

Effective Date: 2016-2017 School Year

Hamburg Area School District

Name of Course: Art History
Department: Social Studies

Grade Level: 11th and 12th
Instructional Time: 15 Cycles
Length of Course: 1 Semesters
Period Per Cycle: 6 Periods
Length of Period: 43 Minutes

Texts and Resources:
Discovering Art History: 4th Edition

Assessments:
Tests/Quizzes
Oral Presentations
Written Assignments
Paper based projects
Technology based projects

**Hamburg Area School District
Course Plan
Art History**

Course Name: Art History

Unit:

Time Line: 2 Cycles

Essential Content/ Essential Questions	Performance Objectives	Standards	Vocabulary
What is art? Why do human beings create art? How and why has this remained constant throughout human history?	Students will be able to identify and analyze art as a unique form of human expression. Students will understand the basic reasons for why humans create art and what constitutes subject matter.	8.1.12.D	Artwork, Subject Matter, Aesthetics, Content, Architecture
How do the economic, political, and social factors of a civilization impact the artwork that they create? How have these factors changed throughout Western History?	Students will be able to identify and analyze art as being a reflection of the society that produces it; thus it provides insight into the political, economic, and social factors of the time period that produces it.	8.1.12.A 8.1.U.A.	Historical Context, Western Civilization
What are some different styles of artwork? What are some of the major components of form, color, and subject matter? How has this changed throughout history?	Students will be able to identify and analyze different forms of art such as paintings and sculptures. Students will also be able to identify three of the major ways of identifying paintings; color, and brushstyle.	8.1.12.B 8.1.U.B.	Artwork Form, Sculpture, Oil Paint, Tempura Paint, Fresco, Mosaic, Primary Colors, Secondary Colors, Color Hue

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Course Plan
Art History

Course Name: Art History

Unit: Beginnings of Western Art/ Ancient Western Art

Time Line: 2 Cycles

Essential Content/ Essential Questions	Performance Objectives	Standards	Vocabulary
How did art begin the Western World? How does it reflect on these pre-civilization cultures?	Students will be able to identify and analyze the lifestyles of early humans by studying cave drawings.	8.1.12.A 8.1.U.A. 8.1.12.B 8.1.U.B 8.4.9.B 8.4.W.B	Lascaux Cave Paintings, Primitive Art
How did the religious belief system of the ancient Greeks and Romans effect art in their society?	Students will be able to identify and analyze how the religious views of the Ancient Greeks and Romans effected how they viewed human beings and influenced their art.	8.1.12.A 8.1.U.A 8.1.12.B 8.1.U.B. 8.4.9.A 8.4.W.A.	Polytheism, Paganism, Columns, Arches, City-States, Legions, Plebeians, Patricians, Romance Language, Pax Romana
How did the Barbarian invasions and the fall of Rome effect artwork in the Western World?	Students will be able to identify and analyze the causes of the fall of Rome and how it influenced art in the Western World.	8.1.12.A 8.1.U.A. 8.1.12.C 8.1.U.C 8.4.9.C 8.4.W.C. 8.4.9.D	Barbarians, The Dark Ages, Monotheism

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Course Name: Art History
Unit: Religious Art

Time Line: 2 Cycles

Essential Content/ Essential Questions	Performance Objectives	Standards	Vocabulary
What role did the Catholic Church play in the development of art in the West during the Dark Ages? How and why did the Byzantium Empire continue to produce sophisticated artwork?	Students will be able to identify and analyze the Catholic Church as being the main sponsor of art during the Middle Ages.	8.1.12.A 8.1.U.A. 8.1.12.C 8.1.U.C 8.4.9.A 8.4.W.A. 8.4.9.C 8.4.W.C 8.4.9.D	The Catholic Church, Christianity, Byzantium Empire, Tessarae, Illumination, Vellum, Feudalism, Serf,
Why are cathedrals and castles such impressive feats of architecture? What specific elements does this "Gothic" style entail?	Students will be able to identify and analyze the steps undertaken and the general engineering process of castle and cathedral construction	8.1.12.B 8.1.U.B. 8.4.9.B 8.4.W.B	Medieval, Gothic, Stained Glass, Flying Buttress, Gargoyle, Grotesque
What are some of the prominent castles and cathedrals located in Europe today? Why do modern civilizations view these buildings with such pride?	Students will be able to identify some of the major cathedrals and castles of Europe. For example Norte Dame, St. Paul's, and the Basilica di Santa Maria.	8.1.12.B 8.1.W.B 8.4.9.B 8.4.W.B	Monastic, Romanesque,

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Course Plan
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Course Name: Art History
Unit: The Renaissance

Time Line: 3 Cycles

Essential Content/ Essential Questions	Performance Objectives	Standards	Vocabulary
What social, cultural, and political changes led to the Italian Renaissance? How did these revolutions translate to the type of art produced?	Students will be able to identify and analyze the wool trade and sea trade as leading to economic changes in both Venice and Florence. These economic changes led to an increase in artistic activity in both Italian cities.	8.1.12.A 8.1.U.A. 8.1.12.C 8.1.U.C. 8.4.12.B 8.4.12.C 8.4.12.D	Renaissance, High Renaissance, the Crusades, Humanism, the Humanities
How was the artwork of the Renaissance different from previous generations? What inventions and discoveries allowed for these changes?	Students will be able to identify and analyze the differences between artwork of the Italian Renaissance and the artwork of the Middle Ages.	8.1.12.A 8.1.U.A. 8.4.12.C 8.4.W.C. 8.4.12.D	Tempura, Contraposto, Camera Obscura, Anatomy, the Printing Press
Who were some of the major artists and what were some of the major pieces of artwork from the Italian Renaissance?	Students will be able to identify and analyze the art of Michelangelo, Da Vinci, and Raphael. Students will also be able to identify and analyze the differences between the Venetian and Florentine styles of painting.	8.1.12.B 8.1.U.B 8.1.12.D 8.1.U.D 8.4.12.A	Oil Painting, Sfumato, Linear Perspective, Chiaroscuro,
How did the Italian Renaissance have an impact on the rest of Europe? How will this "Northern" Renaissance be both similar and different artistically from the Italian Renaissance?	Students will be able to identify and analyze how the ideas of the Italian Renaissance eventually spread throughout Europe and had a direct link to the Enlightenment. Students will be able to analyze the major artistic style of the Northern Renaissance.	8.1.12.A 8.1.12.C 8.1.U.C 8.4.12.C 8.4.12.D	Northern Renaissance, Mannerism, The Reformation, 95 Thesis

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Art History**

**Course Name: Art History
Unit: Baroque and Rococo**

Time Line: 2 Cycles

Essential Content/ Essential Questions	Performance Objectives	Standards	Vocabulary
How did the style of painting change in the 17 th Century in Europe? What social, political, and economic factors	Students will be able to identify and analyze the social and political trends that caused a shift in art styles from the 16 th to 17 th Centuries.	8.1.12.A 8.1.12.C 8.4.12.C 8.4.12.D	Baroque Era, The Palace of Versailles, The Hall of Mirrors
Who are some of the famous Artists of the Baroque period? How are they both similar and different from other artists we have previously studied?	Students will be able to identify and analyze artists such as Rembrandt, Caravaggio, and Reuben.	8.1.12.B 8.1.U.B 8.4.12.A 8.4.W.A	Tenebrism, Patrons, Realism, Symbolism
Who are some of the famous Artists of the Rococo Period? How are they both similar and different from other artists we have previously studied?	Students will be able to identify and analyze artists such as Boucher, Fragonard, Watteau, Gainsborough, and Reynolds.	8.1.12.B 8.1.U.B 8.1.12.D 8.1.U.D 8.4.12.A 8.4.W.A	Rococo Era, Chateaux, Baldachin, Pavilions, Stucco
What social factors in France led to the development of the high Rococo style? What makes this particular artistic movement so different from others we have seen?	Students will be able to identify and analyze Rococo style as developing out of the social attitudes of the aristocracy in the France of Louis XIV.	8.1.12.A 8.1.U.A 8.4.12.C 8.4.W.C 8.4.12.D	High Rococo, Fete Galante, Elegant Entertainment, aristocrats

**Hamburg Area School District
Course Plan
Art History**

Course Name: Art History

Unit: Neo-Classicism and Romanticism

Time Line: 2 Cycles

Essential Content/ Essential Questions	Performance Objectives	Standards	Vocabulary
How did the evolution of art in France foreshadow the French Revolution? What social, economic, and political factors caused this Revolution? How does it clearly reflect the values of the ancient period?	Students will be able to identify and analyze how the shift from Rococo to Neo-classical showed the growing class struggle evolving inside of France.	8.1.12.A 8.1.U.A. 8.1.12.C 8.1.U.C 8.4.12.C 8.4.W.C 8.4.12.D	The Estates General, 1 st Estate, 2 nd Estate, 3 rd Estate, Tennis-Court Oath, National Assembly, Constitutional Monarchy, Republic, The Directory
What are some of the major differences between the Neo-classical style and the Romantic style? How did each movement differ in terms of style and subject matter?	Students will be able to identify and analyze the major differences in the brushwork, color styles, and subject matter of Romanticism and Neo-classicism.	8.1.12.B	Neoclassical, Romantic, Allegorical, Realism
Who were some of the main artists of the Neo-classical and Romantic styles? How are they both similar and different from other artists we have previously studied?	Students will be able to identify and analyze the work of artists such as David, Ingres, Delacroix, Friedrich, Gericault, Turner, and Goya.	8.1.12.B 8.4.12.A	Expressionism

Unit: Impressionism, Post-Impressionism, and the Emergence of Modern Art**Time Line: 2 Cycles**

Essential Content/ Essential Questions	Performance Objectives	Standards	Vocabulary
What are some of the major characteristics of Impressionism? Why is this artwork the first to be considered “avant garde?”	Students will be able to identify and analyze the style, color, and subject matter of the Impressionists and the Post-Impressionists.	8.1.12.B 8.1.U.B	Impressionism, Post-Impressionism, Modern Art,
Who are some of the major artists associated with the Impressionist and Post-Impressionist Era? How are they both similar and different from other artists we have previously studied?	Students will be able to identify and analyze the artwork of Monet, Manet, Renoir, Degas, Van Gogh, Seurat, Cezanne, Gauguin, and Picasso.	8.1.12.B 8.1.U.B 8.4.12.A 8.4.W.A	Pontillism, Abstract-Expressionism, Primitive Art
How did Impressionism and Post-Impressionism help lead to the emergence of Modern Art? What makes these particular artistic movements so different from others we have seen?	Students will be able to identify and analyze how Impression and Post-Impressionism mark a huge shift in art and help shape the world of modern art.	8.1.12.A 8.1.U.A. 8.4.12.C 8.4.W.C 8.4.12.D	Non-representational, Optical Mixing

Appendix

Subject Area - 8: History

Standard Area - 8.4: World History

[PDFPrint](#)

See Grades
PK - 3 See
Grades 3 - 8

	GRADE 8	GRADE 9	GRADE 12	CIVICS & GOVERNMENT	US HISTORY 1850- PRESENT	WORLD HISTORY 1450-PRESENT
Contributions from Individuals and Groups (World)	<p>8.4.8.A:</p> <p><u>Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</u></p>	<p>8.4.9.A:</p> <p><u>Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</u></p>	<p>8.4.12.A:</p> <p><u>Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</u></p>	<p>8.4.C.A:</p> <p><u>Evaluate critical issues in various contemporary governments. (Reference Civics and Government Standard 5.3.12.J.)</u></p> <p><u>Evaluate the effectiveness of various international organizations, both governmental and non-governmental. (Reference Civics and Government Standard 5.4.12.C.)</u></p> <p>8.4.C.B:</p> <p><u>Compare and contrast the basic principles and ideals found in significant documents:</u></p> <ul style="list-style-type: none"> Declaration of Independence United States Constitution (Reference Civics and Government Standard 5.1.9.D.) 	<p>8.4.U.A:</p> <p><u>Intentionally Blank</u></p>	<p>8.4.W.A:</p> <p><u>Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</u></p>
Historical Documents, Artifacts and Sites (World)	<p>8.4.8.B:</p> <p><u>Illustrate how historical documents, artifacts, and sites are critical to world history.</u></p>	<p>8.4.9.B:</p> <p><u>Contrast the importance of historical documents, artifacts, and sites which are critical to world history.</u></p>	<p>8.4.12.B:</p> <p><u>Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</u></p>		<p>8.4.U.B:</p> <p><u>Intentionally Blank</u></p>	<p>8.4.W.B:</p> <p><u>Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.</u></p>
Impact of Continuity and Change (World)	<p>8.4.8.C:</p> <p><u>Illustrate how continuity and change have impacted world history.</u></p> <ul style="list-style-type: none"> Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations 	<p>8.4.9.C:</p> <p><u>Analyze how continuity and change have impacted world history.</u></p> <ul style="list-style-type: none"> Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organization 	<p>8.4.12.C:</p> <p><u>Evaluate how continuity and change have impacted the world today.</u></p> <ul style="list-style-type: none"> Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organization 	<p>8.4.C.C:</p> <p><u>Evaluate critical issues in various contemporary governments. (Reference Civics and Government standard 5.3.12.J.)</u></p> <p><u>Employ historical examples and political philosophy to evaluate major arguments advanced for the necessity of government. (Reference Civics and Government Standard 5.1.12.B.)</u></p>	<p>8.4.U.C:</p> <p><u>Intentionally Blank</u></p>	<p>8.4.W.C:</p> <p><u>Evaluate how continuity and change have impacted the world today.</u></p> <ul style="list-style-type: none"> Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organization
Conflict and	<p>8.4.8.D:</p> <p><u>Compare conflict and</u></p>	<p>8.4.9.D:</p> <p><u>Analyze how conflict</u></p>	<p>8.4.12.D:</p> <p><u>Evaluate how conflict and</u></p>	<p>8.4.C.D:</p> <p><u>Analyze strategies used to resolve conflicts in society and government. (Reference Civics and Government Standards</u></p>	<p>8.4.U.D:</p>	<p>8.4.W.D:</p> <p><u>Evaluate how conflict and cooperation among groups and</u></p>

Subject Area - 8: History

Standard Area - 8.1: Historical Analysis and Skills Development

[PDFPrint](#)

[See Grades](#)

[PK - 3 See](#)

[Grades 3 - 8](#)

	GRADE 8	GRADE 9	GRADE 12	CIVICS & GOVERNMENT	US HISTORY 1850- PRESENT	WORLD HISTORY 1450-PRESENT
Continuity and Change over Time	8.1.8.A: Compare and contrast events over time and how continuity and change over time influenced those events.	8.1.9.A: Compare patterns of continuity and change over time, applying context of events.	8.1.12.A: Evaluate patterns of continuity and rates of change over time, applying context of events.	8.1.C.A: Intentionally Blank	8.1.U.A: Evaluate patterns of continuity and change over time, applying context of events.	8.1.W.A: Evaluate patterns of continuity and change over time, applying context of events.
Fact/Opinion and Points of View	8.1.8.B: Compare and contrast a historical event, using multiple points of view from primary and secondary sources.	8.1.9.B: Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.	8.1.12.B: Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.	8.1.C.B: Analyze the major arguments advanced for different systems of government. (Reference Civics and Government Standard 5.1.9.B.)	8.1.U.B: Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.	8.1.W.B: Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
Research	8.1.8.C: Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)	8.1.9.C: Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)	8.1.12.C: Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)	8.1.C.C: Intentionally Blank	8.1.U.C: Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)	8.1.W.C: Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)