

VISUAL ART HISTORY

Standard 1.0 Media, Techniques, and Processes

The student will understand media, techniques, and processes.

Course Level Expectations (CLEs)

The student will

- 1.1 Demonstrate an understanding of the unique properties and potential of materials and media used in art and/or architecture.
- 1.2 Research types of media, techniques, and processes used in select works and/or by select artists or architects.

Checks for Understanding

Formative

- 1.1 Identify the properties of media used in specific works of art/architecture.
Define and use vocabulary appropriate to media or process
- 1.2 List and discuss processes used in creating chosen works of art/architecture.
Review the appropriateness of the choice of materials, techniques, and/or processes for given works.

Summative

- 1.1 Demonstrate knowledge of properties of media, techniques, technology, and processes used in specific works of art/architecture.
- 1.2 Evaluate a work of art/architecture using a teacher provided rubric.
Communicate effectively the results of research to the target audience (e.g., class discussion/critique, written work, powerpoint).
Justify conclusions presented in research presentation.

Student Performance Indicators (SPIs)

The student is able to

- 1.1.1 Identify different types of media, techniques, and processes used to create various art forms.
- 1.1.2 Classify works of art/architecture according to media, techniques, and processes used.
- 1.1.3 Analyze different types of media, techniques, and processes used to create works of art.
- 1.2.1 Identify differences in the use of media by specified artists/architects.
- 1.2.2 Compare and contrast the use of specific techniques in selected artworks.
- 1.2.3 Research the evolution of media, techniques, and processes of an individual artist's art form.

Standard 2.0 Structures and Functions

Students will use knowledge of both structures and functions.

Course Level Expectations (CLEs)

The student will

- 2.1 Demonstrate an understanding of elements and principles of art.
- 2.2 Investigate how the design, technique, and material of a chosen work influences its function, structure, shape, or appearance.
- 2.3 Evaluate the function of artwork as to utilitarian or intrinsic purpose.

Checks for Understanding

Formative

- 2.1 Identify the elements and principles of art (e.g., recognize, name, and define one or more of the elements and/or principles in a specified work).
- 2.2 Describe the design, technique, and materials used to create a specific work of art.
- 2.3 Recognize a function of an art work based on evaluation of the techniques and materials used in its creation.

Summative

- 2.1 Compare and contrast artworks based on knowledge of art elements and principles in class discussion, critique, and written work.
- 2.2 Infer how design, materials, and techniques used to create a work determine its function (e.g., basilica/cathedral, ritual/decorative mask)
- 2.3 Classify and assign a function to a specific art work based on the techniques and materials used in its creation.

Student Performance Indicators (SPIs)

The student is able to:

- 2.1.1 Identify ways in which the elements and principles of art work together in the creation of works of art and architecture.
- 2.1.2 Analyze how the elements and principles of art are used to create different effects in works of art
- 2.1.3 Form and support judgments about the use of the visual components of art and design in works of art/architecture.
- 2.2.1 Examine how design, materials, and their function affect the structure, shape, and appearance of a specified form.
- 2.2.2 Analyze how design, materials, and their function affect the structure, shape, and appearance of a specified form.

- 2.2.3 Evaluate how design, materials, and their function affect the structure, shape, and appearance of a specified form.
- 2.3.1 Discuss utilitarian and intrinsic purposes of works of art/architecture.
- 2.3.2 Categorize works of art according to their utilitarian or intrinsic purposes.
- 2.3.3 Evaluate works of art in terms of their functions and/or purposes (i.e., utilitarian or intrinsic).

Standard 3.0 Evaluation

Students will choose and evaluate a range of subject matter, symbols, and ideas.

Course Level Expectations (CLEs)

The student will

- 3.1 Analyze and interpret symbols and their origins.
- 3.2 Research the choices of subject, themes, and/or symbols used by artists/architects.
- 3.3 Identify the repetitive use of subject, themes, and/or symbols by a culture, time period, or individual artist/architect.

Checks for Understanding

Formative

- 3.1 List the symbols in a specific work.
Research the origins and meanings (when applicable) of symbols in a specific work.
- 3.2 Identify the cultural and personal (when applicable) sources of the symbols used in a specific work.
- 3.3 Locate examples of themes, symbols, or ideas that appear in more than one work of an artist, culture, or time period (e.g., Egyptian culture, Frank Lloyd Wright, Jim Dine, Faith Ringgold).

Summative

- 3.1 Find and list symbols in a work not previously examined.
- 3.2 Hypothesize and assign meaning to symbols in a new work based on previous study.
- 3.3 Infer, from given works of an artist, culture or time period, the importance, and shared meaning in the use of themes, symbols, or ideas.

Student Performance Indicators (SPIs)

The student is able to

- 3.1.1 Identify subjects, themes, and symbols found in works of art.
- 3.1.2 Describe the origin of subjects, symbols, and ideas in a variety of artworks.

- 3.1.3 Analyze and interpret the development of recurring subjects, themes, and symbols in works of art/architecture.
- 3.2.1 Examine possible sources of subjects, symbols, and ideas for creating works of art in a particular time period or culture, or by a particular artist.
- 3.2.2 Explore how the artist's environment is reflected in the choice of subject, themes, and symbols.
- 3.2.3 Determine and document reasons for a selected artist's use of specific sources.
- 3.3.1 Locate examples of subjects, symbols, and ideas used repetitively in a target study.
- 3.3.2 Determine the relationship between a specified time period and the artist's/architect's choice of subjects, symbols, and/or ideas.
- 3.3.3 Hypothesize, by the number of repetitions discovered in the work of an artist/architect, the importance of subjects, symbols, and ideas in a culture and/or time period.

Standard 4.0 Historical and Cultural Relationships

Students will understand the visual arts in relationship to history and cultures.

Course Level Expectations (CLEs)

The student will

- 4.1 Demonstrate an understanding of the ways in which history and culture influence the production of art and architecture.
- 4.2 Research, analyze, and explain how visual art/architecture reflects and influences societies and cultures.

Checks for Understanding

Formative

- 4.1 List important technical and/or historical events that influenced or changed the production of art/architecture in given period or culture.
- 4.2 Describe the change in art/architecture that resulted from a historic or technological advance.

Summative

- 4.1 Identify artworks in a specific time period that show the influence of changes or advances in society (i.e., historical events, technology, cultural ideas).
- 4.2 Compare and contrast how the art/architecture of a given period simultaneously reflects and influences change in its culture.

Student Performance Indicators (SPIs)

The student is able to

- 4.1.1 Identify ways in which history and culture influence the production of art and architecture.
- 4.1.2 Speculate on how factors of time and place (e.g., climate, resources, ideas, technology) give meaning to art and architecture.
- 4.1.3 Compare and contrast works of art to determine how they are affected by cultures, times, and places.

- 4.2.1 Recognize how artworks reflect and influence societies and cultures.
- 4.2.2 Determine how a given artwork reflects its culture, time, and place.
- 4.2.3 Analyze how factors of culture, time, and place and works of art/architecture affect each other.

Standard 5.0 Reflection and Assessment

Students will reflect upon and assess the characteristics and merits of works of art.

Course Level Expectations (CLEs)

The student will

- 5.1 Research and critique visual artworks and their meanings by using an art criticism model (i.e., description, analysis, interpretation, and judgment and/or imitationalism, formalism or emotionalism).
- 5.2 Reflect analytically on various interpretations for understanding and evaluating works of visual art and architecture.

Checks for Understanding

Formative

- 5.1 Describe specific artworks following teacher provided guidelines.
Analyze specific artworks following teacher provided guidelines.
- 5.2 Compare and contrast artworks following teacher provided guidelines.
Write a personal response and interpretation to artworks using previously discovered data.

Summative

- 5.1 Research and analyze specific works of art using a given rubric.
- 5.2 Interpret previous research to hypothesize the meaning and success of works (from a historical, societal or personal perspective).

Student Performance Indicators (SPIs)

The student is able to

- 5.1.1 Understand and apply the vocabulary of art and architecture correctly when describing, analyzing, interpreting, and judging art forms.
- 5.1.2 Compare various artworks and their meaning by using a selected art criticism model.
- 5.1.3 Critique artwork and its meaning by using description, analysis, interpretation, and judgment.

- 5.2.1 Describe their individual response to a work of (art/architecture).
- 5.2.2 Compare various interpretations as a means of understanding a work of art/architecture.
- 5.2.3 Analyze how various responses to a work of art/architecture facilitate the interpretation of that work.

Standard 6.0 Interdisciplinary Connections

Students will make connections between visual arts and other disciplines.

Course Level Expectations (CLEs)

The student will

- 6.1 Examine the materials, processes, technology, and terminology used in architecture, visual, and performing arts.
- 6.2 Examine ideas, issues, and themes in the arts and other subject areas.

Checks for Understanding

Formative

- 6.1 List materials, processes, technology, and terminology used in architecture, visual, and performing arts.
Identify commonalities in materials, processes, technology, and terminology used in architecture, visual art, and performing arts.
- 6.2 List ideas, issues, and themes in the arts and other subject areas.
Identify commonalities in ideas, issues, and themes between the arts and other subject areas.

Summative

- 6.1 Compare and contrast the use of materials, processes, technology, and terminology used in architecture, visual art, and performing arts.
- 6.2 Compare and contrast commonalities in ideas, issues, and themes in the arts and other subject areas.
Evaluate and interpret the use of processes and techniques in architecture, visual art, and the performing arts.
Evaluate and interpret recurring ideas, issues, and themes in the arts and other academic areas.

Student Performance Indicators (SPIs)

The student is able to

- 6.1.1 Identify commonalities between art, architecture, and the performing arts.
- 6.1.2 Compare and contrast the use of materials, processes, technology, and/or terminology in the visual arts or architecture and one or more of the performing arts.
- 6.1.3 Analyze and interpret the use of processes and techniques in architecture, visual art, and the performing arts.

- 6.2.1 Identify commonalities between art, architecture, and another academic area.
- 6.2.2 Compare and contrast the use of ideas, issues, and/or themes in the arts and another academic area.
- 6.2.3 Analyze and interpret recurring ideas, issues, and/or themes in the arts and another academic area.