



## Experiencing Art



## Prehistoric Art



## Ancient Art



## Art from 200-1000



## Art from 1000-1400



## Renaissance Art



## 16th Century Art



## 17th Century Art



## 18th Century Art



## 19th Century Art



## Art After 1900



## What is Art?

# PAHS ART HISTORY

## UNIT 1: EXPERIENCING ART

**Essential Questions:** What are the Elements and Principles of Art and Design? How does our understanding of the elements and principles of art and design help us to discuss the formal properties of a work of art? What is bias? What are some biases that we hold? How might our biases cause us to approach/interpret a work of art differently? How might the biases of your instructor affect what you learn in class?

**Objectives:** Students will be able to identify and describe the elements and principles of art and design in a work of art. Students will be able to explain what bias is and how it can affect a person's interpretation of a work of art. Students will be able to identify biases that they hold and describe how this might affect their own interpretation of a work of art. Students will be able to discuss how the biases of their instructor affect how art history is approached in the classroom. Students will be able to discuss how works in the "Canon" were chosen and how this may reflect biases.

## UNIT 2: PREHISTORIC ART

**Essential Questions:** How do we define the "Prehistoric" time period? What are the defining characteristics of the prehistoric time periods—Paleolithic and Neolithic? Where and when do we see civilizations develop? How are Paleolithic artists and Neolithic artists different? Why is "ritual" listed as a purpose for so many prehistoric artifacts?

**Objectives:** Students will be able to differentiate between the Paleolithic and the Neolithic period and the distinguishing features of the art and artists during this period. Students will be able to describe how lack of evidence contributes to our misunderstanding of prehistoric art. Students will experiment with techniques that prehistoric artists

may have used in order to gain a better understanding of the art from this time period.

### UNIT 3: ANCIENT ART

**Essential Questions:** What are some common characteristics of art and artists in the Ancient world? How did ancient artists depict the body similarly and differently and what do these depictions reveal about these societies' attitudes towards the human body? How did ancient architects differ in their attitudes towards architecture with regard to optical refinements and appropriation? Where and why do we see the concept of "stand-ins" in ancient art? How does the Silk Road affect art created in the Ancient World? How do major philosophers and rulers affect art and architecture? What does it mean to appropriate an art style? What revolutionary architecture techniques were invented at this time?

**Objectives:** Students will be able to describe common characteristics of art and artists in the Ancient world. Students will be able to describe how ancient artists depict the body similarly and differently and what these depictions reveal about these societies' attitudes towards the human body. Students will be able to describe how ancient architects differed in their attitudes towards architecture with regard to optical refinements and appropriation. Students will be able to describe where and why we see the concept of "stand-ins" in ancient art. Students will be able to describe how the Silk Road affects art created in the Ancient World. Students will be able to describe how major philosophers and rulers affected art and architecture and give examples of this occurrence. Students will be able to describe appropriation and give examples of how this was done in the ancient world. Students will be able to describe the revolutionary architecture techniques that were invented at this time.

### UNIT 4: ART FROM 200-1000

**Essential Questions:** Why was this era referred to as "The Middle Ages"? Why would artists during this period deny Naturalism or refuse to depict humans and animals? What were some purposes of religious art? What are icons and how do they relate to iconography? Why did organized religion necessitate books? What is the role of the artist in society during this period? Why do we see so much appropriation during this time period? What are some commonalities and differences in the architecture of churches, mosques, and synagogues? Why were religious spaces so important during this era?

**Objectives:** Students will be able to describe why artists during this era denied naturalism and how this related to the practice of major world religions. Students will be able to describe the four main purposes of religious art. Students will be able to describe the relationship between icons and iconography. Students will be able to describe why so much appropriation takes place during this period and give examples of this. Students will be able to describe the role of the artist in society during this era and compare this role to other eras we've studied. Students will be able to describe some commonalities and differences between the architecture of churches and mosques. Students will be able to describe the importance of religious spaces during this era.

### UNIT 5: ART FROM 1000-1400

Essential Questions: What are some of the benefits and drawbacks of different painting techniques (such as fresco painting and encaustic painting) and why do we see these techniques around the world? How are the characteristics of Romanesque art and architecture different from or similar to characteristics of Gothic art and architecture? What lasting impact do the Japanese narrative scrolls of this era have on contemporary art and literature?

Objectives: Students will be able to explain the benefits and drawbacks of different painting techniques (such as fresco painting and encaustic painting) and explain why we see these techniques used around the world? Students will be able to describe how the characteristics of Romanesque art and architecture are different from or similar to characteristics of Gothic art and architecture. Students will be able to describe the lasting impact of Japanese narrative scrolls on contemporary art and literature.

## UNIT 6: RENAISSANCE ART

Essential Questions: What does the word "renaissance" mean and why is this period of history referred to as the "Renaissance"? What are some differences between the Italian Renaissance and the Northern Renaissance? How does the concept of Humanism relate to the Renaissance and how did Christians assimilate this concept into the practice of their faith? How does Gutenberg's printing press change art that is made during this era? How does the role of artists change during this time period? What are some techniques that artists used to create the illusion of perspective in their artworks during this period? What are some techniques that architects invented during this period? What were some of the common concerns of Renaissance artists?

Objectives: Students will be able to explain why this period of history is referred to as the "Renaissance". Students will be able to describe some differences between the Italian Renaissance and the Northern Renaissance. Students will be able to explain how the concept of Humanism relates to the Renaissance. Students will be able to explain how Gutenberg's printing press changed art that is made during this era. Students will be able to explain how the role of artists changed during this time period? Students will be able to explain some techniques that artists used to create the illusion of perspective in their artworks during this period. Students will be able to list some techniques that architects invented during this period. Students will be able to describe some of the common concerns of Renaissance artists.

## UNIT 7: 16<sup>TH</sup> CENTURY ART

Essential Questions: What is the "Reformation" and what do the "Protestants" seek to reform? What are some big shifts in art and society that are caused by the reformation? What is a print and what are some advantages to printmaking? Why did copyright develop during this period? What is the "heraldic right" and how does it relate to the composition of paintings containing figures and how does it impact our interpretation of images? What are some characteristics of Mannerist artworks and how are they similar to or different from the characteristics of "Baroque" art?

Objectives: Students will be able to describe the reforms that Protestants sought to make during the Reformation. Students will be able to describe some shifts in art and society that were caused by the Reformation. Students will be able to define a print, explain types of printmaking processes, and describe some advantages of printmaking. Students will be able to describe how/why copyright developed during this period. Students will be able to describe the "heraldic right" and explain how this relates to the compositions of paintings and our interpretation of contemporary images. Students will be able to describe the characteristics of Mannerist artworks and how they're similar to or different from the characteristics of Baroque art.

## UNIT 8: 17<sup>TH</sup> CENTURY ART

Essential Questions: How does power begin to shift in Europe during the seventeenth century? How does an increase in literacy and an explosion in scientific research affect the art that is created during the seventeenth century? To what does the term "Baroque" refer and how is this term problematic? What does it mean for an architect to use "classical vocabulary"? Why does the Catholic Church launch a counterreformation and how does this affect art that is created during the seventeenth century? How can architecture be anthropomorphic?

Objectives: Students will be able to describe trends in power and rule during the seventeenth century. Students will be able to describe how the increase in literacy and interest in scientific research affected art during the seventeenth century. Students will be able to describe the type of art that could be considered Baroque and why this term is problematic. Students will be able to describe how an architect can use classical vocabulary and why s/he would want to do this. Students will be able to describe why the Catholic Church launched a counterreformation and what this meant for the artists and art of the seventeenth century. Students will be able to describe how architecture can be anthropomorphic and how architects might have strayed from this anthropomorphism during the seventeenth century.

## UNIT 9: 18<sup>TH</sup> CENTURY ART

Essential Questions: How does the Enlightenment affect art during the eighteenth century? How do the political shifts and revolutions of the eighteenth century affect the art that is created during that time period? What are some characteristics of Rococo art? What are some characteristics of Neoclassical art? In what ways does the art of this era attempt to comment on morality? How do the new academies of art alter the instruction of art in Europe? How do women relate to the arts during this period? Why are antiquities so important during this era?

Objectives: Students will be able to explain how the Enlightenment affected art created during this period. Students will be able to explain the political shifts during this period and describe how this affected the art of this era. Students will be able to describe the basic characteristics of Rococo art and architecture. Students will be able to describe the basic characteristics of Neoclassical art/architecture as well as the reason that artists would have worked in this style. Students will be able to give an example of an artwork from this era that comments on morality. Students will be able to describe how a shift from guild apprenticeships to art academies alters the instruction of art in Europe. Students will be able to describe women's roles

in the arts as artists, models, and patrons. Students will be able to explain the interest in Greco-Roman antiquities during this era.

## UNIT 10: 19<sup>TH</sup> CENTURY ART

**Essential Questions:** What are some characteristics of Romantic artwork? How did the Industrial Revolution affect art made during this era? What are some characteristics of Realist artwork? How do women of this era relate to the arts as artists, models, or patrons? What influence did the art of Japan have on European art of this era? What are some characteristics of Impressionist art? How did the invention of photography affect the art of this era? What are some characteristics of Post-Impressionist art? How did African Americans relate to the arts as artists, models, or patrons?

**Objectives:** Students will be able to describe the characteristics of Romantic artwork. Students will be able to describe the effects of the Industrial Revolution on society and art. Students will be able to describe the characteristics of Realist art. Students will be able to describe how women of this era related to the arts as artists, models, or patrons and how this may have conflicted with the way that women were portrayed in art of the era. Students will be able to explain why and how Japanese art influenced the European and American art of this era. Students will be able to describe some characteristics of Impressionist art. Students will be able to describe how photography affected the other art made during this era. Students will be able to describe some characteristics of Post-Impressionist art. Students will be able to describe how African Americans related to the arts as artists, models, or patrons and how this often differed from the way their society portrayed them.

## UNIT 11: WHAT IS ART?

**Essential Questions:** How can one define "art"? Is there a difference between art and craft? Historically, who defines "art" and how does this affect our understanding of what is or isn't art?

**Objectives:** Students will be able to create definition for "art". Students will be able to give examples of artworks that support their definition of "art"--showing works that they consider "art" and works that they do not consider to be "art". Students will be able to describe how the definition of art varies by culture and how historical definitions of art affect our perception of "art" today.