

Art History I-IV

This course meets general elective credit and does not meet VAPA graduation requirements.

Transcript Category: non “a-g” elective

Recommended Grade Level: 9th, 10th, 11th, or 12th

Prerequisite: None

Length: Semester or year

Course Title and Credit Value

- Art History IA (5 Credits)
- Art History IB (5 Credits)
- Art History IIA (5 Credits)
- Art History IIB (5 Credits)
- Art History IIIA (5 Credits)
- Art History IIIB (5 Credits)
- Art History IVA (5 Credits)
- Art History IVB (5 Credits)

Course Description

This course introduces the student to elements of art and some of the major periods in both Western and Non-Western art history. The course will train the student in formal and visual analysis and guide them in examining works of art within appropriate contextual and cultural frameworks. Student will have opportunities to study works first-hand. At the end of the course, the student will be able to identify and discuss the basic elements of art history.

Suggested Curriculum Options

- [Americana Art Resources](#) (independent study)
- [The Annotated Mona Lisa: A Crash Course in Art History from Prehistoric to Post-Modern](#), by Carol Strickland. Andrews McMeel Publishing, 2nd ed. October, 2007 ISBN-10: 0740768727
- [Art in U.S. History](#) (independent study - 5 kits per semester course)
- [Art in World History](#) (independent study - 5 kits per semester course)

Helpful Resources

- [Art Review & Reflection Essay](#)
- [Art Analysis Worksheet](#)
- [Art History Vocabulary](#)
- [Museum or Gallery Exhibit Review](#)

Course Expectations

1. Student will work in the course a minimum of 60 hours per semester showing academic progress each learning period.
2. Complete all elements of the course as assigned.
3. HST will collect at least one work samples each learning period.

Art History

AMERICANA ART RESOURCES

Course Description

This course surveys Americana, art from the mid through late 20th century and related to the history, geography, folklore and cultural heritage of the United States. Americana art includes, but is not limited to paintings, prints and drawings, license plates or entire vehicles, household objects, tools and weapons, flags, plaques and statues.

Key Assignments

The student will learn about Americana Art through art lessons, museum and gallery visits and/or authentic resources and complete additional independent study activities to meet the required 60 hours of new learning in the course.

Suggested Independent Study Activities:

- Art Lessons in-person or through internet sources such as:
 - [Yellow Spot Sun "Drawing Americana"](#)
- In-person museums or gallery exhibits.
- Online museum and gallery sites exploring Americana:
 - [Smithsonian American Art Museum](#)
 - [Whitney Museum of American Art](#)
 - [Crystal Bridges Museum of American Art](#)
 - [American Folk Art Museum](#)
 - [By, For, And Of the People: Folk Art and Americana in the DAR Museum](#)
 - [Fine Art America: Americana Art](#) (View only; not to purchase. Choose a collection to review.)
- College student artwork displays and exhibits (on-campus).
- Locations involving Americana displays and history such as fairs, automobile shows, small town institutions such as the barber shop, the drug store/soda fountain and ice cream parlor, Disneyland theme park's Main Street, U.S.A, etc.
- Research history and meaning of Americana as nostalgia and write a short report.
- Study a painting and create a free-write or poem that describes the essence of Americana.
- Observe a piece of Americana art and sketch what you see.
- Create your own version of an Americana work of art. This can be a newly created piece of art, painting, drawing, etc. or a rendition of a famous work of art.
- Free Choice: discuss and plan with HST.

Art History

ART IN U.S. HISTORY

Course Description

Art In History creates hands-on kits that include comprehensive lessons and activities. Each unit is developed and unified around a historically significant artifact, time period, or piece of art.

Suggested Independent Study Activities:

[Art in History Curriculum Kits](#) (5 kits per one semester course)

- Teacher's Guide
- Painting project: ceramic replica from time period
- History and maps of the time period
- Research and writing assignment
- All Course Expectations

Choose any (5) time periods below per 5 credit course		
Time Period	Teacher's Guide	Paint Project
15th Century Spain/New World (1484-1504)	Teacher's Guide	Columbus Basin
American Revolution (1763-1788)	Teacher's Guide	Colonial Teapot
Louisiana Purchase (1800-1805)	Teacher's Guide	Early American Sugar Bowl
Westward Expansion (1821-1848)	Teacher's Guide	Caddo Friendship Bowl
U.S. Civil War (1860-1865)	Teacher's Guide	Face Jug
World War I (1914-1919)	Teacher's Guide	Wilson Presidential Plate
Texas Revolution (1803-1845)	Teacher's Guide	Alamo Chocolate Pot
Mission of San Antonio De Valero (1718-1793)	Teacher's Guide	Fresco Tiles
Native American Cultures (1492-Present)	Teacher's Guide	Acoma Pueblo Jar
English Colonial (1650-1800)	Teacher's Guide	Slipware Plate

Course Expectations

1. Student will complete five different time period kits for each 5 credit course.
2. Student will complete all parts of the course as outlined in each Art in History Teacher's Guide.
3. Student will complete the ceramic replica painting project for the corresponding time period.
4. Student will complete one research and writing assignment from the Art in History Teacher's Guide.
5. HST will collect work samples on a monthly basis.

Art History

ART IN WORLD HISTORY

Course Description: Art In History creates hands-on kits that include comprehensive lessons and activities. Each unit is developed and unified around a historically significant artifact, time period, or piece of art.

Curriculum:

[Art in History Curriculum Kits](#) (5 kits per one semester course)

- Teacher's Guide
- Painting project: ceramic replica from time period
- History and maps of the time period
- Research and writing assignment
- All Course Expectations

Choose any (5) time periods below per 5 credit course		
Time Period	Teacher's Guide	Paint Project
Bantu Migration (3000 BC- 1000 AD)	Teacher's Guide	African Kuba Mask
Ancient Egypt (1333- 1324 BC)	Teacher's Guide	King Tutankhamun Tomb Frieze
French Revolution (1769-1821)	Teacher's Guide	Limoges Style Tabatiere
Ancient Greece (900-700 BC)	Teacher's Guide	Drinking Vessel
Italian Renaissance (1300-1600)	Teacher's Guide	Albarelllo/Apothecary Jar
Japan (490-1945)	Teacher's Guide	Ceremonial Tea Bowl
Incan Empire (1200-1533)	Teacher's Guide	Clay Figurine
Mughal Empire India (1494-1707)	Teacher's Guide	Khurja Box
Ming Dynasty China (1368-1644)	Teacher's Guide	Ceramic Pillow
Mongolian Empire (1100-1368)	Teacher's Guide	Kashan Lusterware Bowl
Ottoman Empire (1299-1923)	Teacher's Guide	Iznik Vase
Persian Empire (558-323 BC)	Teacher's Guide	Alexander The Great Krater
Romanov Russia (1894-1917)	Teacher's Guide	Fabergé-style Egg
Tang Dynasty China (618-907)	Teacher's Guide	Rooster Sculpture
Mayan Empire (200 BC-900 AD)	Teacher's Guide	Cooking Pot
Incan Empire (1200-1533)	Teacher's Guide	Food Storage Vessel
Aztec Empire (1200-1521)	Teacher's Guide	Quetzalcoatl Sculpture

Mayan Empire (200 BC-900 AD)	Teacher's Guide	Maize God Sculpture
Indus Valley (2500-1500 BC)	Teacher's Guide	Storage Vessel
Ancient Egypt (1279-1213 BC)	Teacher's Guide	Ramses II Canopic Jars
Ancient Rome (1500 BC-27 AD)	Teacher's Guide (Oil Lamp)	Pottery Jug
Qin Dynasty (221-202 BC)	Teacher's Guide	Terra Cotta Warrior
Middle Eastern Studies (100-Present)	Teacher's Guide	Omani Majmar
WWII - Holocaust "Butterflies of Terezin" Set of (7) kits for a one semester, 5 credit course		
WWII - Holocaust Butterfly (1939-1945)	Teacher's Guide	Chequered Skipper Butterfly
		Green-Veined White
		Small Copper
		Small Tortoiseshell
		Weaver's Fritillary
		Queen of Spain Fritillary
		Amanda's Blue

Course Expectations

1. Student will complete five different time period projects/kits for each 5 credit course.
2. Student will complete all parts of the course as outlined in each Art in History Teacher's Guide.
3. Student will complete the ceramic replica painting project for the corresponding time period.
4. Student will complete a minimum of one research and writing assignment as given in each of the Art in History Teacher's Guide.
5. HST will collect work samples on a monthly basis and upload to student's file.

Art History

ART REVIEW & REFLECTION ESSAY

Intro – 50-70 words

Include a bit of background information on the artist, where and/or under whom the artist studied and other biographical facts about them. Include the historical time period this artist is from. State the name of the piece you are evaluating.

Details – 70-120 words

In a few sentences, describe the overall experience you have after reviewing the piece of art. Then, give an objective description of the art. What was your initial reaction? What would you compare it to? What stood out (Is there something catchy or emotional about the piece?). What do you believe was the emotion of the artist? Did the artist effectively connect with his/her audience? If it applies, has the artist evolved from when you last attended a gallery with the artist's work? Make it interesting! Use exaggerated comparisons, inventive analogies and metaphors to get your point across.

Conclusion – 50-100 words

This is where you wrap it up. Show your attitude towards the art that was displayed. Explain how the music affected *your* feelings and emotions. How did the audience around you react? If you have a different opinion, explain this here. Finish with your recommendations and/or some light comments about whether the exhibit was worth a visit.

Art History

ANALYSIS WORKSHEET

Part I – General Information	
TITLE OF WORK	
ARTIST	
SUBJECT MATTER Who or what is represented in the work of art?	
DATE When was it created? Is it a copy of something older? Was it made before or after other similar works?	
PROVENANCE Where was it made? Was it created for someone or something in particular? Is it typical of the art of a geographical area?	
LOCATION Where is the work of art now? Where was it originally located? Does the viewer look up at it, or down at it?	
TECHNIQUE AND MEDIUM What materials is it made of? How big or small is it?	
Part II – Brief Description	
Describe the work.	
Is it a representation of something?	
Is it an abstraction of something?	
Tell what the subject is.	
Part III – Form	
Discuss aspects of the piece using terms from the Elements of Art .	
Discuss aspects of the piece using terms from the Principles of Art .	
Part IV – Opinions and Conclusions	
Write a conclusion. Include your own informed opinion about the work.	

Art History

VOCABULARY

Elements of Art	
<i>The visual components of color, form, line, shape, space, texture, and value.</i>	
LINE	An element of art defined by a point moving in space. Line may be two-or three-dimensional, descriptive, implied, or abstract.
SHAPE	An element of art that is two-dimensional, flat, or limited to height and width.
FORM	An element of art that is three-dimensional and encloses volume. Includes height, width AND depth (as in a cube, a sphere, a pyramid, or a cylinder). Form may also be free flowing.
VALUE	The lightness or darkness of tones or colors. White is the lightest value; black is the darkest. The value halfway between these extremes is called middle gray.
SPACE	An element of art by which positive and negative areas are defined or a sense of depth achieved in a work of art.
COLOR	An element of art made up of three properties: hue, value, and intensity. <ul style="list-style-type: none">• Hue: name of color• Value: a hue's lightness and darkness (a color's value changes when white or black is added)• Intensity: quality of brightness and purity (high intensity = color is strong and bright; low intensity = color is faint and dull)
TEXTURE	An element of art that refers to the way things feel, or look as if they might feel if touched.

Principles of Art	
<i>Balance, emphasis, movement, proportion, rhythm, unity, and variety; the means an artist uses to organize elements within a work of art.</i>	
RHYTHM	A principle of design that indicates movement, created by the careful placement of repeated elements in a work of art to cause a visual tempo or beat.
BALANCE	A way of combining elements to add a feeling of equilibrium or stability to a work of art. Major types are symmetrical and asymmetrical.
EMPHASIS (CONTRAST)	A way of combining elements to stress the differences between those elements.
PROPORTION	A principle of design that refers to the relationship of certain elements to the whole and to each other.

GRADATION	A way of combining elements by using a series of gradual changes in those elements. (large shapes to small shapes, dark hue to light hue, etc).
HARMONY	A way of combining similar elements in an artwork to accent their similarities (achieved through use of repetitions and subtle gradual changes).
VARIETY	A principle of design concerned with diversity or contrast. Variety is achieved by using different shapes, sizes, and/or colors in a work of art.
MOVEMENT	A principle of design used to create the look and feeling of action and to guide the viewer's eye throughout the work of art.

Art Survey

MUSEUM OR GALLERY EXHIBIT REVIEW

Student Name:

Date of Visit:

Name of Museum or Gallery Visited:

Exhibition Title:

Please answer the following about your museum or gallery visit.

1. When first entering the museum or gallery what is the initial impact of the exhibition?

2. The museum curators and exhibit designers work closely together to create and arrange every aspect of the exhibit. Look closely at the layout, presentation, signage, art and lighting. Note three aspects that seem to have a strong impact on the viewer's experience.

- 1.
- 2.
- 3.

3. Walk through the exhibition and further explore the selection of artwork. What is the selection and arrangement communicating? What signage do you see? Why is this important?

4. In your opinion, what three artworks stand out in the exhibit? Complete the following charts and reflect on three different works of art.

Artwork #1	
Title	
Artist	
Style or Period	
Material(s) Used	
Personal Notes or Details	
How do I feel when I look at this work of art?	

<p>What does this work of art remind me of? Is there anything familiar about it?</p>	
---	--

<p style="text-align: center;">Artwork #2</p>	
<p>Title</p>	
<p>Artist</p>	
<p>Style or Period</p>	
<p>Material(s) Used</p>	
<p>Personal Notes or Details</p>	
<p>How do I feel when I look at this work of art?</p>	
<p>What does this work of art remind me of? Is there anything familiar about it?</p>	

<p style="text-align: center;">Artwork #3</p>	
<p>Title</p>	
<p>Artist</p>	
<p>Style or Period</p>	
<p>Material(s) Used</p>	
<p>Personal Notes or Details</p>	
<p>How do I feel when I look at this work of art?</p>	
<p>What does this work of art remind me of? Is there anything familiar about it?</p>	

5. Watch how visitors interact with the artwork in the gallery. Describe their reactions in a few sentences or a list. Are they moving quickly or slowly? Are individuals gravitating towards specific artworks? What conversations have you overheard about the exhibition? Note general observations regarding the viewer's experience?

6. Think about what was going on in the world or popular culture when the artwork was made. Think about the artist(s) within the context of other artists or artwork present or past. Is the artwork similar to any other art or art movements that you know of? If not, what sets it apart? If so, what does it remind you of?

7. Imagine you are interviewing the artist about his or her artwork. What do you think the artist might say about the artwork and the exhibition? How might he or she describe the artwork within a personal and cultural context?

8. Reflecting on all you have experienced throughout the exhibit make final observations in regard to what you like or dislike? Why is it important for visitors to view this exhibition?

9. Share your art review with your friends, family, HST, or homeschool group, etc. and discuss your experiences.

10. Organize your notes and observations to write a formal, one page review. Select one piece of art to include in your review to showcase the body of work.