

Visual Art History: Ninth - Twelfth Grades

Standards, Learning Expectations, and Performance Indicators

Course Description:

Students in high school art history courses will examine the principal periods of art history around the globe and the artists most closely associated with each. They will explore the styles and techniques of artists, the role of symbols in art, and the use of art elements and principles of design to develop skills for viewing and discussing works of art. Students will apply the steps of art criticism in the investigation of how artists, art historians and art critics view changes in artwork over time. Students will utilize basic art vocabulary and analytical and critical thought processes to respond to artworks and infer meanings based on the many contexts of art.

Content Standard 1.0: Media, Techniques, and Processes

Students will understand and apply media, techniques, and processes.

Learning Expectations:

The student will:

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

Performance Indicators:

At Level 1, the student is able to

- identify different types of media, techniques, and processes used to create various art forms;
- identify differences in the use of media by specified artists.

At Level 2, the student is able to

- classify works of art according to media, techniques, and processes used;
- compare and contrast the use of specific techniques in selected works of art.

At Level 3, the student is able to

- analyze different types of media, techniques, and processes used to create works of art;
- research the evolution of media, techniques and processes of an individual artist or art form.

Sample Performance Task:

The student will compare and contrast sculptural processes and techniques. Student should include additive, subtractive, and manipulative. Through research identify one artist that used each method. Teacher will assess the accuracy and clarity of information.

Integration/Linkages:

History, Current Events, Science, Health and Safety, Design Technology, Careers, Research and Writing, Mathematics, Ethics, Legal Issues.

Content Standard 2.0: Structures and Functions

Students will use knowledge of both structures and functions.

Learning Expectations:

The student will:

- 2.1 Demonstrate an understanding of art elements and principles of design.
- 2.2 Investigate how the function and the materials of a form influence its structure, shape or appearance.
- 2.3 Evaluate the function of artworks as to utilitarian or intrinsic purposes.

Performance Indicators:

At Level 1, the student is able to

- identify ways in which the visual components of art and design work together in the creation of works of art;
- examine how the function and materials of a specified form affect structure, shape and appearance;
- discuss utilitarian and intrinsic purposes of works of art.

At Level 2, the student is able to

- analyze how visual components of art design are used to create different effects in works of art;
- analyze how the visual components of art and design applied through various media, techniques, and processes produce different effects;
- categorize works of art according to their utilitarian or intrinsic purposes.

At Level 3, the student is able to

- Form and support judgements about the use of the visual components of art and design in works of art;
- Evaluate works of art in terms of the use of the organizational components of art and design, and expressive features;
- Evaluate works of art in terms of their functions and/or purposes.

Sample Performance Task:

Describe the original purpose of a specific artwork, explain why it was created and how it was used. Student will be evaluated on the accuracy of information, method of organization and presentation of material.

Integration/Linkages:

History, Current Events, Science, Health and Safety, Design Technology, Careers, Research and Writing, Mathematics, Critical Thinking.

Content Standard 3.0: Evaluation

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

Learning Expectations:

The student will:

- 3.1 Analyze and interpret symbols and their origins.
- 3.2 Research the choices of subject, themes, and symbols used by artists.

Performance Indicators:

At Level 1, the student is able to

- identify subjects, themes and symbols found in works of art;
- examine possible sources of subjects and ideas for creating works of art in a particular period of art history.

At Level 2, the student is able to

- describe the origin of subjects, symbols, and themes in a variety of artworks;
- explore how the artist's environment is reflected in the choice of his/her subject, themes, and symbols.

At Level 3, the student is able to

- analyze and interpret the development of recurring subjects, themes, and symbols in works of art;
- determine and document possible reasons for a selected artist's use of specific sources.

Sample Performance Task:

After discussing and analyzing historical examples of post-impressionism and expressionism, the students will choose an artist as the subject of their project (i.e. van Gogh, Cezanne, Gauguin, Munch, Kirchner, etc.). Students will research the artist's life, work, and surroundings. The students will write a short paper that focuses on interpreting the artist's use of themes, symbols, and images. The teacher and students will critique the papers in terms of how successfully the student interpreted the chosen themes, symbols and images.

Integration/Linkages:

History, Current Events, Science, Health and Safety, Design Technology, Careers, Research and Writing, Mathematics

Content Standard 4.0: Historical and Cultural Relationships

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

Learning Expectations:

The student will:

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

Performance Indicators:

At Level 1, the student is able to

- identify ways in which history and culture influence the production of art;
- recognize how works of art reflect and influence societies and cultures.

At Level 2, the student is able to

- speculate on how factors of time and place (e.g., climate, resources, ideas, technology) give meaning or function to a work of art;
- determine how the work of a given artist reflects the culture, time and place in which it was produced.

At Level 3, the student is able to

- compare and contrast works of art to determine how they are affected by cultures, times, and places;
- analyze how factors of culture, time, place, and the visual arts affect each other.

Sample Performance Task:

Students will compare and contrast the subject matter and techniques of Monet and van Gogh to Janet Fish. They will concentrate on the relationship of the culture of 19th Century France with that of late 20th century America. Students will work in small groups to research the beginnings of Impressionism as compared to the beginning of the Photo-Realism. They will select two still life paintings that demonstrate the differences of the two places in history and culture. One work will focus on the impressionistic effects of light and the other on a realistic depiction of a still life. The students will verbalize and/or record the understanding gained from their research of the two times and cultures. The teacher and students will evaluate the paintings in terms of how successfully and effectively they depict each particular focus.

Integration/Linkages:

History, Current Events, Science, Health and Safety, Design Technology, Careers, Research and Writing, Mathematics, Ethics, Legal Issues.

Content Standard 5.0: Reflection and Assessment

Students will reflect upon and assess the characteristics and merits of their work and the work of others.

Learning Expectations:

The student will:

- 5.1 Research and critique visual artworks and their meanings by using an art criticism model such as description, analysis, interpretation, and judgement.
- 5.2 Reflect analytically on various interpretations for understanding and evaluating works of visual art.

Performance Indicators:

At Level 1, the student is able to

- understand and apply visual art vocabulary when observing, describing, analyzing, interpreting, and evaluating works of art;
- describe his/her individual response to an artwork.

At Level 2, the student is able to

- compare various artworks and their meanings by using a selected art criticism model;
- compare various interpretations as a means of understanding a work of art.

At Level 3, the student is able to

- critique an artwork (or works) and its meaning by using description, analysis, interpretation, and judgment;
- analyze how various individual responses to the characteristics of a work of art can serve as means for interpreting that work.

Sample Performance Task:

Aesthetic Scanning. Students will view, discuss and debate different opinions and perspectives concerning a particular art piece. After viewing the art reproduction, the students will share their opinions about 1) how the artist employed the elements of art and the principles of design in the work, 2) the message, story, or meaning the students derived from the artwork, and 3) what merit or aesthetic value they would place on the artwork. The students are evaluated based on the use of appropriate vocabulary, active involvement in the sharing of ideas and opinions, and written responses to the questions posed.

Integration/Linkages:

History, Current Events, Science, Health and Safety, Design Technology, Careers, Research and Writing, Mathematics

Content Standard 6.0: Interdisciplinary Connections

Students will make connections between visual arts and other disciplines.

Learning Expectations:

The student will:

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

Performance Indicators:

The student is able to:

At Level 1, the student is able to

- identify commonalities between the visual and performing arts.
- identify commonalities between visual art and another academic area.

At Level 2, the student is able to

- compare and contrast the use of materials, technologies, processes, and terminology in the visual arts with one or more of the performing arts.
- compare and contrast the use of ideas, issues, and themes in the visual arts and another academic area.

At Level 3, the student is able to

- analyze and interpret the use of processes and techniques in visual art and the performing arts.
- analyze and interpret recurring ideas, issues, and themes used in visual art and other academic areas.

Sample Performance Task:

The student will design a chart to link common elements found in visual art and other disciplines. Evaluate the uniqueness of the presentation of material and the accuracy of information.

Integration/Linkages:

History, Current Events, Science, Health and Safety, Design Technology, Careers, Research and Writing, Mathematics.