

**FAME PUBLIC CHARTER SCHOOL  
ART APPRECIATION CP**

**Course Description:**

This course is a first year art course covering the basic principles and genres of art. This course emphasizes the necessary skills to provide the student with a perceptual base leading to understanding artistic perception, creative expression, historical and cultural context, aesthetic value, and application of the visual arts in careers. Studio projects provide hands-on experience in creating art, while journal lessons allow students to reflect on and respond to art in all its form. Selected historical or cultural contexts will be applied with attention to analysis, interpretation, and judgment of student work as well as appreciation of art works from other cultures and times. There will be extensive use of online resources that will enable students to view, interpret, and analyze works of art world wide. 5 Credits per semester will be awarded with a passing grade.

**Course Goals/Major Outcomes:**

Upon completion of this course students will have developed the ability to identify and respond to visual characteristics of artworks and their environment. They will gain experience in the foundational techniques to create expressive artworks in a variety of media. Students will understand the role of visual arts throughout history and among world cultures. They will develop skills to analyze and make informed judgments about important artists and their work, as well as their own work. They will gain insight into the integration of art across subject areas and will explore career opportunities available in the visual arts.

**Course Objectives:**

After completion of this course student will:

- **Artistic Expression:** Be able to perceive and respond to works of art, objects in nature, events, and the environment. They will also understand the vocabulary of the visual arts and express their observations both orally and in writing. Specifically they will develop perceptual skills and a visual arts vocabulary; be able to analyze art elements and principals of design; and understand the impact of media choice on works of art.
- **Creative Expression:** Be able to apply artistic processes and skills, using a variety of media to communicate meaning and intent in works of art. Specifically they will develop skills to create original works of art of increasing complexity and learn to communicate and express ideas, themes and emotion through original works of art.
- **Historical and Cultural Context:** Be able to analyze the role and development of the visual arts in past and present cultures throughout the world and understand human diversity as it relates to the visual arts and artists.
- **Aesthetic Valuing:** Be able to analyze, assess, and derive meaning from works of art, including their own, according to the elements and principals of design and aesthetic qualities.
- **Connections, Relationships and Applications:** Students will understand the importance of art in society and how art can transcend culture to have a universal theme. They will investigate careers in art and understand that artistic concepts are applied in a variety of occupations.

**Course Outline:**

I. Creating and Understanding Art

A. Art and You

1. Exploring Art
2. Understanding Art

*Instructional Objectives: After completing these lessons, students will:*

*\*Students will be able to provide their own definition of art*

*\*Identify the decisions that must be made when creating and viewing art*

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- \*Identify local resources where art can be viewed*
- \*Name and identify the elements of art*
- \*Explain how art history and art criticism differ*

### B. Developing a Visual Vocabulary

1. The Elements of Art
2. The Principles of Art

*Instructional Objectives: After completing these lessons, students will:*

- \*Understand the importance of knowing the language of art*
- \*Identify the elements of art*
- \*Explain how the principles of art are used to organize the elements of art*
- \*Demonstrate how a design chart can be used to identify the elements and principles in a work of art*

#### Studio Lesson: Using the Design Chart

### C. Creating Art: Media and Processes

1. Drawing and Painting
2. Printmaking, Photography, Video, and Digital Media
3. Sculpture
4. Architecture

*Instructional Objectives: After completing these lessons, students will:*

- \*Explain where artists find ideas for their work*
- \*Describe the three basic components of paint*
- \*Identify the four basic methods of printmaking and describe the processes involved for each*
- \*Identify the three types of sculpture along with the media used in each*
- \*Explain the materials, processes, and functions of architecture*

#### Studio Lesson: Relief Sculpture

### D. Art Criticism and Aesthetics

1. Art Criticism
2. Using Aesthetics and Art Criticism

*Instructional Objectives: After completing these lessons, students will:*

- \*Identify the four steps in the process of art criticism*
- \*Identify the major aesthetic theories*
- \*Understand how statements of like and dislike differ from judgments about art work*
- \*Use the steps of the art criticism process to examine a work of art*

### E. Art History

1. Art History
2. Using Art History

*Instructional Objectives: After completing these lessons, students will:*

- \*Explain the steps art historians use in evaluating works of art*
- \*Use the steps of art history to understand a work of art*
- \*Explain the relationship between criticism and art history when examining a work of art.*

#### Studio: Painting an Abstract Still Life

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## II. Art of Early Civilizations

### A. Art of Earliest Times

1. Prehistoric Art in Western Europe
2. Art of the Fertile Crescent

*Instructional Objectives: After completing these lessons, students will:*

- \*Explain why prehistoric people create art*
- \*Understand how the art of prehistoric peoples changed as they created more developed and organized communities*

### B. The Art of Ancient Egypt

1. The Growth of Egyptian Civilization
2. Egyptian Sculpture and Painting

*Instructional Objectives: After completing these lessons, students will:*

- \*Evaluate Egyptian sculpture and painting*
- \*Describe the rules imposed on Egyptian artists and the effects of the rules on their art*

## III. Art of Rising Civilizations

### A. Greek Art

1. The Birthplace of Western Civilization
2. The Evolution of Greek Sculpture

*Instructional Objectives: After completing these lessons, students will:*

- \*Identify Greek architecture in the context of social, cultural and political influences*
- \*Describe the three orders of decorative style that originated in Greece*
- \*Identify the different period of Greek sculpture*
- \*Understand the contributions made by Myron, Phidias, and Ployclitus*

### Studio Lesson: Painting Using Analogous Colors

### B. Roman Art

1. The Rising Power of Rome
2. Roman Buildings and Monuments

*Instructional Objectives: After completing these lessons, students will:*

- \*Identify the inspiration behind much of Roman architecture*
- \*Describe the exterior of a typical Roman structure*
- \*Understand how Roman buildings were both structurally sound and beautifully designed*

## IV. Art of Asia, The Americas, and Africa

### A. The Art of India, China and Japan

1. The Art of India
2. The Art of China
3. The Art of Japan

*Instructional Objectives: After completing these lessons, students will:*

- \*Identify the forms of art and architecture associated with these countries*
- \*Explain how religion influenced architecture and art*
- \*Identify the styles of art associated with each country*

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## Studio Lesson: Negative Shape Painting

### B. The Native Arts of the Americas

1. Native American Art
2. Art in Mexico and In Central/South America

*Instructional Objectives: After completing these lessons, students will:*

- \*Identify the contributions to art made by the Native American people*
- \*Explain what is meant by Pre-Columbian*
- \*Describe the cultural and artistic achievements of the great civilizations of Central and South America.*

### C. The Arts of Africa

1. Art of African Kingdoms
2. African Sculpture

*Instructional Objectives: After completing these lessons, students will:*

- \*Describe the forms of art created in the kingdoms of Benin, Asante, and Ethiopia*
- \*Discuss the importance of Yoruba religious beliefs on their artwork*
- \*Identify different types of African figurative sculptures and masks and describe their functions*

## V. Art in Quest of Salvation

### A. Early Christian, Byzantine, and Islamic Art

1. Early Christian and Byzantine Art
2. Islamic Art

*Instructional Objectives: After completing these lessons, students will:*

- \*Describe the relationship between early Christian art and religious Beliefs*
- \*Describe the events that led to the fall of Rome*
- \*Describe Byzantine contributions to art*
- \*Identify the features of a mosque and the Alhambra*

### B. Early Medieval and Romanesque Art

1. The Early Medieval Period
2. The Romanesque Period

*Instructional Objectives: After completing these lessons, students will:*

- \*Describe the role of Charlemagne and monasticism in the art of the middle ages*
- \*Identify the features of a medieval castle and Romanesque church*
- \*Describe the developments in painting and sculpture during this era*

### C. Gothic Art

1. Emergence of the Gothic Style
2. Gothic Sculpture
3. Italian Church Painting

*Instructional Objectives: After completing these lessons, students will:*

- \*Identify the key features of Gothic architecture*
- \*Discuss the dual purposes of stained glass windows*
- \*Explain how sculptures on Gothic cathedrals differed from those found On Romanesque churches*

Studio Art: Carving a Tympanum Landscape Relief

D. The Italian Renaissance

1. The Emergence of the Italian Renaissance
2. The Acceptance of Renaissance Ideas
3. High Renaissance

*Instructional Objectives: After completing these lessons, students will:*

- \*Identify the circumstances that led to the Renaissance*
- \*Explain how linear and aerial perspective are used to create depth and space*
- \*Identify the contributions to art of Leonardo da Vinci, Michelangelo, and Raphael*

E. Fifteenth-Century Art in Northern Europe

1. Renaissance Painting in Northern Europe
2. Realism and Emotionalism

*Instructional Objectives: After completing these lessons, students will:*

- \*Explain why the change from medieval art style to a more modern style occurred more slowly in northern Europe than Italy*
- \*Understand the development of oil painting*
- \*Identify the contributions of Jan van Eyck, Rogier van der Weyden and Hugo van der Goes*

F. Art of Sixteenth-Century Europe

1. The Art of Venice
2. Mannerism
3. The Art of Northern Europe

*Instructional Objectives: After completing these lessons, students will:*

- \*Identify the source of inspiration of the Venetian painters*
- \*Discuss the most important features of Titian's works*
- \*Define the term Mannerism*
- \*Explain why the work of Mannerist were welcomed by the Church*
- \*Describe the contributions of Matthias Grunewald, Albrecht Durer, Hieronymus Bosch, Pieter Bruegel, and Hans Holbein*

G. Baroque Art

1. Baroque Art of Italy and Flanders
2. Dutch Art
3. Spanish Art

*Instructional Objectives: After completing these lessons, students will:*

- \*Explain what is meant by counter-Reformation and how art played a part in it*
- \*Compare and contrast the Baroque and Italian Renaissance art*
- \*Describe what is meant by genre painting*
- \*Identify important Dutch painters of this period*
- \*Explain how Spanish Baroque painting differs from Dutch Baroque art*
- \*Describe the style and important works of three major Spanish painters of the period*

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### H. Rococo Art

1. Art in France
2. Art in England and Spain

*Instructional Objectives: After completing these lessons, students will:*

- \*Explain the differences between Rococo art and Baroque art*
- \*Describe the kinds of paintings preferred in English during the 18<sup>th</sup> cent.*

### Studio Art: Expressive Self-Portrait Collage

## VI. Art of the Modern Era

### A. New Direction in Nineteenth-Century Art

1. Neoclassicism
2. Romanticism and Realism
3. Impressionism

*Instructional Objectives: After completing these lessons, students will:*

- \*Explain the main features of Neoclassicism*
- \*Understand the attitudes and themes associated with the Romantic movement*
- \*Describe the characteristics of Realism and identify artists associated with this style*
- \*Describe the characteristics of Impressionism and identify artists associated with this style*

### B. Art of the Later Nineteenth Century

1. Europe in the Late 19<sup>th</sup> Century
2. America in the Late 19<sup>th</sup> Century

*Instructional Objectives: After completing these lessons, students will:*

- \*Understand how Impressionism influenced Post-Impressionist art*
- \*Understand and explain the contributions of Cezanne, Van Gogh, And Gauguin*
- \*Identify late 19<sup>th</sup> century American artists*

### Studio Art: Painting Emphasizing Aesthetic Qualities

### C. Art of the Early Twentieth Century

1. Movements in European Art
2. Contributions from Mexico and the U.S.
3. European and American Architecture

*Instructional Objectives: After completing these lessons, students will:*

- \*Understand the objectives of the Fauves, German Expressionists, Non-objectivists and Cubists and identify important artists associated with these movements*

### Studio Lesson: Painting in the Cubist Style

### D. Modern Art Movements to the Present

1. Revolutions in European and American Art
2. Innovations in Sculpture and Architecture
3. Digital Art Forms

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*Instructional Objectives: After completing these lessons, students will:*

- \*Understand the roots of Dada and Surrealist art*
- \*Explain the goals of Abstract Expressionism*
- \*Identify 20<sup>th</sup> century sculptors who worked with abstract form*
- \*Explain who advances in technology have impacted contemporary art forms.*

### **Key Assignments:**

In addition to chapter readings, assignments, quizzes, and tests, students will complete the following key assignments.

1) Students will develop a portfolio that will be comprised of the Studio Lessons indicated above as well as other assignments given throughout the course. For each studio lesson students will prepare an Art Criticism worksheet that will include the four elements of criticism: Describe Analyze, Interpret, and Judge, based upon the goals of each individual studio lesson. These will be discussed with the teacher and kept in the portfolio.

2) Student will take a field trip to the DeYoung Museum in San Francisco. After touring the museum the student will select one piece of art and write an essay about the piece. Internet and library research will be required to complete the assignment. The essay will discuss the following elements: A. *Perception*; the techniques used and skills needed to accomplish the work, the elements of art that have been used in making the piece, the principals of art used in making the piece, B. *Creative Expression*; what the artist was saying in making the piece, the materials used to make the statement, the problem the artist was trying to solve and how the artists used materials to express an idea, C. *Historical and Cultural Heritage*; describe the cultural and historical influences on the work, identify the connections to history and the specific cultures it relates to, D. *Evaluation/Response*; indicate why the particular piece of artwork was selected, describe how the artwork makes the observer (the student) feel, what the artwork symbolizes or represents, what the artwork means personally to the student, and whether the student likes or dislikes the artwork and why. The paper should be double spaced, typed or legibly written in ink, and include appropriate references. A copy of the artwork should be attached.

3) Students will select an art museum within their community to tour. They will select four works of art and prepare an Art Criticism worksheet for each. The worksheets will be provided by the teacher and will require the student to 1) describe each work of art, 2) analyze the work, 3) interpret the work, and 4) judge the pieces. The student will select their favorite piece and tell why they selected it and why they liked best about the piece in comparison to the others.

4) Student will select one artist prepare a research paper that answers the following questions: 1) In what time period did the artist work and what county? 2) Was the work of the artist accepted by the people of the time, why or why not? 3) What historical events were happening at the time? 4) What art media and techniques did the art use? 5) What were the artist's most famous works and where are they today? 6) What was the favored subject matter of this artist? 7) How do you feel when you look at the work of this artist and why? 8) How did the artist learn art techniques, be specific? The paper will provide biographical information on the artist as well. Student will use appropriate vocabulary, historical references, and critical reflections when preparing the paper. In addition, a poster board will be prepared that includes pictures of the artist's most famous works. The student will select one and try to duplicate the style of the work and include it on the board. A 10 minute oral presentation about the artist will be given.

5) Students will research various art careers such as: Art Historian, Museum Curator, Artist, Craftsperson, Architect, Teacher, Graphic Designer, Computer Animator, etc, and select one to report on. The report will provide: a. Definition of career of choice including an overview of job requirements, b. Personal and academic skills required to perform the job, c. Academic and training requirements, d. Current trends in the field, e. Employment statistics for the field, f. Future outlook for employment.

**Text and Supplementary Materials:**

Mittler, Gene A. Art in Focus, McGraw-Hill/Glencoe, 2006  
Gunter, Cris Portfolio and Assessment Techniques, McGraw-Hill/Glencoe

Other Resources:

[www.art.glencoe.com](http://www.art.glencoe.com)

Museum affiliated websites  
Community based art museums  
Art related videos  
Field Trips

**Instructional Methods and Strategies:**

Students will be expected to develop and present their work assigned throughout the text and described under the key assignment section. Students will work independently through the text as a primary resource. In order to support this process teacher will provide each student:

- Opportunities to discuss and define issues arising from chapter assignments
- Organizational structure and feedback on the study process
- A variety of print and non-print resources
- Opportunities to practice for presentations
- Feedback and assessment of student work
- Field Trips
- Internet Resources

**Assessment Methods and/or Tools:**

End of chapter quizzes and unit tests: 25%  
Studio Lesson Portfolio Presentation: 25%  
Key Written Assignments: 50%