



Park Hill School District

Building Successful Futures • Each Student • Every Day

Art History Curriculum

Course Description: Art History provides the student with an introduction to architecture, painting, sculpture and photography from Western and non-Western traditions. Students will use visual analysis, contextual information and comparative criticism to discuss and write about the aesthetics of art as related to these cultures. By the end of the course, students will have a broader perspective on the significance of art in human history, a deeper understanding of various artistic movements, and an enhanced ability to analyze, interpret, and appreciate art.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
1-2 Block	Art Appreciation	Topic 1: What is art?
2-3 Blocks	Global Prehistory	Topic 1: Prehistoric Artworks
15 Blocks	Ancient Mediterranean	Topic 1: Ancient Near East Topic 2: Ancient Greece Topic 3: Ancient Egypt Topic 4: Etruscan Topic 5: Ancient Rome
15 Blocks	Early Europe	Topic 1: Middle Ages Topic 2: Renaissance Topic 3: Baroque
15 Blocks	Later Europe & the Americas	Topic 1: 17th and 18th Century Topic 2: 19th Century Topic 3: 20th Century

5 Blocks	Indigenous Americas	Topic 1: South American Topic 2: North American
5 Blocks	Africa	Topic 1: African art
6 Blocks	Asia	Topic 1: West & Central Asia Topic 2: South, East & SE Asia
4 Blocks	The Pacific	Topic 1: Micronesia Topic 2: Polynesia Topic 3: Melanesia
10 Blocks	Global Contemporary	Topic 1: New Media and Installation Topic 2: Cultural Investigations

Primary Source Documents:

Note: Primary source documents are historical documents that are presented in their original form. These documents may be in the form of an image, written text, video, or audio recording. Primary source documents help students relate in a personal way to events of the past and promote a deeper understanding of history as a series of human events. Primary source documents promote student inquiry and require students to apply critical thinking and analysis skills. If primary source documents are utilized as artwork or displayed outside of classroom instruction, a written explanation providing context must be visible. While primary source documents in their original form may contain artistic nudity, derogatory or discriminatory language, staff members should not read, recite, or otherwise verbalize derogatory or discriminatory language or statements in the classroom.

Unit 1: Art Appreciation

Subject: Art History

Grade: 9-12

Name of Unit: Art Appreciation

Length of Unit: 2 blocks

Overview of Unit: What is art? Students will learn how to use visual analysis, contextual information and comparative criticism to discuss and write about the aesthetics of art as related to these cultures. By the end of this unit, students will have a basic perspective on the significance of art in human history, some understanding of various artistic movements, and work toward an ability to analyze, interpret, and appreciate art.

Priority Standards for unit:

- VA:Re9A.I Apply relevant criteria in order to evaluate a work of art or collection of works.

Supporting Standards for unit:

- VA:Pr5A.I Analyze and evaluate the reasons and ways an exhibition is presented.
- VA:Re9A.I Apply relevant criteria in order to evaluate a work of art or collection of works

Essential Questions:

1. What is art?
2. How do we analyze the visual elements in works of art?

Enduring Understanding/Big Ideas:

1. Interpretations of art are variable.
2. Students differentiate the components of form, function, content and context.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Media Elements of Art Principles of Art Line Shape Space Color Value

	Balance Emphasis Form Texture Movement Proportion Unity Variety Describe Analyze Interpret Judge Art movement Aesthetic Techniques
--	--

Unwrapped Priority Standards:

Priority Standard: VA:Re9A.I Apply relevant criteria in order to evaluate a work of art or collection of work.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will apply relevant criteria to evaluate work (formal qualities i.e., Elements and Principles, emotional response, memory, describe, analyze, interpret, etc.).	4
	Evaluate
The student will describe visual elements of a work of art.	3
	Analyze

Engaging Scenario

Engaging Scenario Interactive Notebook Setup

(An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Suggested Length of Time: ½ block

Description: Setting up interactive notebook and including in the beginning pages, the elements and principles of art and design.

Topic 1: What is Art?

Engaging Experience 1

Title: Describe & Draw

Suggested Length of Time: ½ block

Standards Addressed

Priority: VA:Re9A.I Apply relevant criteria in order to evaluate a work of art or collection of works.

Learning Target(s): Students will describe visual elements of a work of art (or group of related works of art.)

Detailed Description/Instructions: In pairs have one student describe the visual elements of an artwork to a partner who is not looking at the image. Have the student who is doing the describing include details about the form, style, materials, and technique so a partner can produce a sketch of the work accurately. Students should be reminded to use their words and not their hands when describing the work.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: DAIJ (Describe, Analyze, Interpret & Judge) Jigsaw

Suggested Length of Time: 45 minutes

Standards Addressed

Priority: VA:Re9A.I Apply relevant criteria in order to evaluate a work of art or collection of works.

Learning Target(s): The student will apply relevant criteria to evaluate work (formal qualities i.e., Elements and Principles, emotional response, memory, describe, analyze, interpret, etc.).

Detailed Description/Instructions: Students are split into groups of four. Each group member is assigned a section of DAIJ. Group members then split into their new groups and read an article over their section of DAIJ. After reading the article and discussing with their group, members return to their original group to explain what they learned over their section. Next, groups are provided a poster board and picture of an artwork and will use DAIJ to critique the artwork.

Bloom's Levels: Evaluate

Webb's DOK: 4

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
What is art?	Describe and Draw	In pairs have one student describe the visual elements of an artwork to a partner who is not looking at the image. Have the student who is doing the describing include details about the form, style, materials, and technique so a partner can produce a sketch of the work accurately. Students should be reminded to use their words and not their hands when describing the work.	½ block
What is art?	DAIJ Jigsaw	Students are split into groups of four. Each group member is assigned a section of DAIJ. Group members then split into their new groups and read an article over their section of DAIJ. After reading the article and discussing with their group, members return to their original group to explain what they learned over their section. Next, groups are provided a poster board and picture of an artwork and will use DAIJ to critique the artwork.	45 mins
What is art?	Engaging Scenario	Create an interactive notebook.	½ block

Unit 2: Global Prehistory

Subject: Art History

Grade: 9-12

Name of Unit: Global Prehistory

Length of Unit: 3 blocks

Overview of Unit: In this unit we will discuss and analyze prehistoric works to help understand global culture and history. Approximately 77,000 years ago, the first “art” was created in the form of rock paintings and carved natural materials. These artworks are the clues for understanding cultures and its history when we have nothing else to investigate.

Priority Standards for unit:

- VA:Re7A.I Perceive and analyze artistic work by hypothesizing ways in which art influences perception and understanding of human experiences.

Supporting Standards for unit:

- VA:Re8A.I Interpret intent and meaning in artistic work or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- VA:Cr1A.I Use multiple approaches to begin creative endeavors.

Essential Questions:

1. How does art provide clues for understanding a culture and its history when we have nothing else to investigate?

Enduring Understanding/Big Ideas:

1. Prehistoric art existed before writing, so the study of form, function and context, gives clues and provides insight into a culture and its history.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	<u>Paleolithic</u> Venus of Willendorf Hall of Bulls <u>Mesolithic</u> Camelid Sacrum <u>Neolithic</u> Stonehenge Jade Cong Running Horned Woman Tlatilco Female Figure

	Functional art Archaeology? Petroglyph Pictograph Prehistoric Twisted perspective Mobility Art Incised lines Cong Henge Lintel Megalith Post-and-lintel
--	---

Unwrapped Priority Standards:

Priority Standard: VA:Re7A.I Perceive and analyze artistic work by hypothesizing ways in which art influences perception and understanding of human experiences.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will use evidence to explain the ways in which artwork communicates ideas about the human experience.	4
	Evaluate
The student will explain how artistic decisions about art making shape a work of art.	3
	Analyze

Engaging Scenario

Engaging Scenario Socratic Seminar

(An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Suggested Length of Time: 1 Block

Description: Students will read two opposing articles regarding the Venus of Willendorf and the female form in art. Using their annotated articles, they will participate in discussion and justify their stance in a class socratic seminar.

Topic 1: Prehistoric Artworks

Engaging Experience 1

Title: Interactive Notebook

Suggested Length of Time: Ongoing throughout the course

Standards Addressed

Priority: Cn10A: Document the process of developing ideas from early stages to fully elaborated ideas

Supporting: VA:Re7A.I Perceive and analyze artistic work by hypothesizing ways in which art influences perception and understanding of human experiences.

Learning Target(s): The student will use evidence to explain the ways in which artwork communicates ideas about the human experience.

Detailed Description/Instructions: The student will be provided with a printed notebook of the required course content (artworks) that they will use to capture needed information on works of art.

Bloom's Levels: Evaluate

Webb's DOK: 4

Engaging Experience 2

Title: Sculpting Stonehenge

Suggested Length of Time: 1 block

Standards Addressed

Priority: VA:Cr1A.I Use multiple approaches to begin creative endeavors.

Learning Target(s): The student will explain how artistic decisions about art making shape a work of art.

Detailed Description/Instructions: Use food to recreate Stonehenge. Shine a light to act as a solstice sun and take a photograph



Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 3

Title: Mobility Art Sculpture/Soap Carving

Suggested Length of Time: ½ block

Standards Addressed

Priority: VA:Cr1A.I Use multiple approaches to begin creative endeavors.

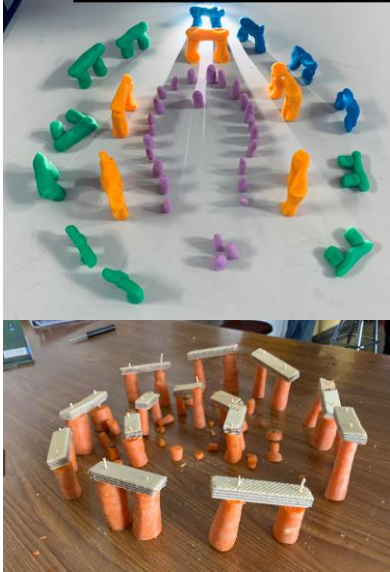
Learning Target(s): The student will explain how artistic decisions about art making shape a work of art.

Detailed Description/Instructions: Students are given a bar of soap to carve a sculpture of one of the figurines learned about in the unit with a butter knife. Students are demonstrating reductive carving techniques and incising lines.

Bloom's Levels: Analyze

Webb's DOK:

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Prehistoric Art	Interactive Notebook	The student will be provided with a printed notebook of the required course content (artworks) that they will use to capture needed information on works of art.	On going
Prehistoric Art	Mobility Art Sculpture	Students are given a bar of soap to carve a sculpture of one of the figurines learned about in the unit with a butter knife. Students are demonstrating reductive carving techniques and incising lines. 	½ block
Prehistoric Art	Stonehenge Recreation	Use food to recreate Stonehenge. Shine a light to act as the solstice sun. 	½ block
	Engaging Scenario	Socratic Seminar	1 block

Unit 3: Ancient Mediterranean

Subject: Art History

Grade: 9-12

Name of Unit: Ancient Mediterranean

Length of Unit: 15 blocks

Overview of Unit:

This unit provides the foundation for the exploration of art in Europe as students compare developments, consider continuities and changes over time, and build an understanding of how these works fit into a larger artistic tradition.

Priority Standards for unit:

- VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.

Supporting Standards for unit:

- VA:Re8A.I Interpret intent and meaning in artistic work or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- VA:Cr1A.I Use multiple approaches to begin creative endeavors.
- VA: Cr2C.I Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

Essential Questions:

1. Why or how does a specific work of art demonstrate continuity and/or change within an artistic tradition, style, or practice?
2. How do interactions with other cultures affect art & art making?

Enduring Understanding/Big Ideas:

1. The art styles of the Ancient Near East are influenced by successive city-states, cultural powers and the development of government.
2. Works of art illustrate the active exchange of ideas and reception of artistic styles among the Mediterranean cultures and the influence on the classical world.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	<u>Ancient Near East</u> Sumarian: Statues of Votive Figures Babylonian: Code of Hammurabi, Ishtar Gate Assyrian: Lamassu <u>Ancient Greece</u> Archaic: Peplos Kore and/or Kouros, Niobides Krater Classical: Parthenon, Doryphoros Hellenistic: Winged Victory of Samothrace, Seated Boxer <u>Ancient Egypt</u> Predynastic: Palette of King Narmer Old Kingdom: Great Pyramids at Giza, Great Sphinx, King Menkaura and Queen Amarna: Akhenaton Sculpture; Akhenaton, Nefertiti, and Daughters <u>Etruscan</u> Sarcophagus of the Spouses Temple of Minerva <u>Ancient Rome</u> Head of a Roman Patrician Augustus of Prima Porta Colosseum Parthenon Column of Trajan Contrapposto Entablature Fresco Frieze Hierarchical Scale Kore vs Kouros Doric Ionic Corinthian Stele Pediment Registers Continuous Narrative

Unwrapped Priority Standards:

Priority Standard: VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will 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.	3
	Analyze
The student will use evidence to explain the ways in which artwork communicates ideas about the human experience.	4
	Evaluate

Engaging Scenario

Engaging Scenario Ancient Greece Attribution (optional for teacher to use Ancient Egypt)
(An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Suggested Length of Time: 5 blocks

Description:

Class will be given an artwork from one of the Greek periods of art (Archaic, Classical or Hellenistic) that we did not learn about. Students will attribute a piece of artwork to a period of Greek art, justifying their attribution with visual characteristics.

Topic 1: Ancient Near East

Engaging Experience 1

Title: Interactive Notebook

Suggested Length of Time: Ongoing throughout the course

Standards Addressed

Priority: Cn10A: Document the process of developing ideas from early stages to fully elaborated ideas

Supporting: VA:Re7A.I Perceive and analyze artistic work by hypothesizing ways in which art influences perception and understanding of human experiences.

Learning Target(s): The student will use evidence to explain the ways in which artwork communicates ideas about the human experience.

Detailed Description/Instructions: The student will be provided with a printed notebook of the required course content (artworks) that they will use to capture needed information on works of art.

Bloom's Levels: Evaluate

Webb's DOK: 4

Topic 2: Ancient Greece

Engaging Experience 1

Title: Interactive Notebook

Suggested Length of Time: Ongoing throughout the course

Standards Addressed

Priority: Cn10A: Document the process of developing ideas from early stages to fully elaborated ideas

Supporting: VA:Re7A.I Perceive and analyze artistic work by hypothesizing ways in which art influences perception and understanding of human experiences.

Learning Target(s): The student will use evidence to explain the ways in which artwork communicates ideas about the human experience.

Detailed Description/Instructions: The student will be provided with a printed notebook of the required course content (artworks) that they will use to capture needed information on works of art.

Bloom's Levels: Evaluate

Webb's DOK: 4

Engaging Experience 2

Title: Scratchboard Vessel

Suggested Length of Time: ½ block

Standards Addressed

Priority: VA:Cr1A.I Use multiple approaches to begin creative endeavors.

Learning Target(s): The student will 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.

Detailed Description/Instructions: The student will design their own greek vessel. They will use scratchboard to create their design.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 3: Ancient Egypt

Engaging Experience 1

Title: Ancient Egypt Graphic Organizer

Suggested Length of Time: 30 minutes

Standards Addressed

Priority: VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.

Learning Target(s): The student will 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.

Detailed Description/Instructions:

Discuss the Egyptian Standards in how different figures are depicted (pharaohs vs scribes). Create a Graphic organizer to demonstrate the comparisons or students can act them out.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: Last Judgment of Hu-Nefer

Suggested Length of Time: 10 minutes - exit ticket

Standards Addressed

Priority: VA:Re8A.I Interpret intent and meaning in artistic work or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Learning Target(s): The student will 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.

Detailed Description/Instructions:

Print out a [version of the artwork](#) missing the leading character, Hu-Nefer. Students sketch a self-portrait standing in composite pose for each spot Hu-Nefer should be in. Vocab covered is Composite Pose, Registers & Continuous Narrative

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 4: Etruscan

Engaging Experience 1

Title: Interactive Notebook

Suggested Length of Time: Ongoing throughout the course

Standards Addressed

Priority: Cn10A: Document the process of developing ideas from early stages to fully elaborated ideas

Supporting: VA:Re7A.I Perceive and analyze artistic work by hypothesizing ways in which art influences perception and understanding of human experiences.

Learning Target(s): The student will use evidence to explain the ways in which artwork communicates ideas about the human experience.

Detailed Description/Instructions: The student will be provided with a printed notebook of the required course content (artworks) that they will use to capture needed information on works of art.

Bloom's Levels: Evaluate

Webb's DOK: 4

Topic 5: Ancient Rome

Engaging Experience 1

Title: Trajan's Column

Suggested Length of Time: ½ block

Standards Addressed

Priority: VA: Cr2C.I Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

Learning Target(s): The student will use evidence to explain the ways in which artwork communicates ideas about the human experience.

Detailed Description/Instructions: Create quick sketches on rolled white paper, summarizing the narrative from Trajan's Column. Wrap the narrative around a student, having the paper spiral up toward the head.

Bloom's Levels: Evaluate

Webb's DOK: 4

Engaging Experience 2

Title: Interactive Notebook

Suggested Length of Time: Ongoing throughout the course

Standards Addressed

Priority: Cn10A: Document the process of developing ideas from early stages to fully elaborated ideas.

Supporting: VA:Re7A.I Perceive and analyze artistic work by hypothesizing ways in which art influences perception and understanding of human experiences.

Learning Target(s): The student will use evidence to explain the ways in which artwork communicates ideas about the human experience.

Detailed Description/Instructions: The student will be provided with a printed notebook of the required course content (artworks) that they will use to capture needed information on works of art.

Bloom's Levels: Evaluate

Webb's DOK: 4

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Ancient Rome	Trajan's Column	Create quick sketches on rolled white paper, summarizing the narrative from Trajan's Column. Wrap the narrative around a student, having the paper spiral up toward the head.	Half a Block
Ancient Greece	Design a Greek Vase	Make or create Scratchboard for this project Document 	Half a Block

Ancient Greece	Parthenon Activities	Use colored construction paper, glue and scissors. Give them a color “key” to help them learn the vocabulary/ temple parts. “Cut out the correct number of columns in yellow. Now create a stereobate in pink, stylobate in green...”. or Have the class do a photo recreation of the parthenon friezes. Use sheets as togas and props!	1 Block
All	Interactive Notebook	The student will be provided with a printed notebook of the required course content (artworks) that they will use to capture needed information on works of art.	On going
Ancient Egypt	Last Judgment of Hu-Nefer	Print out a version of the artwork missing the leading character, Hu-Nefer. Students sketch a self-portrait standing in composite pose for each spot Hu-Nefer should be in. Vocab covered is Composite Pose, Registers & Continuous Narrative	10 minutes
Ancient Egypt	Ancient Egypt Graphic Organizer	Discuss the Egyptian Standards in how different figures are depicted (pharaohs vs scribes). Create a Graphic organizer to demonstrate the comparisons or students can act them out.	½ block
	Engaging Scenario	Ancient Greece Attribution	5 blocks

Unit 4: Early Europe

Subject: Art History

Grade: 9-12

Name of Unit: Early Europe

Length of Unit: 20 blocks

Overview of Unit: Medieval art and architecture is tied closely to religion and heavily influenced by purpose and audience. The Renaissance and Baroque traditions built upon those Medieval traditions and expanded upon them to include new technological and cultural developments as demonstrated in the artworks.

*The cultural shift that took place during the renaissance in Europe led artists to explore secular subjects in addition to religious works (to be added in next unit).

Priority Standards for unit:

- VA:Re7B.I Perceive and analyze artistic work by analyzing how one's understanding of the world is affected by experiencing visual imagery.
- VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.

Supporting Standards for unit:

- VA:Re8A.I Interpret intent and meaning in artistic work or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Essential Questions:

1. How do the cultural values, belief systems and interactions of Early European art relate to the purpose and function of the art and art making?
2. What do the purpose, patron, and intended audience for Early European art communicate about the context in which it was created?
3. Why or how does a specific work of art demonstrate continuity and/or change within an artistic tradition, style, or practice?

Enduring Understanding/Big Ideas:

1. Cultural practices, belief systems and physical setting constitute an important part of art and art making and are often communicated in various stylistic conventions and forms.
2. Medieval art derived from the requirements of worship (Jewish, Christian, or Islamic), elite or court culture, and learning. Surviving architecture is primarily religious in function.
3. Developments in the form and use of visual elements, such as linear and atmospheric perspective, composition, color, figuration, and narrative, enhanced the illusion of naturalism.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	<u>Early Christian</u> Santa Sabina Church Catacombs <u>Byzantine</u> Hagia Sofia Virgin and Child San Vitale <u>Romanesque</u> Church of St. Joy <u>Gothic</u> Chartres Cathedral Rottgen Pieta Golden Haggadah Giotto <u>Renaissance</u> Gates of Paradise Birth of Venus David -Donatello <u>High Renaissance</u> Last Supper School of Athens David – Michelangelo <u>Northern Renaissance</u> Arnolfini portrait Duere Garden of Earthly Delights Isenheim Altar Piece <u>Mannerism</u> El Greco <u>Baroque</u> Caravagio -Judith Beheading Holofernes David - Bernini *Rubens *Palace of Versailles Las Meninas

	Gentileschi -Judith Beheading Holofernes *Hogarth <u>Dutch Baroque</u> Vermeer Rembrandt *Anatomy Lesson *Rachel Ruysch <u>Venetian Renaissance</u> Venus of Urbino - Titian Chiaroscuro Buttress Ambulatory Iconoclasm Narthex Nave Apse Triptych Spolia Axial Plan Central Plan Basilica Catacomb Loculi
--	--

Unwrapped Priority Standards:

Priority Standard: VA:Re7B.I Perceive and analyze artistic work by analyzing how one's understanding of the world is affected by experiencing visual imagery.

Priority Standard: VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will analyze how visual imagery can influence my understanding of the world.	3
	Analyze
The student will document the process of developing ideas from early stages to fully elaborated ideas.	4
	Evaluate
The student will describe similarities and/or differences in two or more works of art using appropriate and relevant points of comparison.	3
	Analyze
The student will use evidence to explain the ways in which artwork communicates ideas about the human experience.	4
	Evaluate
The student will apply relevant criteria to evaluate work (formal qualities i.e., Elements and Principles, emotional response, memory, describe, analyze, interpret, etc.)	4
	Evaluate
The student will support their understanding of artwork with evidence found in the work and its social, cultural or historical context.	2
	Apply

Engaging Scenario

Engaging Scenario Early European Architecture Visual Map

(An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Suggested Length of Time: 2 blocks

Description: Students will map (on transparencies) the various locations of architecture throughout the time periods covered in the Early European unit. They will include images of the artist, brief descriptions of the location documenting the themes, styles, techniques and characteristics.

Topic 1: Middle Ages

Engaging Experience 1

Title: Interactive Notebook

Suggested Length of Time: Ongoing throughout the course

Standards Addressed

Priority: Cn10A: Document the process of developing ideas from early stages to fully elaborated ideas

Supporting: VA:Re7A.I Perceive and analyze artistic work by hypothesizing ways in which art influences perception and understanding of human experiences.

Learning Target(s): The student will document the process of developing ideas from early stages to fully elaborated ideas.

Detailed Description/Instructions: The student will be provided with a printed notebook of the required course content (artworks) that they will use to capture needed information on works of art.

Bloom's Levels: Evaluate

Webb's DOK: 4

Engaging Experience 2

Title: Middle Ages Jigsaw

Suggested Length of Time: 2 blocks

Standards Addressed

Priority: VA:Re7B.I Perceive and analyze artistic work by analyzing how one's understanding of the world is affected by experiencing visual imagery.

Supporting: VA: Re8A.I Interpret intent and meaning in artistic work or collection of works, supported by relevant and sufficient evidence found in the work and its various context.

Learning Target(s): The student will support their understanding of artwork with evidence found in the work and its social, cultural or historical context.

Detailed Description/Instructions: Students break into groups and each group is assigned a different piece of architecture from the art movement; Early Christian-Santa Sabina, Byzantine-San Vitale, Romanesque-Church of St. Foy, Gothic-Chartres Cathedral. Groups have 2 class periods to research and put together a visual presentation to teach the class.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Renaissance

Engaging Experience 1

Title: Interactive Notebook

Suggested Length of Time: Ongoing throughout the course

Standards Addressed

Priority: Cn10A: Document the process of developing ideas from early stages to fully elaborated ideas

Supporting: VA:Re7A.I Perceive and analyze artistic work by hypothesizing ways in which art influences perception and understanding of human experiences.

Learning Target(s): The student will use evidence to explain the ways in which artwork communicates ideas about the human experience.

Detailed Description/Instructions: The student will be provided with a printed notebook of the required course content (artworks) that they will use to capture needed information on works of art.

Bloom's Levels: Evaluate

Webb's DOK: 4

Engaging Experience 2

Title: Different Interpretations of an artwork

Suggested Length of Time: ½ class

Standards Addressed

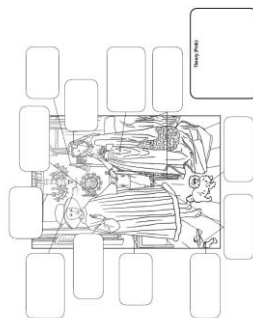
Priority: VA:Re7B.I Perceive and analyze artistic work by analyzing how one's understanding of the world is affected by experiencing visual imagery.

Learning Target(s): The student will apply relevant criteria to evaluate work (formal qualities i.e., Elements and Principles, emotional response, memory, describe, analyze, interpret, etc.)

Detailed Description/Instructions: Print out the [different colored cards](#) and break students up into groups. One group(s) has pink cards, the other group(s) has blue. Students place the cards in the corresponding spot on artwork as evidence to that theory.

Bloom's Levels: Evaluate

Webb's DOK: 4



Topic 3: Baroque

Engaging Experience 1

Title: Comparison Foldable

Suggested Length of Time: 1 block

Standards Addressed

Supporting: VA:Re8A.I Interpret intent and meaning in artistic work or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Learning Target(s): Describe similarities and/or differences in two or more works of art using appropriate and relevant points of comparison.

Detailed Description/Instructions: Compare two works of art together (it is recommended that students choose two of the Davids presented in the unit to compare). The provided document is to be used as a template and the student creates the foldable on a different piece of paper.

[Document](#)

[Foldable Example](#)

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: Visual/Contextual Analysis Short Response

Suggested Length of Time: 1 block

Standards Addressed

Priority: VA:Re8A.I Interpret intent and meaning in artistic work or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Learning Target(s): The student will analyze how visual imagery can influence my understanding of the world.

Detailed Description/Instructions: In Early Europe, artists often used light to create meaning in works of art and architecture. Select and completely identify one work of art from the provided list. Explain how the artist or architect used light to create meaning in the work of art you have selected.

The response should include the following:

Provide two accurate identifiers for the selected artwork, support your claim with at least two examples of relevant visual and/or contextual evidence, and explain how the evidence supports the claim.

Bloom's Levels: Analyze

Webb's DOK: 3

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Baroque	Comparison Foldable	Compare two works of art together. The document is to be used as a template and student creates the foldable on a different piece of paper Document Foldable Example	1 Block
Renaissance	Different Interpretations of an artwork	Print out the different colored cards and break students up into groups. One group(s) has pink cards, the other group(s) has blue. Students place the cards in the corresponding spot on artwork as evidence to that theory.	½ Block
Middle Ages	Interactive Notebook	The student will be provided with a printed notebook of the required course content (artworks) that they will use to capture needed information on works of art.	Ongoing throughout course
Baroque	Visual Contextual/ Analysis Short Response	In Early Europe, artists often used light to create meaning in works of art and architecture. Select and completely identify one work of art from the provided list. Explain how the artist or architect used light to create meaning in the work of art you have selected.	1 block
Middle Ages	Middle Ages Jigsaw	Students break into groups and each group is assigned a different piece of architecture from the art movement; Early Christian-Santa Sabina, Byzantine-San Vitale, Romanesque-Church of St. Foy, Gothic-Chartres Cathedral. Groups have 2 class periods to research and put together a visual presentation to teach the class.	2 blocks
	Engaging Scenario	Early European Architecture Visual Map	2 blocks

Unit 5: Later Europe + The Americas

Subject: Art History

Grade: 9-12

Name of Unit: Later Europe + The Americas

Length of Unit: 15 Blocks

Overview of Unit: Europe and the Americas experienced rapid change and innovation. Art existed in the context of dramatic events such as industrialization, urbanization, economic upheaval, migration, war and women's and civil rights'. Styles of art proliferated and often gave rise to artistic movements. Art and architecture exhibited a diversity of styles, forming an array of "isms."

Priority Standards for unit:

- VA:Re8A.I Interpret intent and meaning in artistic work or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- Cn10A: Document the process of developing idealism from early stages to fully elaborated ideas.
- VA: Cr3A.I Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
- VA: Cr2A.I Engage in making a work of art or design without having a preconceived plan.

Essential Questions:

1. How is art and art making in this period shaped by advances in technology, increased availability of materials and techniques?
2. Why or how does a specific work of art demonstrate continuity and/or change within an artistic tradition, style, or practice?

Enduring Understanding/Big Ideas:

1. Europe and the Americas experienced rapid change and innovation. Art existed in the context of dramatic events such as industrialization, urbanization, economic upheaval, migration, war and women's and civil rights'.
2. Styles of art proliferated and often gave rise to artistic movements. Art and architecture exhibited a diversity of styles, forming an array of "isms."

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	<u>Enlightenment</u> Portrait of Sor Juana Inés de la Cruz <u>Rococo</u> The Swing (Fragonard and/optional Yinka Shonibare “The Swing after Fragonard”) <u>Neoclassical</u> Oath of Horatii *La Grande Odalisque (Ingres) <u>Romanticism</u> Goya (Third of May and/or Nothing to be Done) Delacroix (Liberty Leading the People and/or Death of Sardanapalus) Turner (The Slave Ship) Gericault (The Raft of Medusa) <u>Introduction to Photography</u> Horse in Motion Daguerre (Still Life in Studio) <u>Realism</u> Courbet Olympia (Manet) Eakins (Gross Clinic) <u>Impressionism</u> Manet Monet (*Luncheon in the Grass) Degas Cassatt <u>Post-Impressionism</u> Rodin Van Gogh Cezanne Gauguin Seurat (*A Sunday on La Grande Jatte)

	<u>Symbolism</u> Edvard Munch (The Scream)
	<u>Art Nouveau</u> Klimt (The Kiss) *Brancusi (The Kiss Sculpture)
	<u>Fauvism</u> Matisse (Le Bonheur de Vivre)
	<u>Cubism</u> Braque Picasso
	<u>Expressionism</u> Kirchner Kollwitz Kandinsky
	<u>Dada</u> Duchamp
	<u>Architecture</u> Frank Lloyd Wright Sullivan Monticello by Jefferson
	<u>Surrealism</u> Salvador Dali Meret Oppenheim Frida Kahlo + Diego Rivera
	<u>American Regionalism</u> Thomas Hart Benton Grant Wood *Frank Lloyd Wright *Georgia O'Keefe
	<u>Harlem Renaissance</u> Jacob Lawrence Romeare Bearden
	<u>Abstract Expressionism</u> Willem de Kooning Jackson Pollock Helen Frankenthaler Basquiat

	<u>Pop Art</u> Andy Warhol Claes Oldenburg Roy Lichtenstein Keith Haring Hamilton Avant-Garde Abstract Impasto Intaglio Readymade Printmaking
--	--

Unwrapped Priority Standards:

Priority Standards: VA:Re8A.I Interpret intent and meaning in artistic work or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. VA:Cn10A.1 Document the process of developing ideas from early stages to fully elaborated ideas VA: Cr3A.I Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress. VA: Cr2A.I Engage in making a work of art or design without having a preconceived plan.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will support their interpretation of artwork with evidence found in the work and its social, cultural, or historical context.	4
	Evaluate
The student will document the process of developing ideas from early stages to fully elaborated ideas.	3
	Analyze
The student will apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.	3
	Analyze
The student will explain how traditional and non-traditional materials may impact human health and the environment.	3
	Analyze
The student will analyze how visual imagery can influence my understanding of the world.	3
	Analyze

Engaging Scenario

Engaging Scenario Artist/Movement Zine

(An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Suggested Length of Time: 2 blocks

Description:

Inspired by the work of the art movement or an artist from the Later European + The Americas unit students will create a Zine, a self-published, small-circulation magazine that combines visual art, design, and writing to explore and celebrate the chosen artist or art movement. Students can use printed images and/or drawing. ([Kusama](#) example)

Topic 1: 17th & 18th century

Engaging Experience 1

Title: Interactive Notebook

Suggested Length of Time: Ongoing throughout the course

Standards Addressed

Priority: Cn10A: Document the process of developing idealism from early stages to fully elaborated ideas

Learning Target(s): The student will document the process of developing ideas from early stages to fully elaborated ideas.

Detailed Description/Instructions: The student will be provided with a printed notebook of the required course content (artworks) that they will use to capture needed information on works of art.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: Doodling in the Margins

Suggested Length of Time: ½ block

Standards Addressed

Priority: VA: Cr3A.I Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.

Learning Target(s): The student will analyze how visual imagery can influence my understanding of the world.

Detailed Description/Instructions: Students read brief descriptions on artwork and artists in the Romanticism period. Students add doodles interpreting the writing in the margins.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 2: 19th Century

Engaging Experience 1

Title: Panel #61

Suggested Length of Time: 1 Block

Standards Addressed

Priority: VA:Re8A.I Interpret intent and meaning in artistic work or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Learning Target(s): The student will support their interpretation of artwork with evidence found in the work and its social, cultural, or historical context.

Detailed Description/Instructions: Students learn about Jacob Lawrence's [Migration Series](#). What would Panel #61 look like? How could you continue the narrative? Students can write a response or create a visual work of art.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 3: 20th Century

Engaging Experience 1

Title: Artist Collage

Suggested Length of Time: 1 Block

Standards Addressed

Priority: VA: Cr2A.1 Engage in making a work of art or design without having a preconceived plan.

Learning Target(s): The student will apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.

Detailed Description/Instructions: Students will print off a portrait of one of the artists learned in the unit. Students will then rip up the portrait into at least three pieces and glue it onto a page. The background will then be filled with imagery/text related to the chosen artist. These images may be drawn or printed.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: Loving Vincent

Suggested Length of Time: 1 Block

Standards Addressed

Priority: VA:Re8A.1 Interpret intent & meaning in artistic work or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Learning Target(s): The student will support their interpretation of artwork with evidence found in the work and its social, cultural, or historical context.

Detailed Description/Instructions: Each student is given a painting by Vincent van Gogh. We watch the movie, Loving Vincent, as a class. Students should be looking for their given painting and hold it up when it appears in the movie.

Bloom's Levels:

Webb's DOK:

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
All	Interactive Notebook	The student will capture needed information in an interactive notebook.	Whole unit
17th & 18th Century	Doodling in the Margins	Students read brief descriptions on artwork and artists in the Romanticism period. Students add doodles interpreting the writing in the margins.	½ block
19th Century	Panel #61	Students learn about Jacob Lawrence’s Migration Series . What would Panel #61 look like? How could you continue the narrative? Students can write a response or create a visual work of art.	1 block
20th Century	Artist Collage	Students will create a collage of imagery related to a chosen artist.	1 block
20th Century	Loving Vincent	Students will identify works of art by Vincent van Gogh.	1 block
	Engaging Scenario	Artist/Movement Zine	2 blocks

Unit 5: Later Europe + The Americas

Subject: Art History

Grade: 9-12

Name of Unit: Later Europe + The Americas

Length of Unit: 15 Blocks

Overview of Unit: Europe and the Americas experienced rapid change and innovation. Art existed in the context of dramatic events such as industrialization, urbanization, economic upheaval, migration, war and women's and civil rights'. Styles of art proliferated and often gave rise to artistic movements. Art and architecture exhibited a diversity of styles, forming an array of "isms."

Priority Standards for unit:

- VA:Re8A.I Interpret intent and meaning in artistic work or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- Cn10A: Document the process of developing idealism from early stages to fully elaborated ideas.
- VA: Cr3A.I Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.
- VA: Cr2A.I Engage in making a work of art or design without having a preconceived plan.

Essential Questions:

1. How is art and art making in this period shaped by advances in technology, increased availability of materials and techniques?
2. Why or how does a specific work of art demonstrate continuity and/or change within an artistic tradition, style, or practice?

Enduring Understanding/Big Ideas:

1. Europe and the Americas experienced rapid change and innovation. Art existed in the context of dramatic events such as industrialization, urbanization, economic upheaval, migration, war and women's and civil rights'.
2. Styles of art proliferated and often gave rise to artistic movements. Art and architecture exhibited a diversity of styles, forming an array of "isms."

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	<u>Enlightenment</u> Portrait of Sor Juana Inés de la Cruz <u>Rococo</u> The Swing (Fragonard and/optional Yinka Shonibare “The Swing after Fragonard”) <u>Neoclassical</u> Oath of Horatii *La Grande Odalisque (Ingres) <u>Romanticism</u> Goya (Third of May and/or Nothing to be Done) Delacroix (Liberty Leading the People and/or Death of Sardanapalus) Turner (The Slave Ship) Gericault (The Raft of Medusa) <u>Introduction to Photography</u> Horse in Motion Daguerre (Still Life in Studio) <u>Realism</u> Courbet Olympia (Manet) Eakins (Gross Clinic) <u>Impressionism</u> Manet Monet (*Luncheon in the Grass) Degas Cassatt <u>Post-Impressionism</u> Rodin Van Gogh Cezanne Gauguin Seurat (*A Sunday on La Grande Jatte) <u>Symbolism</u> Edvard Munch (The Scream

	<u>Art Nouveau</u> Klimt (The Kiss) *Brancusi (The Kiss Sculpture)
	<u>Fauvism</u> Matisse (Le Bonheur de Vivre)
	<u>Cubism</u> Braque Picasso
	<u>Expressionism</u> Kirchner Kollwitz Kandinsky
	<u>Dada</u> Duchamp
	<u>Architecture</u> Frank Lloyd Wright Sullivan Monticello by Jefferson
	<u>Surrealism</u> Salvador Dali Meret Oppenheim Frida Kahlo + Diego Rivera
	<u>American Regionalism</u> Thomas Hart Benton Grant Wood *Frank Lloyd Wright *Georgia O'Keefe
	<u>Harlem Renaissance</u> Jacob Lawrence Romeare Bearden
	<u>Abstract Expressionism</u> Willem de Kooning Jackson Pollock Helen Frankenthaler Basquiat

	<u>Pop Art</u> Andy Warhol Claes Oldenburg Roy Lichtenstein Keith Haring Hamilton Avant-Garde Abstract Impasto Intaglio Readymade Printmaking
--	--

Unwrapped Priority Standards:

Priority Standards:

VA:Re8A.I Interpret intent and meaning in artistic work or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

VA:Cn10A.1 Document the process of developing ideas from early stages to fully elaborated ideas

VA: Cr3A.I Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.

VA: Cr2A.I Engage in making a work of art or design without having a preconceived plan.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will support their interpretation of artwork with evidence found in the work and its social, cultural, or historical context.	4
	Evaluate
The student will document the process of developing ideas from early stages to fully elaborated ideas.	3
	Analyze

The student will apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.	3
	Analyze
The student will explain how traditional and non-traditional materials may impact human health and the environment.	3
	Analyze
The student will analyze how visual imagery can influence my understanding of the world.	3
	Analyze

Engaging Scenario

Engaging Scenario Artist/Movement Zine

(An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Suggested Length of Time: 2 blocks

Description:

Inspired by the work of the art movement or an artist from the Later European + The Americas unit students will create a Zine, a self-published, small-circulation magazine that combines visual art, design, and writing to explore and celebrate the chosen artist or art movement. Students can use printed images and/or drawing. ([Kusama](#) example)

Topic 1: 17th & 18th century

Engaging Experience 1

Title: Interactive Notebook

Suggested Length of Time: Ongoing throughout the course

Standards Addressed

Priority: Cn10A: Document the process of developing idealism from early stages to fully elaborated ideas

Learning Target(s): The student will document the process of developing ideas from early stages to fully elaborated ideas.

Detailed Description/Instructions: The student will be provided with a printed notebook of the required course content (artworks) that they will use to capture needed information on works of art.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: Doodling in the Margins

Suggested Length of Time: ½ block

Standards Addressed

Priority: VA: Cr3A.I Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.

Learning Target(s): The student will analyze how visual imagery can influence my understanding of the world.

Detailed Description/Instructions: Students read brief descriptions on artwork and artists in the Romanticism period. Students add doodles interpreting the writing in the margins.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 2: 19th Century

Engaging Experience 1

Title: Panel #61

Suggested Length of Time: 1 Block

Standards Addressed

Priority: VA:Re8A.I Interpret intent and meaning in artistic work or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Learning Target(s): The student will support their interpretation of artwork with evidence found in the work and its social, cultural, or historical context.

Detailed Description/Instructions: Students learn about Jacob Lawrence's [Migration Series](#). What would Panel #61 look like? How could you continue the narrative? Students can write a response or create a visual work of art.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 3: 20th Century

Engaging Experience 1

Title: Artist Collage

Suggested Length of Time: 1 Block

Standards Addressed

Priority: VA: Cr2A.1 Engage in making a work of art or design without having a preconceived plan.

Learning Target(s): The student will apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.

Detailed Description/Instructions: Students will print off a portrait of one of the artists learned in the unit. Students will then rip up the portrait into at least three pieces and glue it onto a page. The background will then be filled with imagery/text related to the chosen artist. These images may be drawn or printed.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: Loving Vincent

Suggested Length of Time: 1 Block

Standards Addressed

Priority: VA:Re8A.1 Interpret intent & meaning in artistic work or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Learning Target(s): The student will support their interpretation of artwork with evidence found in the work and its social, cultural, or historical context.

Detailed Description/Instructions: Each student is given a painting by Vincent van Gogh. We watch the movie, Loving Vincent, as a class. Students should be looking for their given painting and hold it up when it appears in the movie.

Bloom's Levels: Analyze

Webb's DOK: 3

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
All	Interactive Notebook	The student will capture needed information in an interactive notebook.	Whole unit
17th & 18th Century	Doodling in the Margins	Students read brief descriptions on artwork and artists in the Romanticism period. Students add doodles interpreting the writing in the margins.	½ block
19th Century	Panel #61	Students learn about Jacob Lawrence’s Migration Series . What would Panel #61 look like? How could you continue the narrative? Students can write a response or create a visual work of art.	1 block
20th Century	Artist Collage	Students will create a collage of imagery related to a chosen artist.	1 block
20th Century	Loving Vincent	Students will identify works of art by Vincent van Gogh.	1 block
	Engaging Scenario	Artist/Movement Zine	2 blocks

Unit 7: Africa

Subject: Art History

Grade: 9-12

Name of Unit: Africa

Length of Unit: 5 blocks

Overview of Unit:

While studying the expressive and spiritual artworks from Africa, students will explain how the purpose or function has shaped the creation of each work of art.

Priority Standards for unit:

- VA:Cn11A.I Relate artistic ideas and works with societal, cultural and historical context to deepen understanding by describing how knowledge of culture, traditions, and history may influence personal responses to art.

Supporting Standards for unit:

- VA:Re8A.I Interpret intent and meaning in artistic work or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Essential Questions:

1. How do cultural practices, belief systems, and/or physical settings affect art and art making?

Enduring Understanding/Big Ideas:

1. Art reveals belief systems; it presents a world that is known but not necessarily seen, predictable, or even available to everyone. These arts are expressive rather than representational and often require specialized or supernaturally ordained capabilities for their creation, use, and interpretation. African art is concerned with ideas (beliefs and relationships that exist in the social and intellectual world) rather than with objects of the natural or physical world

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	1. African Masks; Bundu Mask, Female Pwo Mask 2. Wall Plaque from Oba's Palace Benin 3. Crowned Head of a Yoruba Ruler Ife 4. Golden Stool Ashanti 5. Luba Neck Support 6. Lukasa Memory Board Luba 7. Nkisi N'kondi Kongo 8. Great Mosque of Djenne 9. Nok (Head) 10. Kota Reliquary Figure 11. Spirit Spouse Baule 12. Yoruba Twin Figures Libation Colonialism Adobe Torons Mnemonic Device Scarification Ere Ibeji

Unwrapped Priority Standards:

Priority Standard: VA:Cn11A.I Relate artistic ideas and works with societal, cultural and historical context to deepen understanding by describing how knowledge of culture, traditions, and history may influence personal responses to art.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will describe how culture, traditions, and history may influence personal responses to art.	3
	Analyze
The student will identify the ways in which my attitudes and beliefs influence my interpretations of artwork.	3
	Analyze
The student will document the process of developing ideas from early stages to fully elaborated ideas.	3
	Analyze

Engaging Scenario

Engaging Scenario Multiple Choice Identification Exam + Flash Cards

(An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Suggested Length of Time: ½ block

Description: Students are given the opportunity to actively engage with the material through the creation of flash cards. The flash card creation task asks students to select key terms, concepts, artists, and images from African art history and synthesize this information in an informative format. The Multiple Choice Test consists of a series of questions that challenge students to recall and apply their knowledge of African art history.

Topic 1: African Art

Engaging Experience 1

Title: Make a Lukasa Board

Suggested Length of Time: 1 block

Standards Addressed

Priority: VA:Cn11A.I Relate artistic ideas and works with societal, cultural and historical context to deepen understanding by describing how knowledge of culture, traditions, and history may influence personal responses to art.

Learning Target(s): The student will describe how culture, traditions, and history may influence personal responses to art.

Detailed Description/Instructions: Learn about the context and formal qualities of a Lukasa from the Luba people. Students create their own “memory board” to depict their family tree.

Bloom’s Levels: Analyze

Webb’s DOK: 3

Engaging Experience 2

Title: Museum Approaches

Suggested Length of Time: 1 block

Standards Addressed

Priority: VA:Cn11A.I Relate artistic ideas and works with societal, cultural and historical context to deepen understanding by describing how knowledge of culture, traditions, and history may influence personal responses to art.

Learning Target(s): The student will identify the ways in which my attitudes and beliefs influence my interpretations of artwork.

Detailed Description/Instructions: Students learn about the Benin Wall Plaques and watch the video of [George the Poet](#). Students reflect on rightful ownership of art vs where it is currently located.

Should a contemporary African artist be displayed in the African Art gallery or with the contemporary collection?

Bloom’s Levels: Analyze

Webb’s DOK: 3

Engaging Experience 3

Title: Interactive Notebook

Suggested Length of Time: Ongoing throughout the course

Standards Addressed

Priority: VA:Cn11A.I Relate artistic ideas and works with societal, cultural and historical context to deepen understanding by describing how knowledge of culture, traditions, and history may influence personal responses to art.

Learning Target(s): The student will document the process of developing ideas from early stages to fully elaborated ideas.

Detailed Description/Instructions: The student will be provided with a printed notebook of the required course content (artworks) that they will use to capture needed information on works of art.

Bloom's Levels: Analyze

Webb's DOK: 3

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
	Interactive Notebook	Students utilize their interactive notebook throughout the unit.	Ongoing
African Art	Make a Lukasa Board	Learn about the context and formal qualities of a Lukasa from the Luba people.	1 block
African Art	Museum Approaches	Students reflect on rightful ownership of art vs where it is currently located.	1 block
	Engaging Scenario	Multiple Choice Identification Exam + Flash Cards	½ block

Unit 8: Asia

Subject: Art History

Grade: 9-12

Name of Unit: Asia

Length of Unit: 6 Blocks

Overview of Unit:

The historical art from this region was created for a specific, often religiously affiliated purpose, patron, or audience. These works play a key role in the history of world art, serving as an example of the vast cultural exchanges that link Europe & Asia.

Priority Standards for unit:

- Cn10A: Document the process of developing idealism from early stages to fully elaborated ideas.
- VA:Cn11A.I Relate artistic ideas and works with societal, cultural and historical context to deepen understanding by describing how knowledge of culture, traditions, and history may influence personal responses to art.

Supporting Standards for unit:

- VA:Re8A.I Interpret intent and meaning in artistic work or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- VA: Cr1A.I Use multiple approaches to begin creative endeavors.

Essential Questions:

1. How does the artwork's purpose, and/or function shape the creation of a work of art?
2. How have the cultural exchanges between Asia & the rest of the world had an influence on the development of art & artistic traditions?

Enduring Understanding/Big Ideas:

1. Asian art is a reflection of Asian aesthetics & multiple religions.
2. The greatest international and historical impact of Asian art happened through international trade routes.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	1. Great Mosque of Isfahan 2. Kaaba 3. Bamiyan Buddhas 4. Terracotta Warriors 5. Under the Wave off Kanagawa 6. Travelers Among Mountains & Streams 7. Shiva as Lord of Dance 8. Taj Mahal 9. Night attack on the Sanjo Palace Kamakura period 10. The David Vases Yuan Dynasty 11. Bunhwangsa *Dome of the Rock Islamic *Qur'an *The Ardabil Carpet Circumambulation Mihrab, minaret, minbar, hypostyle, iwan, sahn Buddhism Hinduism Ukiyo-e Pagoda

Unwrapped Priority Standards:

Priority Standard: VA:Cn11A.I Relate artistic ideas and works with societal, cultural and historical context to deepen understanding by describing how knowledge of culture, traditions, and history may influence personal responses to art.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will describe how culture, traditions, and history may influence personal responses to art.	3
	Analyze
The student will document the process of developing ideas from early stages to fully elaborated ideas	3
	Analyze
The student will use multiple approaches to begin creative endeavors.	3
	Analyze

Engaging Scenario

Engaging Scenario Student Presentations & Socratic Seminar

(An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Suggested Length of Time: 6 blocks

Description: Students are assigned artwork from the Asian art unit. The teacher provides the resources and students work independently or with a partner to create a presentation to teach the artwork to the class. Students will be given 3 days to assemble the presentation and 2 days for the class to present. After the presentations, students conduct a Socratic Seminar where they are each deciding on an art piece to be removed and are justifying their claim.

Topic 1: West & Central Asia

Engaging Experience 1

Title: Mosque Comparison

Suggested Length of Time: 1 block

Standards Addressed

Priority: VA:Cn11A.I Relate artistic ideas and works with societal, cultural and historical context to deepen understanding by describing how knowledge of culture, traditions, and history may influence personal responses to art.

Supporting:

Learning Target(s): The student will describe how culture, traditions, and history may influence personal responses to art.

Detailed Description/Instructions: Students work in groups or partners and read the two Khan Academy articles, [Introduction to mosque architecture](#) & [Common types of mosques](#). They work together on labeling different parts of the mosques for the Great Mosque of Djenné & Great mosque of Isfahan on printed visuals. Compare & contrast the different types of mosques

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 2: South, East & SE Asia

Engaging Experience 1

Title: Interactive Notebook

Suggested Length of Time: Ongoing throughout the course

Standards Addressed

Priority: Cn10A: Document the process of developing idealism from early stages to fully elaborated ideas

Learning Target(s): The student will document the process of developing ideas from early stages to fully elaborated ideas.

Detailed Description/Instructions: The student will be provided with a printed notebook of the required course content (artworks) that they will use to capture needed information on works of art.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: Eraser Block Printing

Suggested Length of Time: 1 block

Standards Addressed

Priority: VA: Cr1A.I Use multiple approaches to begin creative endeavors.

Learning Target(s): The student will use multiple approaches to begin creative endeavors.

Detailed Description/Instructions: Students will design a small block print using a mini eraser. They will then stamp a series of prints onto enough notecards for other class members. Once they are all printed, students will trade prints with other students.

Bloom's Levels: Analyze

Webb's DOK: 3

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
	Interactive Notebook	Students utilize their interactive notebook throughout the unit.	Ongoing
West & Central Asia	Mosque Comparison	Students compare and contrast different mosques.	½ block
South, East, & SE Asia	Eraser Block Painting	Students design and interact with eraser block printing.	½ block
	Engaging Scenario	Student Presentations & Socratic Seminar	5 blocks

Unit 9: The Pacific

Subject: Art History

Grade: 9-12

Name of Unit: The Pacific

Length of Unit: 4 blocks

Overview of Unit:

Pacific, or Oceanic, art is influenced by the sea & deals with complex social structures. Works of art from this region are often performed or worn and the experience is central to the creation of the work.

Priority Standards for unit:

- Cn10A: Document the process of developing ideas from early stages to fully elaborated ideas
- VA:Cn11A.I Relate artistic ideas and works with societal, cultural and historical context to deepen understanding by describing how knowledge of culture, traditions, and history may influence personal responses to art.

Supporting Standards for unit:

- VA:Re8A.I Interpret intent and meaning in artistic work or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- Cn10A: Document the process of developing ideas from early stages to fully elaborated ideas.

Essential Questions:

1. How do the materials, processes and techniques demonstrate the unique aspects and situations of the cultures of the Pacific?

Enduring Understanding/Big Ideas:

1. Created in a variety of media, such as sea ivory, shell, wood, coral, bark cloth and stone, the arts of the Pacific are often distinguished by their use of these materials. Art is created using available materials and can symbolize family, celebrate history and some were meant to be destroyed after their use.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	<u>Micronesia</u> Navigation Chart Female deity <u>Polynesia</u> Moai on Platform (Easter Island) Ahu'ula Hiapo Tapa Staff god <u>Melanesia</u> Malagan Display & mask Korambo Asmat Ancestral Spirit Poles Bark/tapa cloth Mattang Meddo Totem Mana

Unwrapped Priority Standards:

Priority Standard: VA:Cn11A.I Relate artistic ideas and works with societal, cultural and historical context to deepen understanding by describing how knowledge of culture, traditions, and history may influence personal responses to art.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will identify the ways in which my attitudes and beliefs influence my interpretations of artwork.	3
	Apply
The student will use evidence to explain the ways in which artwork communicates ideas about the human experience.	4
	Evaluate

Engaging Scenario

Engaging Scenario Comparative Project

(An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Suggested Length of Time: 1 block

Description: Using a piece from this unit create a comparative project between it and another piece of artwork you have learned about this semester. The comparative piece must come from a different unit than this one. You have the option to compare the two works using: an essay, a slideshow or a poster.

Topic 1: Pacific Art

Engaging Experience 1

Title: Make a Navigation Chart of the school

Suggested Length of Time: ½ block

Standards Addressed

Priority: VA:Cn11A.I Relate artistic ideas and works with societal, cultural and historical context to deepen understanding by describing how knowledge of culture, traditions, and history may influence personal responses to art.

Learning Target(s): The students will identify the ways in which my attitudes and beliefs influence my interpretations.

Detailed Description/Instructions: Print-out maps of the school or surrounding area. Students summarize by creating a map out of bamboo skewers, toothpicks, sticky-tack & twine on top of the map

Bloom's Levels: Apply

Webb's DOK:

Engaging Experience 2

Title: Interactive Notebook

Suggested Length of Time: Ongoing throughout the course

Standards Addressed

Priority: Cn10A: Document the process of developing ideas from early stages to fully elaborated ideas

Supporting: VA:Re7A.I Perceive and analyze artistic work by hypothesizing ways in which art influences perception and understanding of human experiences.

Learning Target(s): The student will use evidence to explain the ways in which artwork communicates ideas about the human experience.

Detailed Description/Instructions: The student will be provided with a printed notebook of the required course content (artworks) that they will use to capture needed information on works of art.

Bloom's Levels: Evaluate

Webb's DOK: 4

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
	Interactive Notebook	Students utilize their interactive notebook throughout the unit.	Ongoing
Pacific Art	Make a Navigation Chart of the school	Students create a navigation chart of a familiar location out of bamboo skewers, toothpicks, sticky-tack & twine	½ block
	Engaging Scenario	Comparative Project	1 block

Unit 10: Global Contemporary

Subject: Art History

Grade: 9-12

Name of Unit: Global Contemporary

Length of Unit: 10 blocks

Overview of Unit:

Global contemporary art is characterized by a transcendence of traditional art-making and is supported by technological developments and global awareness. The art world has expanded and become more inclusive since the 1960's, as artists of all nationalities, ethnicities, genders, and sexual orientations have challenged the traditional roles in art history. The art works covered in this unit reflect and challenge current views and events.

Priority Standards for unit:

- VA:Cr2B.I Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.
- VA:Re8A.I Interpret intent and meaning in artistic work or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- VA :Pr4A.I Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- VA :Pr5A.I Analyze and evaluate the reasons and ways an exhibition is presented.

Supporting Standards for unit:

- Cn10A: Document the process of developing ideas from early stages to fully elaborated ideas

Essential Questions:

1. How do artistic decisions influence the response and reception of the art's audience?

Enduring Understanding/Big Ideas:

1. Artistic decisions about form, materials, content, function, and the context of a work influence how an artwork is perceived.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Maya Lin- Vietnam Veterans Memorial *Abakanowicz- Androgyn II Shirin Neshat- Rebellious Silence Faith Ringgold- The French Collection Series (choose one) Bisa Butler Kehinde Wiley Michael Tuffery- Corned Beef 2000 El Anatsui- Old Man's Cloth Wangechi Mutu- Preying Mantra Doris Salcedo- Shibboleth Abramovic Louise Nevelson Barbara Kruger Judy Chicago Nam June Paik Kara Walker Damien Hirst Joseph Kosuth Mark Bradford Assemblage Credit Line

Unwrapped Priority Standards:

Priority Standard: VA:Cr2B.I Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment.

VA :Pr4A.I Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

VA :Pr5A.I Analyze and evaluate the reasons and ways an exhibition is presented.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will analyze the way in which an exhibit is presented and provide a rationale for the reasons and ways an exhibition is presented.	Analyze
	3
The student will use evidence to explain the ways in which artwork communicates ideas about the human experience.	Evaluate
	4
The student will support their interpretation of artwork with evidence found in the work and its social, cultural, or historical contexts.	Analyze
	3

Engaging Scenario

Engaging Scenario Three Dimensional Mini Museum Exhibit

(An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Standard:

VA :Pr4A.I Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

VA :Pr5A.I Analyze and evaluate the reasons and ways an exhibition is presented.

Learning Target:

The student will analyze the way in which an exhibit is presented and provide a rationale for the reasons and ways an exhibition is presented.

Suggested Length of Time: 2 blocks

Description:

Students will choose a theme to center a mini exhibition on. Students must choose a collection of artworks that relate to their theme with artwork from at least three past units, including a non-western art piece. Works will be arranged in a miniature 3D model of a museum room. Students must include credit lines and a written report with supporting evidence on why they chose their specific pieces.

Topic 1: New Media and Installation

Engaging Experience 1

Title: Attribution Dialogue

Suggested Length of Time: ½ block

Standards Addressed

Priority: VA:Re8A.I Interpret intent and meaning in artistic work or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

Learning Target(s): The student will support their interpretation of artwork with evidence found in the work and its social, cultural, or historical contexts.

Detailed Description/Instructions: Show and discuss artworks by Maya Lin & Magdalena Abakanowicz. Give students an artwork by one of these artists that we did not look at. Students can work with a partner and discuss the attributes connecting to the artist.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 2: Cultural Investigations

Engaging Experience 1

Title: Interactive Notebook

Suggested Length of Time: Ongoing throughout the course

Standards Addressed

Priority: Cn10A: Document the process of developing ideas from early stages to fully elaborated ideas

Supporting: VA:Re7A.I Perceive and analyze artistic work by hypothesizing ways in which art influences perception and understanding of human experiences.

Learning Target(s): The student will use evidence to explain the ways in which artwork communicates ideas about the human experience.

Detailed Description/Instructions: The student will be provided with a printed notebook of the required course content (artworks) that they will use to capture needed information on works of art.

Bloom's Levels: Evaluate

Webb's DOK: 4

Engaging Experience 2

Title: Interview a Contemporary Artist

Suggested Length of Time: ½ block

Standards Addressed

Priority: Cn10A: Document the process of developing ideas from early stages to fully elaborated ideas

Learning Target(s): The student will document the process of developing ideas from early stages to fully elaborated ideas.

Detailed Description/Instructions: The student will interview a student from an intermediate level art class. The student will create a list of questions to ask the working artist and then interview the artist about their current work.

Bloom's Levels: Analyze

Webb's DOK: 3

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
	Interactive Notebook	Students utilize their interactive notebook throughout the unit.	Ongoing
New Media and Installation	Attribution Dialogue	Students work with a partner to discuss attributes that connect to an artist.	½ block
Cultural Investigations	Interview a Contemporary Artist	The student will interview a student from an intermediate level art class. The student will create a list of questions to ask the working artist and then interview the artist about their current work.	½ block
	Engaging Scenario	Three Dimensional Mini Museum Exhibit	2 blocks

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.