work of art (or group of related works of art) elicit a response or shape its reception.</p> <p><b>THR-1</b></p> <p>8.A Articulate a defensible claim about one or more works of art (or group of related works of art).</p> <p>8.B Using specific and relevant evidence, support a claim about one or more works of art (or group of related works of art).</p>

Unit 2 Ancient Mediterranean, 3500 BCE-300 CE (cont.)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Great Altar of Zeus and Athena at Pergamon                      Alexander Mosaic                      Seated boxer                      Pantheon                      Ludovisi Battle Sarcophagus</p>	<p><b>8.1.12.</b> Historical Analysis and Skills Development                      A. Evaluate chronological thinking.                      B. Synthesize and evaluate historical sources.                      C. Evaluate historical interpretation of events.</p> <p><b>8.4.9.</b> World History                      A. Analyze the significance of individuals and groups who have made major political and cultural contributions to World History before 1500.                      B. Evaluate historical documents, material artifacts, and historic sites important to world history.                      C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation, and roles.                      D. Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia, and Europe.</p> <p><b>8.4.12.</b> World History                      A. Evaluate the significance of individuals and groups who have made major political and cultural contributions to World History since 1450.                      B. Evaluate historical documents, material artifacts, and historic sites important to world history.                      C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation, and roles.                      D. Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia, and Europe.</p> <p><b>9.2.12.</b> Historical and Cultural Contexts                      A. Explain the historical, cultural, and social context of an individual work in the arts.                      B. Relate works in the arts chronologically to historical events.                      C. Relate works in the arts to varying styles and genre and to the periods in which they were created.                      D. Analyze a work of art from its historical and cultural perspective.                      E. Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts.                      F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.                      G. Relate works in the arts to geographic regions: Africa, Asia, Australia, Central America, Europe, North America, South America.</p> <p><b>9.3.12.</b> Critical Response                      A. Explain and apply the critical examination processes of works in the arts and humanities.                      B. Determine and apply criteria to a person’s work and works of others in the arts.                      C. Apply systems of classification for interpreting works in the arts and forming a critical response.                      D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.                      E. Examine and evaluate various types of critical analysis of works in the arts and humanities.                      F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.</p>

<b>Unit 3 Early Europe and Colonial Americas, 200-1750 CE</b>	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>3.1 Cultural Contexts of Early European and Colonial American Art</p> <p>3.2 Interactions Within and Across Cultures in Early European and Colonial American Art</p> <p>3.3 Materials, Processes, and Techniques in Early European and Colonial American Art</p> <p>3.4 Purpose and Audience in Early European and Colonial American Art</p>	<p><b>CUL-1</b>                  2.A Describe contextual elements of a work of art (or group of related works of art).                  2.D Explain how artistic decisions about form, style, materials, content, function, and/or context of a work of art (or group of related works of art) elicit a response or shape its reception.</p> <p><b>INT-1</b>                  3.B Explain how two or more works of art are similar and/or different in how they convey meaning.                  4.A Explain how a specific work of art (or group of related works of art) demonstrates continuity and/or change within an artistic tradition, style, or practice.                  4.B Explain why a specific work of art (or group of related works of art) demonstrates continuity and/or change within an artistic tradition, style, or practice.                  4.C Explain the influence of a specific work of art (or group of related works of art) on other artistic production within or across cultures.                  4.D Explain the meaning or significance of continuity and/or change between works of art (or groups of related works of art) within a related artistic tradition, style, or practice.</p> <p><b>MPT-1</b>                  1.C Explain how artistic decisions about form, style, materials, technique, and/or content shape a work of art (or group of related works of art).                  6.A Attribute a work of art to a specific artist, culture, art historical style, or object type from the image set.                  6.B Justify an attribution of a work of art by explaining similarities with work by a specific artist, culture, artist, culture, art historical style, or object type from the image set.</p>

<b>Unit 3 Early Europe and Colonial Americas, 200-1750 CE (cont.)</b>	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>3.5 Theories and Interpretations of Early European and Colonial American Art</p> <p><u>Suggested Works of Art</u></p> <p>Virgin (Theotokos) and Child between Saints Theodore and George                      Church of Sainte-Foy                      Bibles moralisées                      Röttgen Pietà                      The Last Supper                      Isenheim altarpiece                      Henri IV Receives the Portrait of Marie de'Medici                      The Palace of Versailles                      The Virgin of Guadalupe                      Spaniard and Indian Produce a Mestizo                      The Tête à Tête, from Marriage à la Mode</p>	<p><b>THR-1</b></p> <p>7.A Describe one or more art historically relevant interpretations of a work of art (or group of related works of art), its reception, or its meaning.</p> <p>7.B Explain how one or more art historically valid interpretations of a work of art (or group of related works of art) are derived from an analysis of its form, style, materials, content, function, context, reception, and/or meaning.</p> <p>8.A Articulate a defensible claim about one or more works of art (or group of related works of art).</p> <p>8.B Using specific and relevant evidence, support a claim about one or more works of art (or group of related works of art).</p> <p>8.C Explain how the evidence justifies the claim.</p> <p><b>8.1.12. Historical Analysis and Skills Development</b></p> <p>A. Evaluate chronological thinking.</p> <p>B. Synthesize and evaluate historical sources.</p> <p>C. Evaluate historical interpretation of events.</p> <p><b>8.4.9. World History</b></p> <p>A. Analyze the significance of individuals and groups who have made major political and cultural contributions to World History before 1500.</p> <p>B. Evaluate historical documents, material artifacts, and historic sites important to world history.</p> <p>C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation, and roles.</p> <p>D. Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia, and Europe.</p> <p><b>8.4.12. World History</b></p> <p>A. Evaluate the significance of individuals and groups who have made major political and cultural contributions to World History since 1450.</p> <p>B. Evaluate historical documents, material artifacts, and historic sites important to world history.</p> <p>C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation, and roles.</p> <p>D. Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia, and Europe.</p>

Unit 3 Early Europe and Colonial Americas, 200-1750 CE (cont.)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p><b>9.2.12. Historical and Cultural Contexts</b></p> <ul style="list-style-type: none"> <li>A. Explain the historical, cultural, and social context of an individual work in the arts.</li> <li>B. Relate works in the arts chronologically to historical events.</li> <li>C. Relate works in the arts to varying styles and genre and to the periods in which they were created.</li> <li>D. Analyze a work of art from its historical and cultural perspective.</li> <li>E. Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts.</li> <li>F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.</li> <li>G. Relate works in the arts to geographic regions: Africa, Asia, Australia, Central America, Europe, North America, South America.</li> </ul> <p><b>9.3.12. Critical Response</b></p> <ul style="list-style-type: none"> <li>A. Explain and apply the critical examination processes of works in the arts and humanities.</li> <li>B. Determine and apply criteria to a person's work and works of others in the arts.</li> <li>C. Apply systems of classification for interpreting works in the arts and forming a critical response.</li> <li>D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.</li> <li>E. Examine and evaluate various types of critical analysis of works in the arts and humanities.</li> <li>F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.</li> </ul>



<b>Unit 4 Later Europe and Americas, 1750-1980 CE</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>4.1 Interactions Within and Across Cultures in Later European and American Art</p> <p>4.2 Purpose and Audience in Later European and American Art</p> <p>4.3 Materials, Processes, and Techniques in Later European and American Art</p> <p>4.4 Theories and Interpretations of Later European and American Art</p> <p><u>Suggested Works of Art</u></p> <p>Portrait of Sor Juana Ines de la Cruz                      A Philosopher Giving a Lecture on the Orrery                      The Swing                      Monticello                      The Oath of the Horatii                      George Washington                      Self-Portrait                      La Grande Odalisque                      Liberty Leading the People                      Palace of Westminster (Houses of Parliament)                      The Stone Breakers                      The Saint-Lazare Station                      The Valley of Mexico from the Hillside of Santa Isabel                      The Starry Night                      The Coiffure</p>	<p><b>CUL-1, INT-1</b></p> <p>2.C Explain how and/or why context influences artistic decisions about form, style, materials, content, and/or function in the creation or meaning of a work of art (or group of related works of art).</p> <p>3.B Explain how two or more works of art are similar and/or different in how they convey meaning.</p> <p>4.A Explain how a specific work of art (or group of related works of art) demonstrates continuity and/or change within an artistic tradition, style, or practice.</p> <p>4.B Explain why a specific work of art (or group of related works of art) demonstrates continuity and/or change within an artistic tradition, style, or practice.</p> <p>4.C Explain the influence of a specific work of art (or group of related works of art) on other artistic production within or across cultures.</p> <p>4.D Explain the meaning or significance of continuity and/or change between works of art (or groups of related works of art) within a related artistic tradition, style, or practice.</p> <p><b>PAA-1</b></p> <p>2.B Explain how the possible intent, purpose, and/ or function shape the creation or meaning of a work of art (or group of related works of art).</p> <p>2.D Explain how artistic decisions about form, style, materials, content, function, and/or context of a work of art (or group of related works of art) elicit a response or shape its reception.</p> <p><b>MPT-1</b></p> <p>1.C Explain how artistic decisions about form, style, materials, technique, and/or content shape a work of art (or group of related works of art).</p> <p>6.A Attribute a work of art to a specific artist, culture, art historical style, or object type from the image set.</p> <p>6.B Justify an attribution of a work of art by explaining similarities with work by a specific artist, culture, art historical style, or object type from the image set.</p> <p><b>THR-1</b></p> <p>7.B Explain how one or more art historically valid interpretations of a work of art (or group of related works of art) are derived from an analysis of its form, style, materials, content, function, context, reception, and/or meaning.</p> <p>8.A Articulate a defensible claim about one or more works of art (or group of related works of art).</p> <p>8.B Using specific and relevant evidence, support a claim about one or more works of art (or group of related works of art).</p> <p>8.C Explain how the evidence justifies the claim.</p>

<b>Unit 4 Later Europe and Americas, 1750-1980 CE (cont.)</b>	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The Scream                      Mont Sainte-Victoire                      Les Demoiselles d'Avignon                      The Kiss (Klimt)                      The Portuguese                      Goldfish                      Improvisation 28 (second version)                      Self-Portrait as a Soldier                      Composition with Red, Blue and Yellow                      The Jungle                      House in New Castle County</p>	<p><b>8.1.12.</b> Historical Analysis and Skills Development                      A. Evaluate chronological thinking.                      B. Synthesize and evaluate historical sources.                      C. Evaluate historical interpretation of events.</p> <p><b>8.4.9.</b> World History                      A. Analyze the significance of individuals and groups who have made major political and cultural contributions to World History before 1500.                      B. Evaluate historical documents, material artifacts, and historic sites important to world history.                      C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation, and roles.                      D. Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia, and Europe.</p> <p><b>8.4.12.</b> World History                      A. Evaluate the significance of individuals and groups who have made major political and cultural contributions to World History since 1450.                      B. Evaluate historical documents, material artifacts, and historic sites important to world history.                      C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation, and roles.                      D. Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia, and Europe.</p> <p><b>9.2.12.</b> Historical and Cultural Contexts                      A. Explain the historical, cultural, and social context of an individual work in the arts.                      B. Relate works in the arts chronologically to historical events.                      C. Relate works in the arts to varying styles and genre and to the periods in which they were created.                      D. Analyze a work of art from its historical and cultural perspective.                      E. Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts.                      F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.                      G. Relate works in the arts to geographic regions: Africa, Asia, Australia, Central America, Europe, North America, South America.</p> <p><b>9.3.12.</b> Critical Response                      A. Explain and apply the critical examination processes of works in the arts and humanities.                      B. Determine and apply criteria to a person's work and works of others in the arts.                      C. Apply systems of classification for interpreting works in the arts and forming a critical response.                      D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.                      E. Examine and evaluate various types of critical analysis of works in the arts and humanities.                      F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.</p>

<b>Unit 5 Indigenous Americas, 1000 BCE-1980 CE</b>	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>5.1 Interactions Within and Across Cultures in Indigenous American Art</p> <p>5.2 Materials, Processes, and Techniques in Indigenous American Art</p> <p>5.3 Purpose and Audience in Indigenous American Art</p> <p>5.4 Theories and Interpretations of Indigenous American Art</p>	<p><b>CUL-1, INT-1</b>                  2.A Describe contextual elements of a work of art (or group of related works of art).                  2.C Explain how and/or why context influences artistic decisions about form, style, materials, content, and/or function in the creation or meaning of a work of art (or group of related works of art).                  4.A Explain how a specific work of art (or group of related works of art) demonstrates continuity and/or change within an artistic tradition, style, or practice.</p> <p><b>MPT-1</b>                  1.B Describe visual elements of a work of art (or group of related works of art).                  1.C Explain how artistic decisions about form, style, materials, technique, and/or content shape a work of art (or group of related works of art).                  5.A Describe visual elements of a work of art (or group of related works of art) beyond the image set.                  5.B In analyzing a work of art beyond the image set, explain how artistic decisions about form, style, materials, technique, and/or content shape a work of art (or group of related works of art).</p> <p><b>PAA-1</b>                  2.B Explain how the possible intent, purpose, and/ or function shape the creation or meaning of a work of art (or group of related works of art).                  2.D Explain how artistic decisions about form, style, materials, content, function, and/or context of a work of art (or group of related works of art) elicit a response or shape its reception.</p> <p><b>THR-1</b>                  7.B Explain how one or more art historically valid interpretations of a work of art (or group of related works of art) are derived from an analysis of its form, style, materials, content, function, context, reception, and/or meaning.</p>

Unit 5 Indigenous Americas, 1000 BCE-1980 CE (cont.)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p><u>Suggested Works of Art</u></p> <p>Ruler's feather headdress                      City of Cusco                      Maize cobs                      All-T'oaqapu tunic                      Black-on-black ceramic vessel</p>	<p><b>8.1.12.</b> Historical Analysis and Skills Development</p> <p>A. Evaluate chronological thinking.                      B. Synthesize and evaluate historical sources.                      C. Evaluate historical interpretation of events.</p> <p><b>8.4.9.</b> World History</p> <p>A. Analyze the significance of individuals and groups who have made major political and cultural contributions to World History before 1500.                      B. Evaluate historical documents, material artifacts, and historic sites important to world history.                      C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation, and roles.                      D. Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia, and Europe.</p> <p><b>8.4.12.</b> World History</p> <p>A. Evaluate the significance of individuals and groups who have made major political and cultural contributions to World History since 1450.                      B. Evaluate historical documents, material artifacts, and historic sites important to world history.                      C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation, and roles.                      D. Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia, and Europe.</p> <p><b>9.2.12.</b> Historical and Cultural Contexts</p> <p>A. Explain the historical, cultural, and social context of an individual work in the arts.                      B. Relate works in the arts chronologically to historical events.                      C. Relate works in the arts to varying styles and genre and to the periods in which they were created.                      D. Analyze a work of art from its historical and cultural perspective.                      E. Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts.                      F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.                      G. Relate works in the arts to geographic regions: Africa, Asia, Australia, Central America, Europe, North America, South America.</p> <p><b>9.3.12.</b> Critical Response</p> <p>A. Explain and apply the critical examination processes of works in the arts and humanities.                      B. Determine and apply criteria to a person's work and works of others in the arts.                      C. Apply systems of classification for interpreting works in the arts and forming a critical response.                      D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.                      E. Examine and evaluate various types of critical analysis of works in the arts and humanities.                      F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.</p>

Unit 6 Africa 1100-1980 CE	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>6.1 Cultural Contexts of African Art</p> <p>6.2 Purpose and Audience in African Art</p> <p>6.3 Theories and Interpretations of African Art</p>	<p><b>MPT-1, CUL-1, INT-1</b></p> <p>1.C Explain how artistic decisions about form, style, materials, technique, and/or content shape a work of art (or group of related works of art).</p> <p>2.A Describe contextual elements of a work of art (or group of related works of art).</p> <p>2.C Explain how and/or why context influences artistic decisions about form, style, materials, content, and/or function in the creation or meaning of a work of art (or group of related works of art).</p> <p>3.A Describe similarities and/or differences in two or more works of art using appropriate and relevant points of comparison.</p> <p>4.A Explain how a specific work of art (or group of related works of art) demonstrates continuity and/or change within an artistic tradition, style, or practice.</p> <p>4.B Explain why a specific work of art (or group of related works of art) demonstrates continuity and/or change within an artistic tradition, style, or practice.</p> <p>5.A Describe visual elements of a work of art (or group of related works of art) beyond the image set.</p> <p>5.B In analyzing a work of art beyond the image set, explain how artistic decisions about form, style, materials, technique, and/or content shape a work of art (or group of related works of art).</p> <p><b>PAA-1</b></p> <p>2.B Explain how the possible intent, purpose, and/or function shape the creation or meaning of a work of art (or group of related works of art).</p> <p>2.D Explain how artistic decisions about form, style, materials, content, function, and/or context of a work of art (or group of related works of art) elicit a response or shape its reception.</p> <p>6.A Attribute a work of art to a specific artist, culture, art historical style, or object type from the image set.</p> <p>6.B Justify an attribution of a work of art by explaining similarities with work by a specific artist, culture, art historical style, or object type from the image set.</p> <p><b>THR-1</b></p> <p>7.A Describe one or more art historically relevant interpretations of a work of art (or group or related works of art), its reception, or its meaning.</p>

Unit 6 Africa 1100-1980 CE (cont.)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p><u>Suggested Works of Art</u></p> <p>Great Mosque of Djenné                      Wall plaque, from Oba's palace                      Sika dwa kofi (Golden Stool)                      Ndop (portrait figure)                      Power figure (Nkisi n'kondi)                      Female (Pwo) mask                      Ikenga (shrine figure)                      Aka elephant mask                      Veranda post</p>	<p><b>8.1.12.</b> Historical Analysis and Skills Development</p> <p>A. Evaluate chronological thinking.                      B. Synthesize and evaluate historical sources.                      C. Evaluate historical interpretation of events.</p> <p><b>8.4.9.</b> World History</p> <p>A. Analyze the significance of individuals and groups who have made major political and cultural contributions to World History before 1500.                      B. Evaluate historical documents, material artifacts, and historic sites important to world history.                      C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation, and roles.                      D. Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia, and Europe.</p> <p><b>8.4.12.</b> World History</p> <p>A. Evaluate the significance of individuals and groups who have made major political and cultural contributions to World History since 1450.                      B. Evaluate historical documents, material artifacts, and historic sites important to world history.                      C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation, and roles.                      D. Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia, and Europe.</p> <p><b>9.2.12.</b> Historical and Cultural Contexts</p> <p>A. Explain the historical, cultural, and social context of an individual work in the arts.                      B. Relate works in the arts chronologically to historical events.                      C. Relate works in the arts to varying styles and genre and to the periods in which they were created.                      D. Analyze a work of art from its historical and cultural perspective.                      E. Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts.                      F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.                      G. Relate works in the arts to geographic regions: Africa, Asia, Australia, Central America, Europe, North America, South America.</p> <p><b>9.3.12.</b> Critical Response</p> <p>A. Explain and apply the critical examination processes of works in the arts and humanities.                      B. Determine and apply criteria to a person's work and works of others in the arts.                      C. Apply systems of classification for interpreting works in the arts and forming a critical response.                      D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.                      E. Examine and evaluate various types of critical analysis of works in the arts and humanities.                      F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.</p>

Unit 7 West and Central Asia, 500 BCE-1980 CE	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>7.1 Materials, Processes, and Central Asian Art</p> <p>7.2 Purpose and Audience in West and Central Asian Art</p> <p>7.3 Interactions Within and Across Cultures in West and Central Asian Art</p> <p><u>Suggested Works of Art</u></p> <p>Basin (Baptistère de St. Louis)                      Bahram Gur Fights the Karg                      The Ardabil Carpet</p>	<p><b>MPT-1</b>                      1.C Explain how artistic decisions about form, style, materials, technique, and/or content shape a work of art (or group of related works of art).</p> <p><b>CUL-1, PAA-1</b>                      2.B Explain how the possible intent, purpose, and/ or function shape the creation or meaning of a work of art (or group of related works of art).                      2.C Explain how and/or why context influences artistic decisions about form, style, materials, content, and/or function in the creation or meaning of a work of art (or group of related works of art).                      2.D Explain how artistic decisions about form, style, materials, content, function, and/or context of a work of art (or group of related works of art) elicit a response or shape its reception.</p> <p><b>INT-1, THR-1</b>                      4.A Explain how a specific work of art (or group of related works of art) demonstrates continuity and/or change within an artistic tradition, style, or practice.                      4.B Explain why a specific work of art (or group of related works of art) demonstrates continuity and/or change within an artistic tradition, style, or practice.                      4.D Explain the meaning or significance of continuity and/or change between works of art (or groups of related works of art) within a related artistic tradition, style, or practice.                      8.D Corroborate, qualify, or modify a claim to develop a complex argument. This argument might:</p> <ul style="list-style-type: none"> <li>• Explain nuance of an issue by analyzing multiple variables</li> <li>• Explain relevant and insightful connections</li> <li>• Explain how or why an art historical claim is or is not effective</li> <li>• Qualify or modify a claim by considering diverse or alternative views or evidence</li> </ul>

Unit 7 West and Central Asia, 500 BCE-1980 CE (cont.)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p><b>8.1.12.</b> Historical Analysis and Skills Development</p> <p>A. Evaluate chronological thinking.</p> <p>B. Synthesize and evaluate historical sources.</p> <p>C. Evaluate historical interpretation of events.</p> <p><b>8.4.9.</b> World History</p> <p>A. Analyze the significance of individuals and groups who have made major political and cultural contributions to World History before 1500.</p> <p>B. Evaluate historical documents, material artifacts, and historic sites important to world history.</p> <p>C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation, and roles.</p> <p>D. Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia, and Europe.</p> <p><b>8.4.12.</b> World History</p> <p>A. Evaluate the significance of individuals and groups who have made major political and cultural contributions to World History since 1450.</p> <p>B. Evaluate historical documents, material artifacts, and historic sites important to world history.</p> <p>C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation, and roles.</p> <p>D. Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia, and Europe.</p> <p><b>9.2.12.</b> Historical and Cultural Contexts</p> <p>A. Explain the historical, cultural, and social context of an individual work in the arts.</p> <p>B. Relate works in the arts chronologically to historical events.</p> <p>C. Relate works in the arts to varying styles and genre and to the periods in which they were created.</p> <p>D. Analyze a work of art from its historical and cultural perspective.</p> <p>E. Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts.</p> <p>F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.</p> <p>G. Relate works in the arts to geographic regions: Africa, Asia, Australia, Central America, Europe, North America, South America.</p> <p><b>9.3.12.</b> Critical Response</p> <p>A. Explain and apply the critical examination processes of works in the arts and humanities.</p> <p>B. Determine and apply criteria to a person's work and works of others in the arts.</p> <p>C. Apply systems of classification for interpreting works in the arts and forming a critical response.</p> <p>D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.</p> <p>E. Examine and evaluate various types of critical analysis of works in the arts and humanities.</p> <p>F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.</p>



Unit 8 South, East, and Southeast Asia, 300 BCE-1980 CE	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>8.1 Materials, Processes, and Techniques in South, East, and Southeast Asian Art</p> <p>8.2 Purpose and Audience in South, East, and Southeast Asian Art</p> <p>8.3 Interactions Within and Across Cultures in South, East, and Southeast Asian Art</p> <p>8.4 Theories and Interpretations of South, East, and Southeast Asian Art</p>	<p><b>MPT-1</b></p> <p>1.C Explain how artistic decisions about form, style, materials, technique, and/or content shape a work of art (or group of related works of art).</p> <p>3.A Describe similarities and/or differences in two or more works of art using appropriate and relevant points of comparison.</p> <p>3.B Explain how two or more works of art are similar and/or different in how they convey meaning.</p> <p>6.A Attribute a work of art to a specific artist, culture, art historical style, or object type from the image set.</p> <p><b>CULT-1, PAA-1</b></p> <p>2.B Explain how the possible intent, purpose, and/ or function shape the creation or meaning of a work of art (or group of related works of art).</p> <p>2.C Explain how and/or why context influences artistic decisions about form, style, materials, content, and/or function in the creation or meaning of a work of art (or group of related works of art).</p> <p>2.D Explain how artistic decisions about form, style, materials, content, function, and/or context of a work of art (or group of related works of art) elicit a response or shape its reception.</p> <p><b>INT-1</b></p> <p>4.A Explain how a specific work of art (or group of related works of art) demonstrates continuity and/or change within an artistic tradition, style, or practice.</p> <p>4.B Explain why a specific work of art (or group of related works of art) demonstrates continuity and/or change within an artistic tradition, style, or practice.</p> <p>4.C Explain the influence of a specific work of art (or group of related works of art) on other artistic production within or across cultures.</p> <p>4.D Explain the meaning or significance of continuity and/or change between works of art (or groups of related works of art) with in a related artistic tradition, style, or practice.</p> <p><b>THR-1</b></p> <p>8.A Articulate a defensible claim about one or more works of art (or group of related works of art).</p> <p>8.B Using specific and relevant evidence, support a claim about one or more works of art (or group of related works of art).</p>

Unit 8 South, East, and Southeast Asia, 300 BCE-1980 CE (cont.)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p><u>Suggested Works of Art</u></p> <p>Great Stupa at Sanchi                      Terra cotta warriors from mausoleum of the first Qin emperor of China.                      Funeral banner of Lady Dai (Xin Zhul)                      Longmen caves                      Gold and jade crown                      Todai-ji                      Borobudur Temple                      Angkor, the temple of Angkor Wat                      Lakshmana Temple                      Night Attack on the Sanjo Palace                      Forbidden City                      The David vases                      Portrait of Sin Sukju                      Ryoan-ji                      Jahangit Perfering a Sufi Shaikh to Kings                      Taj Mahal                      White and Red Plum Blossoms                      Under the wave off Kanagawa</p>	<p><b>8.1.12.</b> Historical Analysis and Skills Development</p> <p>A. Evaluate chronological thinking.                      B. Synthesize and evaluate historical sources.                      C. Evaluate historical interpretation of events.</p> <p><b>8.4.9.</b> World History</p> <p>A. Analyze the significance of individuals and groups who have made major political and cultural contributions to World History before 1500.                      B. Evaluate historical documents, material artifacts, and historic sites important to world history.                      C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation, and roles.                      D. Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia, and Europe.</p> <p><b>8.4.12.</b> World History</p> <p>A. Evaluate the significance of individuals and groups who have made major political and cultural contributions to World History since 1450.                      B. Evaluate historical documents, material artifacts, and historic sites important to world history.                      C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation, and roles.                      D. Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia, and Europe.</p> <p><b>9.2.12.</b> Historical and Cultural Contexts</p> <p>A. Explain the historical, cultural, and social context of an individual work in the arts.                      B. Relate works in the arts chronologically to historical events.                      C. Relate works in the arts to varying styles and genre and to the periods in which they were created.                      D. Analyze a work of art from its historical and cultural perspective.                      E. Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts.                      F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.                      G. Relate works in the arts to geographic regions: Africa, Asia, Australia, Central America, Europe, North America, South America.</p> <p><b>9.3.12.</b> Critical Response</p> <p>A. Explain and apply the critical examination processes of works in the arts and humanities.                      B. Determine and apply criteria to a person's work and works of others in the arts.                      C. Apply systems of classification for interpreting works in the arts and forming a critical response.                      D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.                      E. Examine and evaluate various types of critical analysis of works in the arts and humanities.                      F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.</p>

Unit 9 The Pacific 700-1980 CE	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>9.1 Materials, Processes, and Techniques in Pacific Art</p> <p>9.2 Interactions Within and Across Cultures in Pacific Art</p> <p>9.3 Theories and Interpretations of Pacific Art</p> <p><u>Suggested Works of Art</u></p> <p>'Ahu 'ula (feather cape)                      Female deity                      Hiapo (tapa)                      Staff God                      Buk (mask)                      Navigation Chart</p>	<p><b>MPT-1</b></p> <p>1.B Describe visual elements of a work of art (or group of related works of art).</p> <p>1.C Explain how artistic decisions about form, style, materials, technique, and/or content shape a work of art (or group of related works of art).</p> <p>5.A Describe visual elements of a work of art (or group of related works of art) beyond the image set.</p> <p>5.B In analyzing a work of art beyond the image set, explain how artistic decisions about form, style, materials, technique, and/or content shape a work of art (or group of related works of art).</p> <p><b>CUJ-1, INT-1, PAA-1</b></p> <p>2.A Describe contextual elements of a work of art (or group of related works of art).</p> <p>2.B Explain how the possible intent, purpose, and/ or function shape the creation or meaning of a work of art (or group of related works of art).</p> <p>2.C Explain how and/or why context influences artistic decisions about form, style, materials, content, and/or function in the creation or meaning of a work of art (or group of related works of art).</p> <p><b>THR-1</b></p> <p>7.A Describe one or more art historically relevant interpretations of a work of art (or group of related works of art), its reception, or its meaning.</p> <p>7.B Explain how one or more art historically valid interpretations of a work of art (or group of related works of art) are derived from an analysis of its form, style, materials, content, function, context, reception, and/or meaning.</p>

Unit 9 The Pacific 700-1980 CE (cont.)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p><b>8.1.12.</b> Historical Analysis and Skills Development</p> <ul style="list-style-type: none"> <li>A. Evaluate chronological thinking.</li> <li>B. Synthesize and evaluate historical sources.</li> <li>C. Evaluate historical interpretation of events.</li> </ul> <p><b>8.4.9.</b> World History</p> <ul style="list-style-type: none"> <li>A. Analyze the significance of individuals and groups who have made major political and cultural contributions to World History before 1500.</li> <li>B. Evaluate historical documents, material artifacts, and historic sites important to world history.</li> <li>C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation, and roles.</li> <li>D. Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia, and Europe.</li> </ul> <p><b>8.4.12.</b> World History</p> <ul style="list-style-type: none"> <li>A. Evaluate the significance of individuals and groups who have made major political and cultural contributions to World History since 1450.</li> <li>B. Evaluate historical documents, material artifacts, and historic sites important to world history.</li> <li>C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation, and roles.</li> <li>D. Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia, and Europe.</li> </ul> <p><b>9.2.12.</b> Historical and Cultural Contexts</p> <ul style="list-style-type: none"> <li>A. Explain the historical, cultural, and social context of an individual work in the arts.</li> <li>B. Relate works in the arts chronologically to historical events.</li> <li>C. Relate works in the arts to varying styles and genre and to the periods in which they were created.</li> <li>D. Analyze a work of art from its historical and cultural perspective.</li> <li>E. Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts.</li> <li>F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.</li> <li>G. Relate works in the arts to geographic regions: Africa, Asia, Australia, Central America, Europe, North America, South America.</li> </ul> <p><b>9.3.12.</b> Critical Response</p> <ul style="list-style-type: none"> <li>A. Explain and apply the critical examination processes of works in the arts and humanities.</li> <li>B. Determine and apply criteria to a person's work and works of others in the arts.</li> <li>C. Apply systems of classification for interpreting works in the arts and forming a critical response.</li> <li>D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.</li> <li>E. Examine and evaluate various types of critical analysis of works in the arts and humanities.</li> <li>F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.</li> </ul>

<b>Unit 10 Global Contemporary, 1980 CE to Present</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>10.1 Materials, Processes, and Techniques in Global Contemporary Art</p> <p>10.2 Purpose and Audience in Global Contemporary Art</p> <p>10.3 Interactions Within and Across Cultures in Global Contemporary Art</p> <p>10.4 Theories and Interpretations of Global Contemporary Art</p>	<p><b>MPT-1</b>                      1.B Describe visual elements of a work of art (or group of related works of art).                      1.C Explain how artistic decisions about form, style, materials, technique, and/or content shape a work of art (or group of related works of art).</p> <p><b>PAA-1</b>                      2.B Explain how the possible intent ,purpose, and/or function shape the creation or meaning of a work of art (or group of related works of art).                      2.D Explain how artistic decisions about form, style, materials, content, function, and/or context of a work of art (or group of related works of art) elicit a response or shape its reception.                      3.A Describe similarities and/or differences in two or more works of art using appropriate and relevant points of comparison.                      3.B Explain how two or more works of art are similar and/or different in how they convey meaning.</p> <p><b>INT-1, CUL-1</b>                      4.A Explain how a specific work of art (or group of related works of art) demonstrates continuity and/or change within an artistic tradition, style, or practice.                      4.B Explain why a specific work of art(or group of related works of art) demonstrates continuity and/or change within an artistic tradition, style, or practice.                      4.D Explain the meaning or significance of continuity and/or change between works of art (or groups of related works of art) within a related artistic tradition, style, or practice.</p> <p><b>THR-1</b>                      7.A Describe one or more art historically relevant interpretations of a work of art (or group of related works of art), its reception, or its meaning.                      7.B Explain how one or more art historically valid interpretations of a work of art (or group of related works of art) are derived from an analysis of its form, style, materials, content, function, context, reception, and/or meaning.                      8.D Corroborate, qualify, or modify a claim in order to develop a complex argument. This argument might:</p> <ul style="list-style-type: none"> <li>• Explain nuance of an issue by analyzing multiple variables</li> <li>• Explain relevant and insightful connections</li> <li>• Explain how or why an art historical claim is or is not effective.</li> <li>• Qualify or modify a claim by considering diverse or alternative views or evidence.</li> </ul>

Unit 10 Global Contemporary, 1980 CE to Present (cont.)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p><u>Suggested Works of Art</u></p> <p>Vietnam Veterans Memorial                      Summer Trees                      A Book from the Sky                      Untitled #228                      Earth's Creation                      Guggenheim Museum Bilbao                      Pure Land                      Darkytown Rebellion                      Shibboleth                      MAXXI National Museum of XXI Century Arts                      Kui Hua Zi (Sunflower Seeds)</p>	<p><b>8.1.12.</b> Historical Analysis and Skills Development</p> <p>A. Evaluate chronological thinking.                      B. Synthesize and evaluate historical sources.                      C. Evaluate historical interpretation of events.</p> <p><b>8.4.9.</b> World History</p> <p>A. Analyze the significance of individuals and groups who have made major political and cultural contributions to World History before 1500.                      B. Evaluate historical documents, material artifacts, and historic sites important to world history.                      C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation, and roles.                      D. Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia, and Europe.</p> <p><b>8.4.12.</b> World History</p> <p>A. Evaluate the significance of individuals and groups who have made major political and cultural contributions to World History since 1450.                      B. Evaluate historical documents, material artifacts, and historic sites important to world history.                      C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation, and roles.                      D. Evaluate how conflict and cooperation among social groups and organizations impacted world history in Africa, Americas, Asia, and Europe.</p> <p><b>9.2.12.</b> Historical and Cultural Contexts</p> <p>A. Explain the historical, cultural, and social context of an individual work in the arts.                      B. Relate works in the arts chronologically to historical events.                      C. Relate works in the arts to varying styles and genre and to the periods in which they were created.                      D. Analyze a work of art from its historical and cultural perspective.                      E. Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts.                      F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.                      G. Relate works in the arts to geographic regions: Africa, Asia, Australia, Central America, Europe, North America, South America.</p> <p><b>9.3.12.</b> Critical Response</p> <p>A. Explain and apply the critical examination processes of works in the arts and humanities.                      B. Determine and apply criteria to a person's work and works of others in the arts.                      C. Apply systems of classification for interpreting works in the arts and forming a critical response.                      D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.                      E. Examine and evaluate various types of critical analysis of works in the arts and humanities.                      F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.</p>