

World Art History

Unit 1: Prehistoric Art

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
1 week	<p>Introduce students to early art & mediums</p> <p>Storytelling & religious rituals are the main purpose in the arts</p> <p>Community art dominates</p>	<p>How did early artists create artwork?</p> <p>How did early artists tell generational stories and give information in their art?</p> <p>Did early artists consider themselves artists?</p> <p>What were community expectations of artwork?</p> <p>How does community art translate to modern graffiti</p>	<p>Understand that prehistoric art's function was providing information and history of the region.</p> <p>Prehistoric art was communal.</p> <p>We see similar patterns of Prehistoric art across continents.</p>	<p>Students will compare and contrast prehistory artwork from various parts of the world.</p> <p>Students will research mediums of art and its function within the society.</p> <p>Students will compare prehistoric art to modern sculptures and murals.</p> <p>Possible enrichment: How does prehistoric art compare to early art development in children?</p>	<p>Suggested pieces:</p> <ul style="list-style-type: none"> ➤ Caves of Lascaux ➤ Stonehenge ➤ Cueva de las Manos ➤ Easter Island statues ➤ Bhimbetka ➤ Laas Gaal ➤ Tadrart Acacus ➤ Kakadu Rock Paintings ➤ Altamira, Spain ➤ Stonehenge ➤ Mesopotamian Art & city planning (focus on architecture) ➤ Ancient Egypt & corresponding art <p>Suggested Modern Resources:</p> <ul style="list-style-type: none"> ➤ Local and international murals 	<p>Cave painting</p> <p>Monoliths</p> <p>Bas-relief</p>	<p>9.2.12.G</p> <p>9.2.12.I</p> <p>9.2.12.K</p> <p>9.2.12.L</p> <p>9.3.12.A</p> <p>9.3.12.C</p> <p>9.3.12.D</p> <p>9.3.12.E</p> <p>9.4.12.B</p>

		and mural artwork?			Possible artists are Banksy, Shephard Fairey, Vhils, Maya Hayuk, and Keith Haring		
	<p>Introduce students to early art & mediums</p> <p>Storytelling & religious rituals are the main purpose in the arts</p> <p>Community art dominates</p>	<p>How did early artists create artwork?</p> <p>How did early artists tell generational stories and give information in their art?</p> <p>Did early artists consider themselves artists?</p> <p>What were community expectations of artwork?</p> <p>How does community art translate to modern graffiti and mural artwork?</p>	<p>Understand that prehistoric art's function was providing information and history of the region.</p> <p>Prehistoric art was communal.</p> <p>We see similar patterns of Prehistoric art across continents.</p>	<p>Students will compare and contrast prehistory artwork from various parts of the world.</p> <p>Students will research mediums of art and its function within the society.</p> <p>Students will compare prehistoric art to modern sculptures and murals.</p> <p>Possible enrichment: How does prehistoric art compare to early art development in children?</p>	<p>If a student chose an enrichment activity, they'd need to familiarize themselves with the developmental terms.</p> <p>https://www.d.umn.edu/artedu/Lowenf.html</p>	<p>Cave painting</p> <p>Monoliths</p> <p>Bas-relief</p>	<p>9.2.12.G</p> <p>9.2.12.I</p> <p>9.2.12.K</p> <p>9.2.12.L</p> <p>9.3.12.A</p> <p>9.3.12.C</p> <p>9.3.12.D</p> <p>9.3.12.E</p> <p>9.4.12.B</p>

Unit 2: Early Art History- Pre-Medieval Era

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
3 weeks	<p>The ancient Greeks strived for ideal beauty in sculpture</p> <p>Native Americans created stylized human and animal forms in ceremonial objects.</p> <p>African art results in religious mask-making.</p> <p>Egyptians made art to preserve immortality</p> <p>Ancient Greek art set the “standard” for technical perfection</p>	<p>How did ancient Greeks influence future art movements?</p> <p>What stylized elements did non-European artists favor and why?</p> <p>What were the non-European beauty ideals?</p> <p>Why did artists of these eras focus on the community rather than the individual & what records do we have?</p> <p>How did the Romans lend their expertise to future cities and architectural movements?</p>	<p>Western art is founded in the Greek “canon” and beauty ideals.</p> <p>Romans supplied structure and organization for future artistic movements</p> <p>Non-European continents favored more elongated and stylized sculptural pieces</p>	<p>Students will compare prehistoric art to modern sculptures and murals.</p> <p>Analyze how these eras influenced future art movements and artists.</p> <p>Analyze the beauty standards in each movement and reflect on how they mirror the beauty & aesthetic ideals of the culture.</p>	<p>Movements:</p> <ul style="list-style-type: none"> ➤ Egyptian art & architecture ➤ Mediterranean art (Greek, Roman, Phoenician, etc) ➤ Islamic art ➤ African Masks ➤ Native American & Indigenous art ➤ Asian Calligraphy & book binding ➤ Pre-Columbian art 	<p>Calligraphy</p> <p>Bas relief</p> <p>Relief sculpture</p> <p>Mortar and pestle construction</p> <p>Lost wax casting</p>	<p>9.2.12.A</p> <p>9.2.12.B</p> <p>9.2.12.C</p> <p>9.2.12.D</p> <p>9.2.12.E</p> <p>9.2.12.F</p> <p>9.2.12.G</p> <p>9.2.12.L</p> <p>9.3.12.A</p> <p>9.3.12.C</p> <p>9.3.12.D</p> <p>9.3.12.E</p> <p>9.3.12.F</p>

		Why did non-European artists favor sculpture and mask-making?					
		Why did non-European artists favor symbolism?					
Unit 3: Medieval Era (5th Century BC- 15th Century AD)							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
2 weeks	<p>Religion played a major part in European art.</p> <p>Artists were paid by church patrons during this era, which dictated a lot of the art forms.</p> <p>This was an era where education was reserved for the wealthy.</p>	<p>How did religion influence artists during this era?</p> <p>Why do we see such flat and stylized work in European art and how does this contrast with previous work?</p> <p>What type of art was “safe” during this era?</p> <p>How was art in this area stylized?</p>	<p>Religious persecution and oppression resulted in a stifled flow of information</p> <p>Three major shifts occurred that had far-reaching effects on Western Civilization:</p> <ol style="list-style-type: none"> Cultural leadership moved from the Mediterranean to France, Germany, and the British Isles 	<p>Compare and contrast stylistic elements from the Medieval Era in Europe to works from other cultures.</p> <p>Analyze how women became “makers” in this era but were often uncredited and less valued as artisans (especially in embroidery and tapestry).</p> <p>Analyze how religious persecution and expectations</p>	<p>Movements: European Medieval art Tapestries Calligraphy Religious texts & iconography</p> <p>Notable Artists: ➤ Giotto</p>	<p>Medieval Tapestries Iconography Calligraphy Mosaics</p> <p>Oil paints & production Patrons & Patronage</p> <p>Not specific: Students will likely need clarification and definitions for various religious terms, practices, and even religions.</p>	<p>9.2.12.A 9.2.12.B 9.2.12.C 9.2.12.D 9.2.12.E 9.2.12.F 9.2.12.G 9.2.12.L 9.3.12.A 9.3.12.C 9.3.12.D 9.3.12.E 9.3.12.F 9.4.12.B 9.4.12.C 9.4.12.D</p>

			2. Christianity overtook paganism 3. Emphasis shifted from the here-and-now to the afterlife, and with it, views of the body shifted from beautiful to corrupt.	caused the European style.			
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Unit 4: Renaissance Art (1400-1600)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
3 weeks	<p>Access to education made art accessible to the masses</p> <p>Religious patronage created artistic hierarchy</p> <p>Artists returned to a “classic” form & mimicked the Greeks & Romans</p>	<p>How did world exploration cause a resurgence of classical ideals?</p> <p>How has access to the written language (printing press) allowed less wealthy families to produce artists?</p> <p>How have patrons moved away from</p>	<p>Access to education made art accessible to the masses</p> <p>Women had more access to artistic education but were still repressed and limited.</p> <p>Religious patronage created artistic hierarchy</p> <p>Classic Greek and Roman styles were reborn due to</p>	<p>Students will analyze timelines</p> <p>Students will analyze cause-and-effects of various inventions and new cultural practices</p> <p>Students will compare and contrast Renaissance art to the classical Greek & Roman art</p>	<p>Tapestries Calligraphy Religious texts & iconography Classical Greek & roman pieces</p> <p>Notable Artists:</p> <ul style="list-style-type: none"> ➤ Hans Holbein the Younger ➤ Masaccio ➤ Donatello ➤ Botticelli ➤ Leonardo da Vinci ➤ Michelangelo ➤ Raphael ➤ Titian ➤ Jan van Eyck 	<ul style="list-style-type: none"> • Tapestries • Calligraphy • Religious iconography • Neo-Classicism • Classicism • Hierarchy & artistic hierarchies • Perspective • Woodcuts • Engravings • Sfumato • Unione • Cangiant 	<p>9.2.12.A</p> <p>9.2.12.B</p> <p>9.2.12.C</p> <p>9.2.12.D</p> <p>9.2.12.E</p> <p>9.2.12.F</p> <p>9.2.12.G</p> <p>9.2.12.L</p> <p>9.2.12.J</p> <p>9.2.12.K</p> <p>9.2.12.L</p> <p>9.3.12.A</p> <p>9.3.12.B</p> <p>9.3.12.C</p> <p>9.3.12.D</p> <p>9.3.12.E</p> <p>9.3.12.F</p>

	Effects of world exploration, such as the “New World” and the spice roads	religious iconography? How did the oppressive medieval era lead to the “rebirth” or renaissance? How is it a reaction to the medieval era?	breakthrough discoveries like anatomy and perspective; influence spreads from Italy throughout Europe. Artists returned to a “classic” form & mimicked the Greeks & Romans World exploration created an interest in new styles, flora, and fauna		➤ Pieter Bruegel the Elder ➤ Durer ➤ Tintoretto ➤ El Greco		9.3.12.G 9.4.12.A 9.4.12.B 9.4.12.C 9.4.12.D
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Unit 5: Baroque & Rococo (1600-1750)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
2 weeks	Grandiose art approaches theater with spotlight effects and emotional appeal Italian artists favor chiaroscuro.	How does Baroque art deviate from Renaissance Art?	Baroque art is in response to Europe’s opulence and carefree attitude. Know and recognize chiaroscuro.	Analyze how Baroque art is in response to Europe’s opulent aristocracy. Contrast this opulence and offer social criticism for the majority of people living in squalor.	Movements: Baroque ➤ Italian, Dutch, Flemish, English, Spanish Rococo Baroque Artists: Caravaggio Gentileschi Bernini Borromini	Movements: Baroque Rococo Terms: Chiaroscuro (other terms with it?)	9.2.12.A 9.2.12.B 9.2.12.C 9.2.12.D 9.2.12.E 9.2.12.F 9.2.12.G 9.2.12.L 9.2.12.J 9.2.12.K 9.2.12.L 9.3.12.A

					<p>Rubens Van Dyck Ruisdael Hals Rembrandt Vermeer Gainsborough Reynolds Hogarth Velasquez Poussin Claude Lorrain</p> <p>Rococo Artists: Watteau Boucher Fragonard</p> <p>Female Artists: Elisabeth Vigee- Lebrun Adelaide Labille- Guiard Rosalba Carriera</p> <p>Terms: Still life Landscape</p> <p>Notable People: Marie de' Medici Madame de Pompadour</p>		<p>9.3.12.B 9.3.12.C 9.3.12.D 9.3.12.E 9.3.12.F 9.3.12.G</p> <p>9.4.12.A 9.4.12.B 9.4.12.C 9.4.12.D</p>
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Unit 6: 19th Century Art (1800-1900)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
3 weeks	<p>The goal of art becomes expressing emotion, rather than form or reality.</p> <p>The industrial age made art more mobile and accessible.</p> <p>The invention of photography pushed the arts to abstraction and experimentation with light and color began.</p>	<p>How did the industrial age allow for mass production of art materials?</p> <p>How did the industrial age make more art more mobile and accessible?</p>	<p>This century gave birth to the “isms”</p> <p>Greek and Roman forms were revived in Neoclassicism</p> <p>Interest in exotic subjects is born</p> <p>The goal of art becomes expressing emotion, rather than form or reality.</p> <p>Artists start to show contemporary life without retouching reality.</p> <p>Photography revolutionizes the art world and pushes it more toward abstract art, since realism could be accomplished faster and cheaper with photographs.</p>	<p>Analyze the impacts of photography on the arts.</p> <p>Analyze the impact of the industrial revolution on art accessibility.</p> <p>Analyze social criticisms in 19th century art.</p>	<p>Movements: Neoclassicism Romanticism Art Nouveau Realism Impressionism Post-Impressionism Neoclassicism Hudson River School The Barbizon school</p> <p>Notable Artists: ➤ David ➤ Ingres ➤ Delacroix ➤ Gericault ➤ Benjamin West ➤ Charles Willson Peale ➤ John Singleton Copley ➤ Gilbert Stuart ➤ Goya ➤ John Constable ➤ J.M.W. Turner ➤ Thomas Cole ➤ Frederic Edwin Church ➤ Albert Bierstadt ➤ George Caleb Bingham ➤ Rosa Bonheur ➤ Daumier ➤ Courbet ➤ Corot ➤ Winslow Homer</p>	<p>Movements: Neoclassicism Romanticism Art Nouveau Realism Impressionism Post-Impressionism Neoclassicism Hudson River School The Barbizon school</p>	<p>9.2.12.A 9.2.12.B 9.2.12.C 9.2.12.D 9.2.12.E 9.2.12.F 9.2.12.G 9.2.12.L 9.2.12.J 9.2.12.K 9.2.12.L</p> <p>9.3.12.A 9.3.12.B 9.3.12.C 9.3.12.D 9.3.12.E 9.3.12.F 9.3.12.G</p> <p>9.4.12.A 9.4.12.B 9.4.12.C 9.4.12.D</p>

					<ul style="list-style-type: none"> ➤ Thomas Eakins ➤ James Whistler ➤ John Singer Sargent ➤ Beardsley ➤ Louis Comfort Tiffany ➤ Manet ➤ Monet ➤ Renoir ➤ Degas ➤ Cassatt ➤ Morisot ➤ Pissarro ➤ Cezanne ➤ Rodin ➤ Seurat ➤ Toulouse-Lautrec ➤ Gauguin ➤ Van Gogh ➤ Munch ➤ Rousseau ➤ Redon 		
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Unit 8: 20th Century Modern Art (1900-1960's)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
2 weeks	<p>Art became an arm of several government and was used for propaganda purposes</p> <p>WW2 caused a consumerism</p>	<p>How was art used in propaganda?</p> <p>How did artists feel about propaganda?</p>	<p>The industrial revolution focused art on more prosaic elements of life</p> <p>Artistic salons and hierarchies started to fade.</p>	<p>Analyze propaganda in WW2</p> <p>Analyze effects of WW2 and consumerism boom</p>	<p>Movements:</p> <p>Harlem Renaissance</p> <p>Fauvism</p> <p>Expressionism</p> <p>Cubism</p> <p>Surrealism</p> <p>Abstract</p> <p>Expressionism</p> <p>Bauhaus</p>	<p>Screen printing</p> <p>Propaganda</p> <p>Consumerism</p> <p>Abstract</p> <p>Non-representational</p> <p>Movements:</p> <p>Harlem Renaissance</p>	<p>9.2.12.H</p> <p>9.2.12.A</p> <p>9.2.12.B</p> <p>9.2.12.C</p> <p>9.2.12.D</p> <p>9.2.12.E</p> <p>9.2.12.F</p> <p>9.2.12.G</p> <p>9.2.12.L</p>

	<p>boom that many artists commented on</p> <p>New art forms emerged, and some artists moved away from makers to more engineering types</p>	<p>How did access to education change the field of art?</p> <p>How did women entering the work force en masse impact the arts and art criticism?</p>	<p>Art styles shift more rapidly now (around each decade).</p> <p>Artists trend toward non-representational art</p> <p>Fashion and industrial design became more prevalent with the use of a production line.</p>	<p>Discuss more modern art forms that are emerging (industrial design, screen printing. Etc)</p>	<p>Outsider Art</p> <p>Notable Artists:</p> <ul style="list-style-type: none"> ➤ Matisse ➤ Vlaminck ➤ Derain ➤ Rouault ➤ Brancusi ➤ Modigliani ➤ Picasso ➤ Braque ➤ Boccioni ➤ O'Keefe ➤ Stieglitz ➤ Kathe Kollwitz ➤ Kirchner ➤ Nolde ➤ Kandinsky ➤ Klee ➤ Mondrian ➤ Duchamp ➤ Joan Miro ➤ Max Ernst ➤ Dali ➤ Chagall ➤ Magritte ➤ Man Ray ➤ Dorothea Lange ➤ Grant Wood ➤ Edward Hopper ➤ Romare Bearden ➤ Diego Rivera ➤ Frida Kahlo ➤ Pollock ➤ Willem de Kooning ➤ Franz Kline ➤ Francis Bacon ➤ Alexander Calder ➤ Louise Nevelson 	<p>Fauvism</p> <p>Expressionism</p> <p>Cubism</p> <p>Constructivism</p> <p>Precisionism</p> <p>Photography</p> <p>Surrealism & Dadaism</p> <p>Abstract</p> <p>Expressionism</p>	<p>9.2.12.J</p> <p>9.2.12.K</p> <p>9.2.12.L</p> <p>9.3.12.A</p> <p>9.3.12.B</p> <p>9.3.12.C</p> <p>9.3.12.D</p> <p>9.3.12.E</p> <p>9.3.12.F</p> <p>9.3.12.G</p> <p>9.4.12.A</p> <p>9.4.12.B</p> <p>9.4.12.C</p> <p>9.4.12.D</p>
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					<ul style="list-style-type: none"> ➤ Rothko ➤ Barnett Newman ➤ Frankenthaler ➤ Morris Louis Skills: Industrial Design Textile Arts Screen Printing		
Unit 9: Modern Art (1960's-present)							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
2 weeks	<p>World Wars impacted consumerist art</p> <p>Internet and the digital age shifts art toward social criticism rather than realism</p> <p>There was a return to the crafts & makers movement</p> <p>Online forums relegate art schools to the past as information becomes</p>	<p>What were the effects of large-scale wars on art and artists?</p> <p>How did censorship influence artists?</p> <p>How did modern phenomenon, such as the AIDS epidemic, influence modern artists?</p> <p>How did various civil rights movements influence artists (feminist, Civil</p>	<p>Artists continued to experiment as styles, materials, and techniques changed rapidly.</p> <p>Technology impacts arts.</p> <p>Art returns to representational art.</p> <p>Social criticism becomes more evident in art.</p>	<p>Analyze and discuss modern movements, conflicts. And phenomenon and their relation to art.</p> <p>Analyze causes & effects of previous movements to Modern Art.</p>	<p>Movements: Op Art Pop Art Minimalism Feminist Art Artist Groups Guerilla Artists Conceptual Art Contemporary Art Political propaganda Postmodernism</p> <p>Fiber arts The digital age</p> <p>Notable Artists: ➤ Josef Albers ➤ Kenneth Noland ➤ Ellsworth Kelly ➤ Frank Stella ➤ Rauschenberg ➤ Jasper Johns ➤ Roy Lichtenstein ➤ Warhol</p>	<p>Movements: Op Art Pop Art Minimalism Feminist Art Artist Groups Guerilla Artists Conceptual Art Contemporary Art Political propaganda Postmodernism</p>	<p>9.2.12.A 9.2.12.B 9.2.12.C 9.2.12.D 9.2.12.E 9.2.12.F 9.2.12.G 9.2.12.L 9.2.12.J 9.2.12.K 9.2.12.L</p> <p>9.3.12.A 9.3.12.B 9.3.12.C 9.3.12.D 9.3.12.E 9.3.12.F 9.3.12.G</p> <p>9.4.12.A 9.4.12.B 9.4.12.C 9.4.12.D</p>

	widely accessible.	Rights Movement, etc) How did the digital age change the arts?			➤ Claes Oldenburg ➤ Donald Judd ➤ Carl Andre ➤ Dan Flavin ➤ Sol Lewitt ➤ Robert Morris ➤ Richard Serra ➤ On Kawara ➤ Morgan O'Hara ➤ Jenny Holzer ➤ Chuck Close ➤ Anselm Kiefer ➤ Basquiat ➤ Barbara Kruger ➤ Keith Haring ➤ Group Material & Gran Fury ➤ Guerrilla Girls ➤ Rebecca Horn ➤ Tim Rollins ➤ Damien Hirst ➤ William Kentridge ➤ Christo & Jeanne-Claude		
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9.2.12.A:

Explain the historical, cultural and social context of an individual work in the arts.

9.2.12.B:

Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).

9.2.12.C:

Relate works in the arts to varying styles and genre and to the periods in which they were created.

9.2.12.D:

Analyze a work of art from its historical and cultural perspective.

9.2.12. E:

Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.

9.2.12.F:

Know and apply appropriate vocabulary used between social studies and the arts and humanities.

9.2.12.G:

Relate works in the arts to geographic regions: Africa Asia Australia Central America Europe North America South America

9.2.12.H:

Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.

9.2.12.I:

Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).

9.2.12.J:

Identify, explain and analyze historical and cultural differences as they relate to works in the arts.

9.2.12.K:

Identify, explain and analyze traditions as they relate to works in the arts.

9.2.12.L:

Identify, explain and analyze common themes, forms and techniques from works in the arts.

9.3.12.A:

Explain and apply the critical examination processes of works in the arts and humanities. Compare and contrast Analyze Interpret Form and test hypotheses Evaluate/form judgments

9.3.12.B:

Determine and apply criteria to a person's work and works of others in the arts.

9.3.12.C:

Apply systems of classification for interpreting works in the arts and forming a critical response.

9.3.12. D:

Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.

9.3.12.E:

Examine and evaluate various types of critical analysis of works in the arts and humanities. Contextual criticism Formal criticism Intuitive criticism

9.3.12.F:

Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.

9.3.12.G:

Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.

9.4.12.A:

Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.

9.4.12.B: Describe and analyze the effects that works in the arts have on groups, individuals and the culture

9.4.12.C: Compare and contrast the attributes of various audiences& environments as they influence individual aesthetic response

9.4.12.D:

Analyze and interpret a philosophical position identified in works in the arts and humanities.