

HS Art History

Huntingdon Area School District

UNITS (9/9 SELECTED)

SUGGESTED DURATION

 Unit 1: Why Study Art?	<i>5 lessons</i>
 Unit 2: Prehistoric & Egyptian Art	<i>5 lessons</i>
 Unit 3: Greek & Roman Art	<i>5 lessons</i>
 Unit 4: Art of the Middle Ages & Renaissance	<i>5 lessons</i>
 Unit 5: 19th Century Art	<i>5 lessons</i>
 Unit 6: 20th Century Art: The Beginning	<i>5 lessons</i>
 Unit 7: 20th Century: Art from the 1950s & Beyond	<i>5 lessons</i>
 Unit 8: 21st Century	<i>5 lessons</i>
 Unit 9: Local & Contemporary Artists	<i>5 lessons</i>

Unit 1: Why Study Art?

HS Art History

UNIT OVERVIEW

In this unit of study, students will explore and discuss WHY study art? And what is the value of art? Can we put a price on it? Is it worth a life? What can it teach us?

Students will view: "Monument Men" and afterwards reflect on if their minds/perspectives were changed from the movie.

ATTACHMENTS

 Art History Units 1 Why Study Art? 2 How we Classify, Discuss, & Critique Art 3 Pre Historic & Ancient World 4 Middle Ages 5 19th Century 6 20th Century: The Beginning 7 20th Century: 1950s & Beyond 8 21st Century 9 Local Contemporary Artists .txt

 NAME OF MOVEMENT, CULTURE, OR TIME PERIOD.pdf

 Survey of Art History General Framework 2023.docx

STANDARDS/EXPECTATIONS

BIG IDEAS

Big Ideas

- Art preceded written language/recorded history
- Art reveals and can teach us about a groups culture: feelings, beliefs, ideas, and way of life

ESSENTIAL QUESTIONS

Essential Questions

- What value does art have beyond the beauty of it to look at?
- What can art teach us about cultures?

Unit 1: Why Study Art?

HS Art History

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)

EVIDENCE OF LEARNING & ASSESSMENT

Unit 2: Prehistoric & Egyptian Art

HS Art History

UNIT OVERVIEW

This unit will look at artwork from 30,000 BC through the end of the Egyptian Empire.

Most important concepts addressed:

- Ever since there have been humans, there has been art.
- Explore the possible purposes of art in early cultures: communication, magical prayer, celebration
- Egyptian culture and art was centered around their religion: Pharaohs worshiped as gods, believed in life after death

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-12 - Arts and Humanities

9.2.12.B

9.2.12.C

9.2.12.D

9.2.12.F

9.2.12.J

9.2.12.L

Pennsylvania - Grade 9-12 - History - World History

8.1.W.A

8.4.W.A

BIG IDEAS

Big Ideas

- **Cave Art**
- **Egyptian Art**

ESSENTIAL QUESTIONS

Essential Questions

- What was important to the people at the time?
- How are the values and beliefs of these people reflected in their art?
- What are some common images and themes in their artwork?
- What stylistic characteristics (conventions) did they use?
- What art techniques did these people use? What materials did they use to make their art?
- What was the function of their artwork?

Essential Questions

-

Unit 2: Prehistoric & Egyptian Art

HS Art History

LEARNING TARGETS: KNOWLEDGE & SKILLS

Unit 2: Prehistoric & Egyptian Art

HS Art History

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)			Description														
	<table border="1"> <thead> <tr> <th data-bbox="472 453 675 705">Name of Assessment</th> <th data-bbox="675 453 862 705">Type (formative, summative, project-based, diagnostic)</th> <th data-bbox="862 453 1138 705">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="472 705 675 968">ART: Build Your Knowledge Sheet</td> <td data-bbox="675 705 862 968">Note Taking Activity: Formative</td> <td data-bbox="862 705 1138 968">Background Knowledge organizational sheet for documenting information as it is learned.</td> </tr> <tr> <td data-bbox="472 968 675 1293">Art Class Curator Activity: I See, I Think, I Wonder</td> <td data-bbox="675 968 862 1293">Formative</td> <td data-bbox="862 968 1138 1293">Students will respond to the drawings in the pre-historic caves by recording what they see, think, and wonder about the drawings.</td> </tr> <tr> <td data-bbox="472 1293 675 1619">Scholastic Art Exit Ticket</td> <td data-bbox="675 1293 862 1619">Formative</td> <td data-bbox="862 1293 1138 1619">Students will leave quick feedback on a post-it note indicating their favorite art piece featured in the Scholastic Art articles we discuss.</td> </tr> <tr> <td data-bbox="472 1619 675 1839">Final Project</td> <td data-bbox="675 1619 862 1839">Project-based</td> <td data-bbox="862 1619 1138 1839">Project Choice- On the second week following the</td> </tr> </tbody> </table>	Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description	ART: Build Your Knowledge Sheet	Note Taking Activity: Formative	Background Knowledge organizational sheet for documenting information as it is learned.	Art Class Curator Activity: I See, I Think, I Wonder	Formative	Students will respond to the drawings in the pre-historic caves by recording what they see, think, and wonder about the drawings.	Scholastic Art Exit Ticket	Formative	Students will leave quick feedback on a post-it note indicating their favorite art piece featured in the Scholastic Art articles we discuss.	Final Project	Project-based	Project Choice- On the second week following the		
Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description																
ART: Build Your Knowledge Sheet	Note Taking Activity: Formative	Background Knowledge organizational sheet for documenting information as it is learned.																
Art Class Curator Activity: I See, I Think, I Wonder	Formative	Students will respond to the drawings in the pre-historic caves by recording what they see, think, and wonder about the drawings.																
Scholastic Art Exit Ticket	Formative	Students will leave quick feedback on a post-it note indicating their favorite art piece featured in the Scholastic Art articles we discuss.																
Final Project	Project-based	Project Choice- On the second week following the																

Unit 2: Prehistoric & Egyptian Art

HS Art History

Name of Assessment	Type (formative, summative, project-based, diagnostic)		Description						
	<table border="1"> <thead> <tr> <th data-bbox="485 338 678 596">Name of Assessment</th> <th data-bbox="683 338 862 596">Type (formative, summative, project-based, diagnostic)</th> <th data-bbox="862 338 1138 596">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="485 600 678 1877"></td> <td data-bbox="683 600 862 1877"></td> <td data-bbox="862 600 1138 1877"> <p>introductory week for each period, students will have project choice.</p> <p>Choice 1- Create a piece of art in the style of the period and write a paragraph explaining how the period's influence is evident in their work. Scholastic Art Resource Choice 2- Write in the form of a letter or newspaper article demonstrating knowledge of and making reference to artists, works of art, and characteristics of the time period. Art</p> </td> </tr> </tbody> </table>	Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description			<p>introductory week for each period, students will have project choice.</p> <p>Choice 1- Create a piece of art in the style of the period and write a paragraph explaining how the period's influence is evident in their work. Scholastic Art Resource Choice 2- Write in the form of a letter or newspaper article demonstrating knowledge of and making reference to artists, works of art, and characteristics of the time period. Art</p>		
Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description							
		<p>introductory week for each period, students will have project choice.</p> <p>Choice 1- Create a piece of art in the style of the period and write a paragraph explaining how the period's influence is evident in their work. Scholastic Art Resource Choice 2- Write in the form of a letter or newspaper article demonstrating knowledge of and making reference to artists, works of art, and characteristics of the time period. Art</p>							

Unit 2: Prehistoric & Egyptian Art

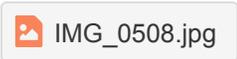
HS Art History

Name of Assessment	Type (formative, summative, project-based, diagnostic)			Description								
	<table border="1"> <thead> <tr> <th data-bbox="483 338 680 596">Name of Assessment</th> <th data-bbox="683 338 862 596">Type (formative, summative, project-based, diagnostic)</th> <th data-bbox="862 338 1138 596">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="483 600 680 1520"></td> <td data-bbox="683 600 862 1520"></td> <td data-bbox="862 600 1138 1520"> <p>Class Curator Letter/News Article Resource</p> <p>Choice 3- Design a digital poster using information and images from the text “Mona Lisa to Marge” by Francsca Bonazzoli & Michele Robecchi for reference.</p> <p>Choice 4- Film a video where you interview and artist from the time period.</p> </td> </tr> <tr> <td data-bbox="483 1520 680 1593"></td> <td data-bbox="683 1520 862 1593"></td> <td data-bbox="862 1520 1138 1593"></td> </tr> </tbody> </table>	Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description			<p>Class Curator Letter/News Article Resource</p> <p>Choice 3- Design a digital poster using information and images from the text “Mona Lisa to Marge” by Francsca Bonazzoli & Michele Robecchi for reference.</p> <p>Choice 4- Film a video where you interview and artist from the time period.</p>					
Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description										
		<p>Class Curator Letter/News Article Resource</p> <p>Choice 3- Design a digital poster using information and images from the text “Mona Lisa to Marge” by Francsca Bonazzoli & Michele Robecchi for reference.</p> <p>Choice 4- Film a video where you interview and artist from the time period.</p>										

Unit 2: Prehistoric & Egyptian Art

HS Art History

ATTACHMENTS



Unit 3: Greek & Roman Art

HS Art History

UNIT OVERVIEW

This unit will look at artwork from Ancient Greece and Rome spanning the time period of approximately 1600 BC through 500 AD.

Most important concepts addressed:

- Greece is the birthplace of Western civilization
- Human beings were the center of Greek culture in contrast to the Pharaohs of Ancient Egypt
- Greeks believed in a logical, harmonious world and sought perfect proportions in their art and life
- Romans introduced the idea of "honest" or realistic portrayal of the human contrary to the Greeks idealized portraiture
- Both Greece and Rome are remembered for their advancements in architecture
- Rome conquered Greece in 146 BC
- The Roman Emperor legalized Christianity in the 4th Century (300-400 BC)

STANDARDS

Pennsylvania - Grade 9-12 - History - World History

8.1.W.A

8.4.W.A

8.4.W.B

Pennsylvania - Grade 9-12 - Arts and Humanities

9.2.12.B

9.2.12.C

9.2.12.D

9.2.12.F

9.2.12.J

9.2.12.L

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-12 - History - World History

8.1.W.A

8.4.W.A

8.4.W.B

Pennsylvania - Grade 9-12 - Arts and Humanities

9.2.12.B

9.2.12.C

9.2.12.D

9.2.12.F

9.2.12.J

9.2.12.L

Unit 3: Greek & Roman Art

HS Art History

BIG IDEAS

Big Ideas

- - Greece is the birthplace of Western civilization
 - Human beings were the center of Greek culture
 - Greeks believed in a logical, harmonious world and sought perfect proportions in their art and life
 - Romans introduced the idea of "honest" or realistic portrayal of the human contrary to the Greeks idealized portraiture
 - Both Greece and Rome are remembered for their advancements in architecture
 - Rome conquered Greece in 146 BC
 - The Roman Emperor legalized Christianity in the 4th Century (300-400 BC)
 -

ESSENTIAL QUESTIONS

Essential Questions

- What was important to the people at the time?
- How are the values and beliefs of these people reflected in their art?
- What are some common images and themes in their artwork?
- What stylistic characteristics (conventions) did they use?
- What art techniques did these people use? What materials did they use to make their art?
- What was the function of their artwork?

Unit 3: Greek & Roman Art

HS Art History

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
That Greek and Roman Art has influences on our culture today.	complete an ART CHART demonstrating background knowledge from the time period.
That Greek sculptures were designed in an "idealistic" manner whereas Roman sculptures were "honest or realistically" designed.	identify the difference between Greek and Roman sculptures
That Greek and Roman art has made a pivotal impact on us today.	Demonstrate their understanding of Greek or Roman art through the completion of a work of art, writing, poster design, or film from the Project Choice Menu.

Unit 3: Greek & Roman Art

HS Art History

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
ART: Build Your Knowledge Sheet	Note Taking Activity: Formative	Background Knowledge organizational sheet for documenting information as it is learned.
Art Class Curator Activity: Twitter Perspectives	Formative	Students will respond to a piece of art via "Twitter Handles" and text, by tweeting (hypothetically) as the artist, themselves, and the artwork/ characters.
Scholastic Art Exit Ticket	Formative	Students will leave quick feedback on a post-it note indicating their favorite art piece featured in the Scholastic Art articles we discuss.
Final Project	Project-based	<p>Project Choice- On the second week following the introductory week for each period, students will have project choice.</p> <p>Choice 1- Create a piece of art in the style of the period and write a paragraph explaining how the period's influence is evident in their work. Scholastic Art Resource</p> <p>Choice 2- Write in the form of a letter or newspaper article demonstrating knowledge of and making reference to artists, works of art, and characteristics of the time period. Art Class Curator Letter/News Article Resource</p> <p>Choice 3- Design a digital poster using information and images from the text "Mona Lisa to Marge" by Francsca Bonazzoli & Michele Robecchi</p>

Unit 3: Greek & Roman Art

HS Art History

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
		for reference. Choice 4- Film a video where you interview and artist from the time period.

Unit 4: Art of the Middle Ages & Renaissance

HS Art History

UNIT OVERVIEW

This time period in art history began with the conquest of Rome in 476AD and lasted until almost 1500. The period was known as "**The Age of Faith**" due to religion being such a dominant force at the time. Artists worked for the church, the Romanesque style of architecture emerged, and Gothic styled cathedrals were erected. The wealthy middle class emerges with a great pride for both church and town.

At the beginning of the 15th century, following the Middle Ages (previously known as the 'Dark Ages'), the discovery of America yielded a **Renaissance** period. This was a period of re-birth in art, the sciences, and philosophy. People were awakened to the idea that each human had a purpose and place in the world. Artists began to work for themselves and the status of merchants and bankers began to rise to the same level as kings and church leaders. This was an awesome time for artistic discovery.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-12 - Arts and Humanities

9.2.12.B

9.2.12.C

9.2.12.D

9.2.12.F

9.2.12.J

9.2.12.L

Pennsylvania - Grade 9-12 - History - World History

8.1.W.A

8.4.W.A

BIG IDEAS

This time period in art history began with the conquest of Rome in 476AD and lasted until almost 1500. The period was known as "**The Age of Faith**" due to religion being such a dominant force at the time. Artists worked for the church, the Romanesque style of architecture emerged, and Gothic styled cathedrals were erected. The wealthy middle class emerges with a great pride for both church and town.

At the beginning of the 15th century, following the Middle Ages (previously known as the 'Dark Ages'), the discovery of America yielded a **Renaissance** period. This was a period of re-birth in art, the sciences, and philosophy. People were awakened to the idea that each human had a purpose and place in the world. Artists began to work for themselves and the status of merchants and bankers began to rise to the same level as kings and church leaders. This was an awesome time for artistic discovery.

Unit 4: Art of the Middle Ages & Renaissance

HS Art History

ESSENTIAL QUESTIONS

Essential Questions

- What was important to the people at the time?
- How are the values and beliefs of these people reflected in their art?
- What are some common images and themes in their artwork?
- What stylistic characteristics (conventions) did they use?
- What art techniques did these people use? What materials did they use to make their art?
- What was the function of their artwork?

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
<p>The difference between Art of the Middle Ages and Art of the Renaissance and the motivation behind the artist. Artists worked for the church in the Middle Ages, the Romanesque style of architecture emerged, and Gothic styled cathedrals were erected. The wealthy middle class emerges with a great pride for both church and town.</p> <p>The discovery of America yielded a Renaissance Art period. This was a period of re-birth in art, the sciences, and philosophy.</p>	<p>Complete Art Chart demonstrating background knowledge of both time periods</p>
<p>a variety of specific artists and artworks from the Middle Ages and Renaissance periods.</p>	<p>Students will be able to demonstrate their knowledge of these time periods through the completion of a work of art, writing, poster design, or film creation.</p>

Unit 4: Art of the Middle Ages & Renaissance

HS Art History

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment		Type (formative, summative, project-based, diagnostic)	Description
Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description	
ART: Build Your Knowledge Sheet	Note Taking Activity: Formative	Background Knowledge organizational sheet for documenting information as it is learned.	
Art Class Curator Activity: The Five Ws and one H	Formative	Students will choose one of the 'Ninja Turtle' artists aka Renaissance Artists in which to complete the form and tell who they were, what they are most known for, when, where, how, and why they created.	
Scholastic Art Exit Ticket	Formative	Students will leave quick feedback on a post-it note indicating their favorite art piece featured in the Scholastic Art articles we discuss.	

Unit 4: Art of the Middle Ages & Renaissance

HS Art History

Name of Assessment			Type (formative, summative, project-based, diagnostic)	Description
Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description		
Final Project	Project-based	<p>Project Choice- On the second week following the introductory week for each period, students will have project choice.</p> <p>Choice 1- Create a piece of art in the style of the period and write a paragraph explaining how the period's influence is evident in their work. Scholastic Art Resource Choice</p> <p>Choice 2- Write in the form of a letter or newspaper article demonstrating knowledge of and making</p>		

Unit 4: Art of the Middle Ages & Renaissance

HS Art History

Name of Assessment			Type (formative, summative, project-based, diagnostic)	Description
Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description		
		<p>reference to artists, works of art, and characteristics of the time period. Art Class Curator Letter/News Article Resource The Five W's and One H of Leonardo Da Vinci</p> <p>Choice 3- Design a digital poster using information and images from the text "Mona Lisa to Marge" by Francsca Bonazzoli & Michele Robecchi for reference.</p> <p>Choice 4- Film a video where you interview and</p>		

Unit 4: Art of the Middle Ages & Renaissance

HS Art History

Name of Assessment			Type (formative, summative, project-based, diagnostic)	Description
Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description		
		artist from the time period.		
The Five Ws and One H			Formative	Students will use the Art Class Curator template to help define and answer why Leonardo DaVinci is considered to be the "quintessential Renaissance Man."

Unit 5: 19th Century Art

HS Art History

UNIT OVERVIEW

The industrial and democratic revolutions of the late eighteenth century brought about a new, faster way of life. Change was the only thing that was certain. Now more than ever before, new styles of art developed quickly. Among these movements were: Neoclassicism, Romanticism, Realism, Impressionism, and Post-Impressionism.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-12 - Arts and Humanities

9.2.12.B

9.2.12.C

9.2.12.D

9.2.12.F

9.2.12.J

9.2.12.L

Pennsylvania - Grade 9-12 - History - World History

8.4.W.A

BIG IDEAS

Big Ideas

- **Neoclassicism-** "New Classic" in this time the concept of Art Schools replaced the old way of apprentice system and taught a style of art that was based on Greek and Roman Art.
- **Romanticism-**
 - The Romantic Artists disliked the "rules" and lack of emotion in Neoclassic art, so they painted emotional scenes with brilliant colors and loose brush strokes.
- **Realism-**
 - This group of French artists chose to portray political, social, and moral issues. They rejected the rules of Neoclassicism and the drama of Romanticism.
- **Impressionism-**
 - These artists were interested in life outside the studio and painted outdoors. Scientific discovery about light and color led the Impressionists to emphasize the effects of light on a subject. They melted solid forms and blurred edges.
- **Post-Impressionism-**
 - Some Impressionist artists became dissatisfied with their art lacking "meaning" and decided to push themselves farther to express feelings, intuitions, and ideas. So much so, that their styles created led to important developments in the 20th century art: Vincent Van Gogh, Paul Gauguin, and Paul Cezanne.

Unit 5: 19th Century Art

HS Art History

ESSENTIAL QUESTIONS

Essential Questions

- What was important to the people at the time?
- How are the values and beliefs of these people reflected in their art?
- What are some common images and themes in their artwork?
- What stylistic characteristics (conventions) did they use?
- What art techniques did these people use? What materials did they use to make their art?
- What was the function of their artwork?

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
the different between the art 'isms' of this period and the artist associated with those movements.	complete and Art Chart demonstrating and differentiating the characteristics from each movement during this time period.
an artist or artwork in more depth from one of the movements of their choice	demonstrate their understanding and further research of the artist/artwork by completing a work of art, writing, poster design, or film creation from the project menu.

Unit 5: 19th Century Art

HS Art History

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment			Type (formative, summative, project-based, diagnostic)	Description
Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description		
ART: Build Your Knowledge Sheet	Note Taking Activity: Formative	Background Knowledge organizational sheet for documenting information as it is learned.		
Art Class Curator Activity: Send A Post card	Formative	Students will write a post card to Vincent Van Gogh explaining to him the impact that he had on our world today.		
Scholastic Art Exit Ticket	Formative	Students will leave quick feedback on a post-it note indicating their favorite art piece featured in the Scholastic Art articles we discuss.		
Final Project	Project-based	Project Choice- On the second week		

Unit 5: 19th Century Art

HS Art History

Name of Assessment			Type (formative, summative, project-based, diagnostic)	Description
Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description		
		<p>following the introductory week for each period, students will have project choice.</p> <p>Choice</p> <p>1- Create a piece of art in the style of the period and write a paragraph explaining how the period's influence is evident in their work. Scholastic Art Resource</p> <p>Choice</p> <p>2- Write in the form of a letter or newspaper article demonstrating knowledge of and making reference to artists, works of art, and characteristics of</p>		

Unit 5: 19th Century Art

HS Art History

Name of Assessment			Type (formative, summative, project-based, diagnostic)	Description
Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description		
		<p>the time period. Art Class Curator Letter/News Article Resource</p> <p>Choice 3- Design a digital poster using information and images from the text “Mona Lisa to Marge” by Francsca Bonazzoli & Michele Robecchi for reference.</p> <p>Choice 4- Film a video where you interview and artist from the time period.</p>		
Send A Post Card			formative	Students will write a post card to Vincent Van Gogh

Unit 5: 19th Century Art

HS Art History

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
		explaining the impact that he's made on the world, one he never knew.

Unit 6: 20th Century Art: The Beginning

HS Art History

UNIT OVERVIEW

At this point in history, the speed with which changes occurred increased, the range of art style grew, and the influence of rules and the Academy were dead. Artists were free to experiment and explore. It became impossible to separate artists into neat categories. Increased travel and new ways to communicate helped artists collaborate and share ideas. One group began influencing another. In some cases, artists who lived a long time, such as Pablo Picasso changed their own style several times. New techniques were born, such as the mobile, by Alexander Calder. This time period in art history included movements such as: Fauvism, Expressionism, Cubism, Surrealism, and Regionalism. Lots of **'isms'** to help define the fast paced changes in styles during these years.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-12 - Arts and Humanities

9.2.12.B

9.2.12.C

9.2.12.D

9.2.12.F

9.2.12.J

9.2.12.L

Pennsylvania - Grade 9-12 - History - World History

8.1.W.A

8.4.W.A

Unit 6: 20th Century Art: The Beginning

HS Art History

BIG IDEAS

Big Ideas

• Fauves & Expressionism

- French artists were creating works with brilliant colors, bold distortions, and loose brush strokes:
- **Fauves- or "Wild Beasts"**- artists such as Henri Matisse whose concern was expressing feeling in art and believed that art had one purpose: to give pleasure
- German Expressionism was born from a different feeling: one influenced by the terrible economic and social conditions in Germany before WWI

• Cubism

- A prime example of abstract art, Cubism ruled on three ideals:
 - All things in nature are based on geometric shapes
 - The discovery by scientists that matter was made up of atoms that are constantly in motion
 - The cubical form of African sculpture that had recently been brought to Paris
- Cubists tried to paint objects as if they were being viewed from multiple points of view at the same time by using geometric shapes
- Picasso, Mondrian (Holland-style opposite expressionism avoiding realism completely)

• Surrealism

- The work of surrealists presented very realistic , almost photographic images, but created in a dream-like manner

• Expressionism Influences America & Regionalism

- With groups such as "**The Eight**" later known as "**Ashcan School**" attention was brought to American artists of what was happening in the art world in Europe in the early 1900s leaving most Americans confused, but also challenging this new idea of Modern Art
- **Regionalism** was art of farmlands and cities painted realistically. This familiarity of this style was comforting to Americans. Their message was more up-beat as compared to the Achcan School. They focused on the vast expanse, beauty, productivity, and abundance of America. American people were shown as happy and hard working.
- During the Regionalism movement, **Alexander Calder**, arranged wire and sheet metal in to a balanced arrangement that stayed in motion. This was the birth of the **mobile**.

Unit 6: 20th Century Art: The Beginning

HS Art History

ESSENTIAL QUESTIONS

Essential Questions

- What was important to the people at the time?
- How are the values and beliefs of these people reflected in their art?
- What are some common images and themes in their artwork?
- What stylistic characteristics (conventions) did they use?
- What art techniques did these people use? What materials did they use to make their art?
- What was the function of their artwork?

LEARNING TARGETS: KNOWLEDGE & SKILLS

Unit 6: 20th Century Art: The Beginning

HS Art History

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment			Type (formative, summative, project-based, diagnostic)	Description
Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description		
ART: Build Your Knowledge Sheet	Note Taking Activity: Formative	Background Knowledge organizational sheet for documenting information as it is learned.		
Art Class Curator Activity: Write a Haiku Poem	Formative	Students will choose either "Nude Descending a Staircase, No.2" by Duchamp or "The Persistence of Memory" by Salvador Dali to write a Haiku poem about using descriptive words from the activity prompt.		
Scholastic Art Summarize: The 1913 Armory Show	Formative	Students will work in partners to discuss and answer questions about the 1913 Armory Show.		

Unit 6: 20th Century Art: The Beginning

HS Art History

Name of Assessment			Type (formative, summative, project-based, diagnostic)	Description
Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description		
Final Project	Project-based	<p>Project Choice- On the second week following the introductory week for each period, students will have project choice.</p> <p>Choice 1- Create a piece of art in the style of the period and write a paragraph explaining how the period's influence is evident in their work. Scholastic Art Resource Choice</p> <p>Choice 2- Write in the form of a letter or newspaper article demonstrating knowledge of and making</p>		

Unit 6: 20th Century Art: The Beginning

HS Art History

Name of Assessment			Type (formative, summative, project-based, diagnostic)	Description
Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description		
		<p>reference to artists, works of art, and characteristics of the time period. Art Class Curator Letter/News Article Resource</p> <p>Choice 3- Design a digital poster using information and images from the text "Mona Lisa to Marge" by Francsca Bonazzoli & Michele Robecchi for reference.</p> <p>Choice 4- Film a video where you interview and artist from the time period.</p>		

Unit 6: 20th Century Art: The Beginning

HS Art History

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description

Unit 7: 20th Century: Art from the 1950s & Beyond

HS Art History

UNIT OVERVIEW

After WWII the European Art world was disorganized (remember Monument Men). Paris was no longer the center of the art world. Many artists who had fled Hitler's Germany had made NYC their home. By the 1950s this became the new center for the arts. At this point change in the artworld was moving at a rapid pace. In the next 50 years the world of art would see more change in style and technique than in the period from Prehistoric through the start of the 1950s. Movements of this time period include: printmaking, weaving, fabrics, ceramics, and jewelry. Crafts people began creating for pleasure rather than just usefulness. Major movements of this time period are: Abstract Expressionism, Pop Art and Op Art, Color Field Painting, New Realism, and Directions in Architecture.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-12 - Arts and Humanities

9.2.12.B

9.2.12.C

9.2.12.D

9.2.12.F

9.2.12.J

9.2.12.L

Pennsylvania - Grade 9-12 - History - World History

8.1.W.A

8.4.W.A

Unit 7: 20th Century: Art from the 1950s & Beyond

HS Art History

BIG IDEAS

Big Ideas

• **Abstract Expressionism**

- This was the first new style to emerge after WWII. It focused on the elements and principals of art and the feeling behind the creating of the art more than the subject matter. It expressed emotion rather than a planned design.
 - Jackson Pollock

• **Pop Art**

- During the 1960s artists turned to mass media and advertising for subject matter. They portrayed Coke bottles, soup cans, Brillo pads, giant hamburgers, and comic strips in a variety of art forms.
 - Andy Warhol
 - Jasper Johns
 - Claes Oldenburg
 - Roy Lichtenstei

• **Op Art/ Color Field/New Realism**

- Pictures that fool the eye.
- Op Art has hard edges and smooth surfaces and every element is planned mathematically

ESSENTIAL QUESTIONS

Essential Questions

- What was important to the people at the time?
- How are the values and beliefs of these people reflected in their art?
- What are some common images and themes in their artwork?
- What stylistic characteristics (conventions) did they use?
- What art techniques did these people use? What materials did they use to make their art?
- What was the function of their artwork?

LEARNING TARGETS: KNOWLEDGE & SKILLS

Unit 7: 20th Century: Art from the 1950s & Beyond

HS Art History

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment			Type (formative, summative, project-based, diagnostic)	Description
Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description		
ART: Build Your Knowledge Sheet	Note Taking Activity: Formative	Background Knowledge organizational sheet for documenting information as it is learned.		
Art Class Curator Activity: Twitter Perspectives	Formative	Students will respond to a piece of art via "Twitter Handles" and text, by tweeting (hypothetically) as the artist, themselves, and the artwork/ characters.		
Scholastic Art Exit Ticket	Formative	Students will leave quick feedback on a post-it note indicating their favorite art piece featured in the Scholastic Art articles we discuss.		
Final Project	Project-based	Project		

Unit 7: 20th Century: Art from the 1950s & Beyond

HS Art History

Name of Assessment			Type (formative, summative, project-based, diagnostic)	Description
Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description		
		<p>Choice- On the second week following the introductory week for each period, students will have project choice.</p> <p>Choice</p> <p>1- Create a piece of art in the style of the period and write a paragraph explaining how the period's influence is evident in their work. Scholastic Art Resource</p> <p>Choice</p> <p>2- Write in the form of a letter or newspaper article demonstrating knowledge of and making reference to</p>		

Unit 7: 20th Century: Art from the 1950s & Beyond

HS Art History

Name of Assessment			Type (formative, summative, project-based, diagnostic)	Description
Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description		
		<p>artists, works of art, and characteristics of the time period. Art Class Curator Letter/News Article Resource</p> <p>Choice 3- Design a digital poster using information and images from the text “Mona Lisa to Marge” by Francsca Bonazzoli & Michele Robecchi for reference.</p> <p>Choice 4- Film a video where you interview and artist from the time period.</p>		

Unit 7: 20th Century: Art from the 1950s & Beyond

HS Art History

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description

Unit 8: 21st Century

HS Art History

UNIT OVERVIEW

Art of the 21st Century emerges from a vast variety of materials and means. These include the latest electronic technologies making both animation and digital drawing and painting prevalent, familiar genres such as painting, and materials and processes once thought to be handy crafts now re-envisioned to express new concepts. Photography has become a daily luxury with the onset of Smart Phones now carried by most Americans. With the ease that technology has encouraged the sharing and researching of ideas and the onset of platforms such as Youtube, artists have a wealth of resources at their fingertips. This has contributed to the vast variation in the art world from spectacular projects accomplished with huge budgets to modest endeavors that emphasize process and a do-it-yourself approach. Globalization has certainly had an influence on the world of art as the internet and mass media has become part of our daily life giving us immediate access to artists, their concepts, and influences world-wide.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-12 - Arts and Humanities

9.2.12.B

9.2.12.C

9.2.12.D

9.2.12.F

9.2.12.J

9.2.12.L

Pennsylvania - Grade 9-12 - History - World History

8.1.W.A

8.4.W.A

BIG IDEAS

Big Ideas

• **Visual Culture**

- Artists examining media of all types: professional sports, commercial television,
- Most visual artists no longer draw a line between high art and popular culture
- Artist use traditional techniques to explore current social and political issues
- Interactions between science and contemporary art- use of scientific imagery (Wim Delvoye)
- Personal websites and art creators for the purpose of sharing through social media

• **Public and Participatory Art**

- site specific monuments: murals, graffiti,
- pop up art shows
- street parades
- online projects
- Conceptual Art emerges

•

Unit 8: 21st Century

HS Art History

ESSENTIAL QUESTIONS

Essential Questions

- What was important to the people at the time?
- How are the values and beliefs of these people reflected in their art?
- What are some common images and themes in their artwork?
- What stylistic characteristics (conventions) did they use?
- What art techniques did these people use? What materials did they use to make their art?
- What was the function of their artwork?

LEARNING TARGETS: KNOWLEDGE & SKILLS

Unit 8: 21st Century

HS Art History

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment			Type (formative, summative, project-based, diagnostic)	Description
Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description		
ART: Build Your Knowledge Sheet	Note Taking Activity: Formative	Background Knowledge organizational sheet for documenting information as it is learned.		
Art Class Curator Activity: TBD	Formative	Students will TBD		
Scholastic Art TBD	Formative	Students will TBD		
Final Project	Project-based	<p>Project Choice- On the second week following the introductory week for each period, students will have project choice.</p> <p>Choice 1- Create a piece of art in</p>		

Unit 8: 21st Century

HS Art History

Name of Assessment			Type (formative, summative, project-based, diagnostic)	Description
Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description		
		<p>the style of the period and write a paragraph explaining how the period's influence is evident in their work. Scholastic Art Resource Choice 2- Write in the form of a letter or newspaper article demonstrating knowledge of and making reference to artists, works of art, and characteristics of the time period. Art Class Curator Letter/News Article Resource Choice 3- Design a digital poster using</p>		

Unit 8: 21st Century

HS Art History

Name of Assessment			Type (formative, summative, project-based, diagnostic)	Description
Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description		
		information and images from the text "Mona Lisa to Marge" by Francsca Bonazzoli & Michele Robecchi for reference. Choice 4- Film a video where you interview and artist from the time period.		

Unit 9: Local & Contemporary Artists

HS Art History

UNIT OVERVIEW

This unit of study will introduce students to contemporary artists who have created artwork for our town, have lived in our town, or who currently practice art in Huntingdon. It is a unit that will remain flexible in order to stay current. Some artists/works that may be considered are:

Don Deitz- mural artist, stage painting, sets

Jack Troy- ceramic artist

Andrea Darby- painter

Becca Reck- Blue Bird Designs, paint parties, window paintings

Chain saw artists- HAHS sculpture

Bearcat Art Alumni- as illustrated in the alumni posters

Matt Speck- mural art, cleats art

Tom Mosser- painter, stadium murals

Barb Fisher- 'Art'repreneur

Jay Hosler- Comics for Education

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-12 - Arts and Humanities

9.2.12.B

9.2.12.C

9.2.12.D

9.2.12.F

9.2.12.J

9.2.12.L

Pennsylvania - Grade 9-12 - History - World History

8.1.W.A

8.4.W.A

BIG IDEAS

Big Ideas

- **Art is integrated into our everyday and is not a separate "thing" that we create or go to see.**
- **Anyone can be an artist.**
- **Although we live in a small town, we are connected to some BIG art influencers.**

Unit 9: Local & Contemporary Artists

HS Art History

ESSENTIAL QUESTIONS

Essential Questions

- What was important to the people at the time?
- How are the values and beliefs of these people reflected in their art?
- What are some common images and themes in their artwork?
- What stylistic characteristics (conventions) did they use?
- What art techniques did these people use? What materials did they use to make their art?
- What was the function of their artwork?

LEARNING TARGETS: KNOWLEDGE & SKILLS

Unit 9: Local & Contemporary Artists

HS Art History

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment			Type (formative, summative, project-based, diagnostic)	Description
Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description		
ART: Build Your Knowledge Sheet	Note Taking Activity: Formative	Background Knowledge organizational sheet for documenting information as it is learned.		
Art Class Curator Activity: TBD	Formative	Students will TBD		
Scholastic Art Exit Ticket	Formative	Students will leave quick feedback on a post-it note indicating their favorite art piece featured in the Scholastic Art articles we discuss.		
Final Project	Project-based	Project Choice- On the second week following the introductory week for each period,		

Unit 9: Local & Contemporary Artists

HS Art History

Name of Assessment			Type (formative, summative, project-based, diagnostic)	Description
Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description		
		<p>students will have project choice.</p> <p>Choice 1- Create a piece of art in the style of the period and write a paragraph explaining how the period's influence is evident in their work. Scholastic Art Resource</p> <p>Choice 2- Write in the form of a letter or newspaper article demonstrating knowledge of and making reference to artists, works of art, and characteristics of the time period. Art Class Curator</p>		

Unit 9: Local & Contemporary Artists

HS Art History

Name of Assessment			Type (formative, summative, project-based, diagnostic)	Description
Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description		
		<p>Letter/News Article Resource</p> <p>Choice 3- Design a digital poster using information and images from the text "Mona Lisa to Marge" by Francsca Bonazzoli & Michele Robecchi for reference.</p> <p>Choice 4- Film a video where you interview and artist from the time period.</p>		

Unit 9: Local & Contemporary Artists

HS Art History

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description