

**Honors Art History
Curriculum Guide**

Course: # 806

Credits: 5

Course Level: H 1.20

Revised June 2008

Mid- Term and Final Exams revised 2008

Prerequisites:

Students who are eligible to take Honors Art History are 10 -12 graders who meet one or more of the following criteria:

1. They are eligible to take an Honors History or English course.
2. They are enrolled in an advanced Foreign Language course (level 3 or 4).
3. They are enrolled in an advanced Fine Art class (level 3 or 4).
4. They have permission from the instructor.

Course Description:

Honors Art History is designed for serious students who desire to improve their understanding, and knowledge of the impact of art on our world. This class is an academic class with no required hands on art experiences. Two semesters respectively will be devoted to learning and exploring the historical aspects of art through out time and culture. Western and Non-Western art will both be explored in depth. The two semesters of the course must be taken consecutively during one year; 2.5 credits will be awarded upon successful completion of each part. Summer work for this class is mandatory.

High Point Regional High School's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socio-economical status.

Course Objectives:

This course is designed for students who desire to explore our world through the history of art. Art is a uniquely human experience and in so it provides us with a plethora of information that allows aesthetic awareness and exploration of cultural, ethnic, and historic diversity. Honors Art History will allow for student led discussion, critique, and exploration of art from around the globe throughout the history of mankind. This class will be fast paced and challenging. Through the study of master artists and major movements in art history, students will

learn about the creation as well as the inspiration for art. The elements and principles of design will be explored as well as aesthetics and art appreciation. Honors Art History will delve into world cultures, traditions and social factors that are interlaced with all visual arts. Honors Art History gives students an opportunity to explore historical insights and an appreciation of the world of art through a wide variety of challenging learning experiences.

1. To connect value and understanding of differing cultures and traditions throughout the history of art as art provides clues to every society's inner workings (socially, politically, economically, religiously, etc).
2. To recognize the importance of self-expression and appreciate that art is an essential component of human expression.
3. To appreciate art in terms of its visual aesthetic value.
4. To educate students about what art is and the impact that art and architecture have on our world.
5. To recognize various styles, trends, specific artists and pieces.
6. To write about art analytically, concisely, and proficiently.
7. To connect value and understanding of differing cultures and traditions throughout the history of art as art provides clues to every society's inner workings (socially, politically, economically, religiously, etc).
8. To recognize the importance of self-expression and appreciate that art is an essential component of human expression.
9. To educate students about what art is and the impact that art and architecture have on our world.
10. To recognize various styles, trends, specific artists and pieces.
11. To write about art analytically, concisely, and proficiently.
12. To learn about the creation as well as the inspiration for art.

CCCS Addressed

Content Standards met by this course will Fine Arts as well as many other subject matters.

Fine Arts

Art: 1.1 (Aesthetics) All students will acquire knowledge and skills that increase aesthetic awareness in visual art.

Art: 1.2 (Creation) All students will refine perceptual, intellectual, physical, and technical skills through creating visual art.

Art: 1.3 (Elements and Principles) All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.

Art: 1.4 (Critique) All students will demonstrate knowledge of the process of critique.

Art 1.5 (History/Culture) All students will identify the various historical, social, and cultural influences and traditions that have generated artistic accomplishments throughout the ages and continue to shape contemporary arts.

This course also addresses the following CCCS objectives in these subject areas:

Writing- 3.1 Reading, 3.2 Writing, 3.3 Speaking, 3.4 Listening, 3.5 Viewing and Media Literacy

History- 6.1 Social Studies Skills, 6.3 World History, 6.6 Geography

World Languages- 7.2 Culture

Technology- 8.1 Computer and Information Literacy

Life Skills- 9.2 Character Development and Ethics

Units of Study:

Unit 1 – Intro to Art History and What is Art? – 2 weeks

Goals: After completing the summer work, we will explore vocabulary, the process of the critique, and the concept of art presented in the introduction to John Canaday's book, What is Art?

Objectives:

1. discuss the merits and concepts addressed in the reading
2. critique the painting "I and the Village," by Marc Chagall
3. discuss the influences of Russia, Judaism, history and symbols in regards to this piece.
4. show examples of art throughout the ages
5. determine how every genre in art reflects society and culture
6. identify characteristics and elements of art
7. connect historical context and meaning
8. express opinions and facts through written and verbal means
9. acquire and use an extensive vocabulary of art terms

Unit 2 – Paleolithic and Neolithic – 1 week

Goals: facilitate informed and pertinent analysis of the art and architecture of this time

Objectives:

1. show examples of art and/or architecture Paleolithic and Neolithic times;
2. point out and demonstrate specific characteristics used in each genre;
3. facilitate informed and pertinent analysis of art and architecture;
4. identify distinguishing characteristics of each movement in art;
5. determine how every genre in art reflects society and culture;
6. facilitate informed and pertinent analysis of art;

Image List
Prehistoric:

1. *Chauvet Cave Art* – France - 30,000 BCE
2. *Mammoth Bone Shelter* – Ukraine – 30,000 BCE
3. *Lascaux Cave Paintings* – France - 13,500BCE
4. *Altamira Cave Paintings* – Spain –
5. *Bison* – France – 13,000 BCE
6. *Venus of Willendorf* – Austria – 24,000 BCE
7. *Skara Brae* – Scotland – 2200 - 3200 BCE
8. *Stonehenge* – England – 3200 BCE
9. *Ubirr Ancient Rock Painting* – Australia – 40,000 BCE - present
10. *Jiahu Flutes* – China – 7000-5700 BCE
11. *Anasazi Handprints* – N. America – 1500 BCE
12. *Cosquer handprints* – Spain – 13,000 BCE

Unit 3 – Mesopotamian, Iron Age and Bronze Age– 1 week

Goals: facilitate informed and pertinent analysis of the art and architecture of this time

Objectives:

1. show examples of art and/or architecture;
2. point out and demonstrate specific characteristics used in each genre;
3. facilitate informed and pertinent analysis of art and architecture;
4. identify distinguishing characteristics of each movement in art;
5. determine how every genre in art reflects society and culture;
6. facilitate informed and pertinent analysis of art;

Image List
Mesopotamia:

1. [*Statues found at the Abu Temple in Tell Asmar*](#) - c. 2700 BCE
2. [*Ziggurat at Ur*](#), 2100 BCE
3. [*Document Consisting of Ideograms*](#), late 4th-early 3rd [millennium](#) BCE
4. [*Winged Assyrian Bull*](#), c.721-705 BCE
5. [*Head of a Woman*](#), late 8th century BCE
6. [*Human-headed winged lion \(lamassu\)*](#), 883–859 B.C.

Unit 4 – Aegean, and Etruscan – 1 week

Goals: facilitate informed and pertinent analysis of the art and architecture of this time

Objectives:

1. show examples of art and/or architecture;
2. point out and demonstrate specific characteristics used in each genre;

3. facilitate informed and pertinent analysis of art and architecture;
4. identify distinguishing characteristics of each movement in art;
5. determine how every genre in art reflects society and culture;
6. facilitate informed and pertinent analysis of art

Image List

Early Greek Art:

1. *Cycladic Seated Harp Player* – 2800-2700 BCE
2. *Cycladic women figurines* 3200-200 BCE
3. *Cycladic Pottery* – 2500 – 2200 BCE
4. *Minoan Pottery Pyxis*, ca. 1400–1100 B.C
5. *Minoan Fresco The Fisherboy*, 1600-1400BCE
6. *Minoan, Metalwork, pendent with bees*,
7. 1800-1700 BCE
8. *Lion's Gate Fortress* – 1600 – 1100 BCE
9. *Ivory pyxis (jewel box) from a tomb at Thebes*,
Mycenaean period, 13th century BC
10. *Mask of Agamemnon, Mycenaean golden death mask 1350 B.C.*

Ancient Roman/Etruscan:

1. *Amphora*, 600BCE
2. *Etruscan Kalpis*, 6th century BCE
3. *Askos*, 4th century BCE
4. *Gorgon Antefix*, 6th BCE
5. *Sarcophagus of the Married Couple from the Bandataccia*, Cerveteri, 6th century BCE
6. *Canopic Urn*, Terracotta Ossuary, 7th century BCE
7. *Tomb of Hunting and Fishing*, 510 BCE
8. *Tomb of The Baron*, 510 BCE
9. *Statuette of a Woman*, 2nd century BCE
10. *Chimera of Arezzo*, 4th century
11. *She-Wolf/Capitoline Wolf*, bronze, c.500 BCE
12. *Arch of Constantine*, Rome, 313-315 CE
13. *Christ as Good Shepard*, mosaic, c.425-450 CE
14. *Miracle of the Loaves and Fishes*, mosaic, c.504 CE
15. *Old St. Peter's Basilica*, Rome, 320-327CE
16. *Sarcophagus of Archbishop Theodore*, 6th century CE
17. *Hagia Sophia*, 532 CE
18. *Emperor Justinian and Attendants*, mosaic, 540-547 CE
19. *Ivory Diptych of the [Nicomachi-Symmachi](#)*, 387-402

Unit 5 - Classical Greek and Roman – 1 week

Goals: facilitate informed and pertinent analysis of the art and architecture of this time

Objectives:

1. show examples of art and/or architecture;
2. point out and demonstrate specific characteristics used in each genre;
3. facilitate informed and pertinent analysis of art and architecture;

4. identify distinguishing characteristics of each movement in art;
5. determine how every genre in art reflects society and culture;
6. facilitate informed and pertinent analysis of art

Image List

Classical Greek and Roman:

1. *Kouros*, c. 540 BCE
2. *Zeus*, c. 460-450 BCE
3. *Poseidon of Melos*, c. 140BCE
4. *Parthenon*
5. *Temple of Poseidon*, 450BCE
6. *Limestone Sarcophagus*, c. 425BCE
7. *Terracotta Krater*, c. 750-735 BCE
8. *Terracotta Lekythos*, c. 550-530 BCE
9. *Grave Marker of Youth and Little Girl with Sphinx Capital*, c. 530 BCE
10. *Woman with Outstretched Hands*, *Bronze Hydria*, mid 5th century
11. *Marble Grave Stele of a Little Girl*, c. 450-440 BCE
12. *Winged Victory*, c. 190 BCE
13. *Venus de Milo*, 130-120 BCE
14. *Discus Thrower*, marble Roman copy 450 BCE
15. *Silver Scyphi with Relief*, Roman c. late 1st century BCE- early 1st century CE
16. *Bronze portrait statue of boy*, c. late 1st century BCE- early 1st century CE
17. *Terracotta column-krater*, c. 360-350 BCE
18. *Marble Dionysian Sarcophagus*, Roman

Unit 6 – Medieval, Christian and Byzantine – 2 weeks

Goals: facilitate informed and pertinent analysis of the art and architecture of this time

Objectives:

1. show examples of art and/or architecture;
2. point out and demonstrate specific characteristics used in each genre;
3. facilitate informed and pertinent analysis of art and architecture;
4. identify distinguishing characteristics of each movement in art;
5. determine how every genre in art reflects society and culture;
6. facilitate informed and pertinent analysis of art

Artist/Image List

Medieval, Christian and Byzantine:

1. *The Intercession of Christ and the Virgin*, Italy, early 15th century
2. *Plaque with Angus Dei on a Cross between Emblems of the Four Evangelists*, Italy, 975-1000
3. *Coronation of the Virgin*, Paolo Veneziano, Italy, 1324
4. *The Calling of the Apostles Andrew and Peter*, Duccio di Buoninsegna, Italy, 1308/1311
5. *Doorway from Moutiers-Saint Jean*, France, c.1250
6. *September from the Book of Hours*, the Limbourg Brothers for the Duc du Berry, France, c. 1415
7. *Diptych with Coronation of the Virgin and the Last Judgement*, France, c. 1260-1270
8. *Fragment of a Tapestry or Wall Hanging*, German, c.1420-1430

9. *The Unicorn in Captivity*, South Netherlandish, 1465-1505
10. *Martyrdom of Saint Lawrence*, England, c. 1175-1180
11. *Swords with Three Mounts*, Celtic, mid 1st century
12. *Book of Kells*, Celtic, 800
13. *Lion From a Frieze*, Spanish, c. 1200
14. *The Personification of Ktisis*, Byzantine, early 6th century
15. *The "Antioch Chalice"*, Byzantine, early 6th century
16. *Diptych of the Consul Justinian*, Byzantine, 521
17. *Notre Dame*, Paris, 1163-1250
18. *Church of San Vitale*, Ravenna, 530-547
19. St. Basil's Cathedral, Moscow, 1554-1560
20. *Rouen Cathedral*, France, 1063

Unit 7 – Renaissance – 2 weeks

Goals: facilitate informed and pertinent analysis of the art and architecture of this time

Objectives:

1. show examples of art and/or architecture;
2. point out and demonstrate specific characteristics used in each genre;
3. facilitate informed and pertinent analysis of art and architecture;
4. identify distinguishing characteristics of each movement in art;
5. determine how every genre in art reflects society and culture;
6. facilitate informed and pertinent analysis of art

Artist/Image List

Italian Renaissance:

1. *Pieta*, Michelangelo,
2. Campanile Tower of the Duomo, Giotto
3. Last Judgement, fresco, Giotto, 1306
4. Perspective Study of A Chalice, pen and ink, Paolo Uccello 1397- 1475
5. David, Donatello, 1440
6. St. John the Evangelist, Donatello, 1410- 11
7. The Lamentation over the Dead Christ, Andrea Mantegna, 1490
8. Oculus of the Camera Picta, Andrea Mantegna, 1473
9. Coronation of the Virgin, Domenico Ghirlandaio, 1486
10. Head of a Girl, Verrochio,
11. Tobias and the Angel, Verrocchio, 1470-80
12. Head of the Baptist, Giovanni Bellini, 1464-68
13. Sacred Conversation, Bellini, 1490
14. Primavera, Sandro Botticelli, 1482
15. the Birth of Venus, Botticelli, 1485
16. Vitruvian Man, Leonardo da Vinci, 1492
17. The last Supper, da Vinci, 1495-98
18. Mona Lisa, da Vinci, 1503-06
19. School of Athens, Raphael, 1509-11
20. St. Sebastian, Raphael, 1502-03
21. Poetry (ceiling tondo- fresco), Raphael, 1509-11
22. David, Michelangelo, 1501
23. Sistine Chapel fresco - Creation of Adam, Michelangelo, 1510

24. Duomo of Florence, Brunelleschi, 1420-36
25. Bacchus and Ariande, Titian, 1523-24
26. Sacred and Profane Love, Titian, 1514
27. Death of the Virgin, Caravaggio,
28. Amor Victorious, Caravaggio, 1602-03
29. David, Caravaggio, 1609-10

Northern Renaissance:

1. Portrait of Giovanni Arnolfini and his Wife, Jan van Eyck, 1434
2. Man in Turban, van Eyck, 1433
3. Tower of Babel, Pieter Bruegel the Elder, 1563
4. Children's Games, Pieter Bruegel the Elder, 1559-60
5. Netherlandish Proverbs, Pieter Bruegel the Elder, 1559
6. Rhinoceros, Albrecht Durer, 1515
7. The Adoration of the Magi, Durer
8. Adam and Eve, Durer, 1504
9. Rabbit, Durer, 1502
10. The Draughtsman and the Lute, Durer, 1525
11. Death and the Miser, Hieronymous Bosch, 1490
12. The Extraction of the Stone of Madness, Bosch, 1475-80
13. Henry VIII, Hans Holbein the Younger, 1537
14. The Ambassadors, Holbein the Younger, 1533
15. The Dance of Death, Holbein the Younger, c. 1500

Unit 7 – Mannerism, Baroque and Rococo – 2 weeks

Goals: facilitate informed and pertinent analysis of the art and architecture of this time

Objectives:

1. show examples of art and/or architecture;
2. point out and demonstrate specific characteristics used in each genre;
3. facilitate informed and pertinent analysis of art and architecture;
4. identify distinguishing characteristics of each movement in art;
5. determine how every genre in art reflects society and culture;
6. facilitate informed and pertinent analysis of art

Artist/Image List

Mannerism:

Baroque and Rococo:

1. The Calling of St. Matthew, Caravaggio, 1599-1602
2. Judith and the Maid Servant with the Head of Holofernes, Artemisia Gentileschi, 1625
3. The Flight into Egypt, Annibale Carracci, 1603
4. Banquet with a Gladiatorial Contest, 1637-38, Giovanni Lanfranco
5. Francesco Borromini, Quatro Fontane 1665-67
6. The Ecstasy of St. Theresa, Gianlorenzo Bernini, 1645-52
7. Pope Innocent X, Diego Velazquez, 1650
8. The Maids of Honor, Diego Velazquez, 1656
9. The Adoration of the Shepherds, 1638-39, Francisco Zurbaran
10. The Three Graces, 1636-38, Peter Paul Rubens

11. Christ and Mary Magdalene, 1618, Peter Paul Rubens
12. The Laughing Cavalier, 1624, Frans Hals
13. Boy Playnig a Flute, Judith Leyster, 1630-35
14. Self Portrait, 1659, Rembrandt
15. Aristotle with a Bust of Homer, 1653 Rembrandt
16. Girl with a Pearl Earring, 1665 Jan Vermeer
17. The Adoration of the Golden Calf, c.1634, Nicolas Poussin
18. Still-Life with Bouquet of Flowers and Plums, Rachel Ruysch
19. The Fortune Tellers, 1710, Jean Antoine Watteau
20. The Stolen Kiss, Fragonard
21. The Swing, Fragonard
22. Portrait of a Lady in Blue, late 1770s, Thomas Gainsborough
23. Marital Concord, 1734, fresco, Vicenza Giovanni Battista Tiepolo
24. Entrance to the Grand Canal from the Piazzetta, 1727, Canaletto

Unit 8 – Neoclassicism and Romanticism – 1 week

Goals: facilitate informed and pertinent analysis of the art and architecture of this time

Objectives:

1. show examples of art and/or architecture;
2. point out and demonstrate specific characteristics used in each genre;
3. facilitate informed and pertinent analysis of art and architecture;
4. identify distinguishing characteristics of each movement in art;
5. determine how every genre in art reflects society and culture;
6. facilitate informed and pertinent analysis of art

Artist/Image List

Neoclassicism and Romanticism:

1. Boy with a Squirrel, 1765, John Singleton Copley
2. Paul Revere, 1768-70, John Singleton Copley
3. Napoleon in His Study, 1812, Jacques Louis David
4. [The Death of Socrates](#), 1787, Jacques Louis David
5. The Death of Marat, 1793, Jacques Louis David
6. [Apollo Crowning Himself](#), 1781, Antonio Canova
7. [Cupid and Psyche](#), 1796, Antonio Canova
8. Grande Odalisque, 1814, Jean-Auguste-Dominique Ingres
9. The Apotheosis of Homer, 1827, Jean-Auguste-Dominique Ingres
10. [Saturn Devouring one of his Sons](#), Francisco Goya
11. *The Third of May*, 1808 Francisco Goya
12. Madwoman, 1822, Theodore Gericault
13. Liberty Leading the People, 1830, Eugene Delacroix
14. The Fanatics of Tangier, 1837-88, Eugene Delacroix
15. The Third-Class Carriage, Honore Daumier
16. Advice to a Young Artist, after 1860, Honore Daumier
17. *The Walk to Work*, 1851, Jean Francois Millet
18. Self Portrait, William Blake
19. God as an Architect, illustration from *The Ancient of Days*, 1794, William Blake
20. The Haywain, 1821, John Constable

21. *The Fighting "Temeraire" tugged to her last berth to be broken up*, 1838, Joseph Mallard William Turner
22. *Fur Traders Descending the Missouri*, 1845, George Caleb Bingham

Unit 9 – Realism – 1 week

Goals: facilitate informed and pertinent analysis of the art and architecture of this time

Objectives:

1. show examples of art and/or architecture;
2. point out and demonstrate specific characteristics used in each genre;
3. facilitate informed and pertinent analysis of art and architecture;
4. identify distinguishing characteristics of each movement in art;
5. determine how every genre in art reflects society and culture;
6. facilitate informed and pertinent analysis of art

Artists/Image List

Realism:

1. *The Awakening Conscience*. 1853 William Holman Hunt
2. *Beata Beatrix*, 1863, Dante Gabriel Rossetti
3. *Ecce Ancilla Domini (The Annunciation)*, 1850 Dante Gabriel Rossetti
4. *The Lady of Shalot*, c.1888, JW Waterhouse
5. *The Siren*, c.1900, JW Waterhouse
6. *Symphony in White Number 1: The White Girl*, 1862, James Abbott McNeil Whistler
7. *Arrangement in Grey and Black: Portrait of the Artist's Mother*, 1871 James Abbott McNeil Whistler
8. *Niagara Falls* 1885, Georges Inness
9. *The Biglin Brothers Turning the Stake*, 1873 Thomas Eakins
10. *The Gross Clinic*, 1875 Thomas Eakins
11. *Snap the Whip*, 1872, Winslow Homer
12. *The Gulf Stream*, 1899, Winslow Homer
13. *Nassau, Bahamas*, 1898/99, Winslow Homer
14. *The Banjo Lesson*, 1893, Henry Ossawa Tanner
15. *The Gates of Hell*, 1880-1917 Auguste Rodin
16. *The Burghers of Calais*, 1884-86 Auguste Rodin

Unit 10 – American Art – 2 weeks

Goals: facilitate informed and pertinent analysis of the art and architecture of this time

Objectives:

1. show examples of art and/or architecture;
2. point out and demonstrate specific characteristics used in each genre;
3. facilitate informed and pertinent analysis of art and architecture;
4. identify distinguishing characteristics of each movement in art;

5. determine how every genre in art reflects society and culture;
6. facilitate informed and pertinent analysis of art

Artist/Image List –
American Art:

1. Limners
2. *The Oxbow* - Thomas Cole
3. *Beeches* - Asher B Durand
4. *Niagra Falls* - Albert Bierstadt
5. *The Gross Clinic* - Thomas Eakins
6. *Early Sunday Morning* - Edward Hopper
7. *American Gothic* - Grant Wood
8. *Stag at Shrakys* - Georges Bellows
9. *New York In Transit* - Jacob Lawrence
10. *Jimson Weed* - Georgia O'Keeffe
11. *Hairdresser's Window* - John Sloan
12. *Self Portrait in the Green Bugatti* - Tamara de Lempicka
13. *The Block* - Romare Bearden
14. *The Flag is Bleeding #2* - Faith Ringgold

Unit 11 –Impressionism and Post Impressionism – 2 weeks

Goals: facilitate informed and pertinent analysis of the art and architecture of this time

Objectives:

1. show examples of art and/or architecture;
2. point out and demonstrate specific characteristics used in each genre;
3. facilitate informed and pertinent analysis of art and architecture;
4. identify distinguishing characteristics of each movement in art;
5. determine how every genre in art reflects society and culture;
6. facilitate informed and pertinent analysis of art

Artist/Image List

Impressionism:

1. *Waterlilies, Green Reflection, Left Part*, 1916-1923; Claude Monet
2. *Rouen Cathedral: Full Sunlight*, 1894, Claude Monet
3. *Ballet Rehearsal on Stage*, 1874, Edgar Degas
4. *Portrait of Mary Cassatt*, 1880-84, Edgar Degas
5. *Mother About to Wash Her Sleepy Child*, 1880, Mary Cassatt
6. *At the Opera*, 1880 Mary Cassatt
7. *The Luncheon of the Boating Party*, 1881, Auguste Renoir
8. *The Fifer*, 1866, Eduard Manet
9. *Bar at the Folies-Bergère*, 1882, Eduard Manet
10. *The Painter's Studio; A Real Allegory*, 1855, Gustave Courbet

11. *Boulevard Montmartre*, 1897 Camille Pissarro

Post Impressionism:

1. *Sunday Afternoon on La GrandeJatte*, 1884-86, George Seurat
2. *Mont Sainte-Victoire Seen from Les Lauves* 1904-06, Paul Cezanne
3. *Onions and Bottle*, 1895-1900, Paul Cezanne
4. *Starry Night*, 1889, Vincent van Gogh
5. *Café Terrace at Night*, 1888, van Gogh
6. *Self Portrait with Bandaged Ear*, 1889, Vincent van Gogh
7. *Moulin Rouge - La Goulue*, 1891, Poster, Henri Toulouse Lautrec
8. *La Goulue arriving at the Moulin Rouge*, 1892, Henri Toulouse Lautrec
9. *Arearea (Joyousness)*, 1892, Paul Gauguin

Unit 12 –Symbolism and Art Nouveau– 1 week

Goals: Facilitate informed and pertinent analysis of the art and architecture of this time

Objectives:

1. show examples of art and/or architecture;
2. point out and demonstrate specific characteristics used in each genre;
3. facilitate informed and pertinent analysis of art and architecture;
4. identify distinguishing characteristics of each movement in art;
5. determine how every genre in art reflects society and culture;
6. facilitate informed and pertinent analysis of art

Artist/Image List

Symbolism:

1. *Cyclops* - Odilon Redon
2. Henri Rousseau
3. *The Scream* - Edvard Munch
4. Antoni Gaudi

Art Nouveau:

1. Morris Louis
2. Louis Comfort Tiffany
3. *The Kiss* - Gustav Klimt
4. Aubrey Beardsley

Unit 13 –Modern Art - 5 weeks

Goals: Facilitate informed and pertinent analysis of the art and architecture of this time

Objectives:

1. show examples of art and/or architecture;

2. point out and demonstrate specific characteristics used in each genre;
3. facilitate informed and pertinent analysis of art and architecture;
4. identify distinguishing characteristics of each movement in art;
5. determine how every genre in art reflects society and culture;
7. facilitate informed and pertinent analysis of art

Artist List

Fauvism:

1. Henri Matisse
2. Andre Derain
3. Georges Renault

Cubism:

1. Juan Gris
2. Georges Braque
3. Pablo Picasso

Fantasy/Surrealism:

1. Marc Chagall
2. Salvador Dali
3. Rene Magritte
4. Giogio De Chirico
5. Max Ernst
6. Frida Kahlo
7. Paul Klee
8. Joan Miro

Dadaism:

1. Jean Arp
2. Marcel Duchamp
3. Man ray
4. Otto Dix
5. George Grosz

Expressionism:

1. Ernst Ludwig Kirchner
2. Kathe Kollwitz
3. Wassily Kandinsky
4. Franz Marc
5. Max Beckmann
6. Arthur Dove
7. Edvard Munch
8. Emil Nolde
9. Georges Rouault
10. Marsden Hartley
11. Egon Schiele
12. Amedeo Modigliani
13. Ernst Ludwig Kirchner

Abstract Expressionism:

1. Jackson Pollock
2. Lee Krasner
3. Willem DeKooning
4. Adolph Gottlieb
5. Arshile Gorky
6. Jean Dubuffet

7. Francis Bacon
8. Hans Hoffman
9. Mark Tobey
10. Franz Kline
11. Barnett Newman
12. Clyfford Still

Pop Art:

1. Roy Lichtenstein
2. Andy Warhol
3. Jasper Johns
4. Wayne Thiebaud
5. George Segal
6. Robert Rauschenberg
7. Claes Oldenburg

Abstraction:

1. Wassily Kandinsky
2. Piet Mondrian
3. Richard Diebenkorn
4. Fernand Leger
5. Charles Demuth
6. Joseph Stella
7. Piet Mondrian

Futurism:

1. Umberto Boccioni
2. Marcel Duchamp

Color Field:

1. Josef Albers
2. Morris Louis
3. Helen Frankenthaler
4. Mark Rothko
5. Ellsworth Kelly
6. Frank Stella

Op Art:

1. Bridget Riley
2. Richard Anuszkiewicz

Photo Realism:

1. Richard Estes
2. Don Eddy
3. Audrey Flack

Neo Expressionism:

1. Anselm Keifer
2. Francisco Clemente
3. Mondrian, Susan Rothberg, 1983-84

Earth Art:

1. Christo
2. Robert Smithson

Unit 14 –Modern Art - Photos, Architecture and Sculpture- 2 weeks

Goals: facilitate informed and pertinent analysis of the art and architecture of this time

Objectives:

1. show examples of art and/or architecture;
2. point out and demonstrate specific characteristics used in each genre;
3. facilitate informed and pertinent analysis of art and architecture;
4. identify distinguishing characteristics of each movement in art;
5. determine how every genre in art reflects society and culture;
6. facilitate informed and pertinent analysis of art

Artist/Image List

Photographic Art:

1. Alfred Steiglitz
2. Dorothea Lange
3. Robert Doisneau
4. Henri Cartier Brennonson
5. Edward Weston
6. Ansel Adams
7. Man Ray
8. *Tomoko and her Bath*, W. Eugene Smith, 1971
9. David Hockney

20th century sculpture:

1. Constantin Brancusi
2. Marcel DuChamp
3. Meret Oppenheim
4. Alexander Calder
5. Alberta Giacometti
6. Henry moore
7. David Smith
8. Donal Judd
9. Martin Puyear
10. Claus Oldenberg
11. Louise Nevelson
12. George Segal
13. Edwad Keinholz

20th Century Architecture:

1. Frank Lloyd Wright
2. Walter Gropius
3. Ludwig Mies van der Rohe
4. Le Courbusier
5. Erich Mendelsohn
6. *Habitat*, Motreal, Moshe Safdie, 1967
7. Michael Graves

Unit 15 – Women in Art - 2 week

Goals: facilitate informed and pertinent analysis of the art and architecture of this time

Objectives:

1. show examples of art and/or architecture;
2. point out and demonstrate specific characteristics used in each genre;
3. facilitate informed and pertinent analysis of art and architecture;
4. identify distinguishing characteristics of each movement in art;
5. determine how every genre in art reflects society and culture;
6. facilitate informed and pertinent analysis of art

Artist/Image List

Women in Art:

1. Georgia O'Keeffe
2. Faith Ringgold
3. Kathe Kollwitz
4. Mary Cassatt
5. Lee Krasner
6. Helen Frankenthaler
7. Louise Nevelson

Unit 16 – Non-Western Art- 3 weeks

Goals: facilitate informed and pertinent analysis of the art and architecture of this time

Objectives:

1. show examples of art and/or architecture;
2. point out and demonstrate specific characteristics used in each genre;
3. facilitate informed and pertinent analysis of art and architecture;
4. identify distinguishing characteristics of each movement in art;
5. determine how every genre in art reflects society and culture;
6. facilitate informed and pertinent analysis of art

Culture List

Non-Western Art:

1. South Pacific Islands
2. Egyptian
3. South America
4. Native North America
5. Inuit
6. Indian
7. Chinese/Japanese
8. African
9. Australian

Unit 17 – The Social and Political Impact in and of Art

Goals: facilitate informed and pertinent analysis of the art and architecture of this time

Objectives:

1. show examples of art and/or architecture;
2. point out and demonstrate specific characteristics used in each genre;
3. facilitate informed and pertinent analysis of art and architecture;
4. identify distinguishing characteristics of each movement in art;
5. determine how every genre in art reflects society and culture;
6. facilitate informed and pertinent analysis of art

Social/Political Art:

1. Jacques Louis David – Death of Marat
2. Pablo Picasso – Guernica
3. Dorothea Lange - Migrant Mother
4. Andy Warhol – Brillo Box

Time will also be reserved for testing, class critiques, and student presentations.

Implementation of Technology:

Depending on the unit of study, one or more of these technologies will be implemented:

Creative Presentations

Power Point Presentations

Web Quests

Virtual Museum Visits

Slide Recognition

Unit Goals and Objectives:

For each unit of study the teacher will:

1. show examples of art, crafts and architecture throughout the ages through slides, prints and museum trips;
2. point out and demonstrate specific characteristics used in each genre;
3. facilitate informed and pertinent analysis of art and architecture;
4. identify distinguishing characteristics of each movement in art;
5. determine how every genre in art reflects society and culture;
6. facilitate informed and pertinent analysis of art;
7. assess student learning through a wide variety of effective traditional and creative means*
8. create and facilitate differing research projects

For each topic of study the student will:

1. identify characteristics and elements of art;
2. distinguish differences and similarities;
3. classify types, genres, movements and styles;
4. connect historical context and meaning;
5. express opinions and facts through written and verbal means;
6. assess and information about each movement in the history of art and architecture.

Note: The topics described here will be taught throughout the school year in conjunction with each other as is deemed appropriate by the teacher.

***Instructional and Assessment techniques will include but are not limited to:**

Expert Groups

ABC Project

Research Papers

Power Point Presentations

Photo Story Presentations

Oral/Creative Presentations

Essays

Written Critiques

Verbal Critiques

Group Work

Annotated Bibliography

Writing summaries

Prediction Critiques

Family Meetings

Slide Recognition

Traditional Lecture

Class Discussion

Brainstorming

Cooperative Learning

Think, Pair and Share

Web Quests

Virtual Museum Visits

Other Requirements

1. Students will be able to analyze the strengths and weaknesses of each medium.
2. Students will understand and be able to explain the "Creative Process" as it relates to each genre.
3. Students will develop appropriate work habits for each project and adjust to the daily routine and classroom environment.
4. Students needing additional help are expected to request time to meet with the teacher and work independently.
5. Students will be expected to acquire and use an extensive vocabulary of art terms.
6. Students will be expected to attend and participate in all class trips which accompany many of the units of study.

List of the Units of Study:

Prehistoric Art:

- Paleolithic
- Neolithic

Ancient Civilizations/Non Western Art:

- Pre Columbian
- Oceanic
- Native North American
- Native South American
- African
- Indian
- Far Eastern Art
- Near Eastern Art
- Egyptian
- Mesopotamian

Greek and Roman:

- Cycladic
- Minoan
- Mycenaean
- Etruscan
- Bronze Age
- Iron Age
- Greek
- Roman

Christian and Byzantine:

- Early Christian
- Byzantine
- Medieval
- Gothic
- Romanesque

Renaissance:

- Italian Renaissance
- Spanish Renaissance
- Northern Renaissance
- Mannerism

Baroque and Rococo:

- Baroque
- Rococo

Birth of Modern Art:

- Neoclassicism
- Romanticism
- Pre Raphaelites
- Realism
- Impressionism
- Fauvism
- Expressionism
- Art Nouveau
- Symbolism
- Cubism

American Art:

- Ash Can
- Hudson River School
- American Regionalists
- American Scene
- Art Deco

Modern/Contemporary Art:

- Abstraction
- Surrealism
- Dada
- Futurism
- Abstract Expressionism
- Op Art
- Pop Art
- Action painting
- Minimalism
- Photo-Realism
- Color Field
- Fantasy
- Bauhaus
- Land Art
- Graffiti
- Installation Art

Women in Art

- Georgia O'Keefe
- Faith Ringgold
- Kathe Kollwitz
- Mary Cassatt
- Lee Krasner
- Helen Frankenthaler
- Louise Nevelson

continued...

Non-Western Art

- South Pacific
- Egyptian
- South American
- North American
- Inuit
- Indian
- Chinese
- Japanese
- African
- Australian

Social/Political Contexts for Art

- Jacques Louis David – *Death of Marat*
- Pablo Picasso – *Guernica*
- Dorothea Lange – *Migrant Mother*
- Andy Warhol – *Marilyn Monroe*

Bibliography

Art Department Library Reference List:

Books:

- American Visions - Hughes
- History of Art - Jannsen
- Art History - Stokstad
- Art Through the Ages - Gardner
- Modern Art - Hunter
- Art In Our Times – Abrams
- Women Artists – Heller
- The Annotated Mona Lisa – Strickland
- Art Beyond the West – O’Riley
- World Views – Adams
- What is Art? – Canaday
- The Nystrom Desk Atlas
- A History of Western Society – McKay
- A Biographical Dictionary of Art and Artists – Gowing
- The Annotated Arch – Strickland
- 50 Artists you Should Know - Koster

Videos:

- Chuck Close
- Leonardo da Vinci
- American Visions
- The Frescoes of Diego Rivera
- Masters of Illusion
- The Definitive Dali
- Jacob Lawrence: An Intimate Portrait
- Van Gogh: A Museum for Vincent
- Elements of Design
- Seurat
- Cubism and Non-Objective Art
- Fauvism and Expressionism
- Neoclassicism and Romanticism
- Impressionism and Post-Impressionism

Web Resources:

[The Art Gallery of New South Wales](#)
[National Gallery of Australia](#)
[Shanghai Science & Technology Museum](#)
[National Gallery in Prague](#)
[National Museum](#) – Czech Republic
[Louisiana Museum of Modern Art](#) – Denmark
[Château de Versailles](#) – France
[The Louvre](#)
[Musée Rodin](#)
[Greenland National Museum & Archives](#) – Greenland
[National Gallery of Iceland](#)
[National Rail Museum](#) – India
[National Gallery of Ireland](#)
[National Museum of Ireland](#)
[Rembrandt House Museum](#) – Netherlands
[Van Gogh Museum](#)
[Munch Museum](#) – Norway
[Anasazi Heritage Center](#) - US
[Andy Warhol Museum](#)
[Art Institute of Chicago](#)
[Berkeley Art Museum + Pacific Film Archive](#)
[Birmingham Museum of Art](#)
[Brooklyn Museum of Art](#)
[Cleveland Museum of Art](#)
[Fine Arts Museums of San Francisco](#)
[Metropolitan Museum of Art](#)
[Milwaukee Art Museum](#)
[MoMA, Museum of Modern Art](#)
[Museum of Contemporary Art](#)
[Museum of Fine Arts](#)
[National Gallery of Art](#)
[Newark Museum](#)
[Newseum](#)
[Philadelphia Museum of Art](#)
Uffizi - Italy
Vatican Museum - Rome
The Academia – Florence
National Museum in Naples

Other art resources on-line:

www.artcyclopedia.com
[Art Renewal Center](#)
[Artchive](#)
[Artonline](#)

[CGFA](#)
[ImageNETion](#)
[insecula.com](#)
[Rasiel's Wallpapers](#)
[The Athenaeum](#)
[WebMuseum](#)
[Wikimedia Commons Image Database](#)
[Olga's Gallery](#)
[Humanities Web](#)
[ArtLex](#)
[WWW Virtual Library --Museums](#)
[Art History Resources on the Web](#)
[Art Daily](#)
[Mother of All Art History Links Pages](#)
[ArtMuseum.net](#)
[Musee du Louvre](#)

Web Page Address:

http://www.hpregonal.org/departments/fine_arts/lhodgins/hodginswebpage.html

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