Exploring Art

Grade 9, 10, 11, or 12

Prerequisite: None

Credit Value: 5

ABSTRACT

The Exploring Art course introduces students to the foundations of visual art. Two- and three-dimensional art forms are studied through the application of the elements of art and principles of design. The cultural and historical impact of evolving art styles is examined and iconic artists and their master works serve as the focal point of discussions pertaining to the influence of society on the work of artists throughout history. Maintenance of a work journal and a personal portfolio affords students the opportunity to reflect on their learning and critique their work.

Successful completion of Exploring Art fulfills the New Jersey graduation requirement in Visual Art.

*Adopted by the Somerville Board of Education on July 25, 2017*
**Exploring Art**  
**Grade 9, 10, 11, or 12**

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<tr>
<th>Month/Marking Period</th>
<th>September</th>
<th>October</th>
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**Essential Question:**
- In what ways are the elements of art and principles of design evident in the art of early world cultures?
- How did natural resources enhance the development of art?
- What role did religion play in medieval art?
- In what ways did secular life change art?
- How did the emerging class system affect art and artists?

**Content:**
- **Early Symbolic Art**
- **Art as Communication**
- **Manuscripts and Sacred Artworks**
- **The Renaissance**
  - The High Renaissance
- **Baroque Art**

**Skills and Topics:**
- research the earliest recorded use of images (e.g., cave drawings, tablets)
- determine the use of images as a visual language
- compare and contrast the use of images as language by early civilizations (e.g., Sumerians and Phoenicians) with current use of visual language
- employ a visual art alphabet in an original work of art
- maintain a work and vocabulary journal, including self-assessment using an art scoring rubric*
- identify the natural resources (e.g., reeds, clay, woods) used to develop communicative art
- assess the advantages and limitations of the natural resources used by early civilizations in the creation of art
- examine samples of the use of natural resources in communicative art
- apply the use of natural resource tools (e.g., a stylus, clay, berries, leaves) to produce an original work of communicative art
- collaborate to assess the invention or discovery of factors leading to the growth of the written language (e.g., papyrus, red ink, gum Arabic)
- analyze the impact of the Rosetta Stone, the *Book of the Dead*, and the development of the Egyptian calendar on Medieval art
- examine early monastic manuscripts
- create an illuminated manuscript
- compare and contrast the subjects of Medieval and Renaissance art
- analyze the impact of artists of the Renaissance (e.g., Leonardo da Vinci, Michelangelo, Titian) on the emergence of secular art
- assess the varied styles of Renaissance artists
- reproduce a Renaissance-style secular subject in an original work of art
- analyze the role of the Roman Catholic Church in the emergence of Baroque art
- compare and contrast the role of art in the lives of the masses, the clergy, and the ruling class
- research the lives and artistic styles of Baroque artists (e.g., Paul Rubens, Diego Velázquez, Johannes Vermeer)
- assess the impact of Baroque style on the architecture of the era

*This skill is developed throughout the course.*
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<td>• assess the message of Baroque art (e.g., to impress the viewer, to express wealth and abundance) • synthesize the elements of Baroque art in an original work of art</td>
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<td><strong>Integration of Technology:</strong></td>
<td>Internet, Web Quests, wireless laptop computers, classroom computers, SMART Boards, digital cameras, video streaming, podcasting</td>
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<td><strong>Writing:</strong></td>
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<td><strong>Summative Assessments:</strong></td>
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<td>☒ Global Awareness ☒ Civic Literacy</td>
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**Essential Question:**
How are daily events documented through art? In what ways does an artist express personal feelings? What techniques aid an artist to capture a mood? How do artists develop new personal styles? What are the commercial applications of art?

**Content:**
- **Neo-Classicism**
- **Romanticism**
- **Impressionism**
- **Cubism and Abstract Expression**
- **Computer-assisted Art**

**Skills and Topics:**
- Identify the elements of neo-classical style (e.g., *chiaroscuro*), clarity of image, and simple forms.
- Examine iconic examples of neo-classical art (e.g., Jacques-Louis David, Francisco Goya).
- Determine the elements of neo-classicism present in examples of iconic works of art.
- Investigate the application of neo-classical style in the architecture of the era (e.g., bas relief, frieze, mosaics).
- Incorporate the *chiaroscuro* technique in the creation of an original work of art.
- Compare and contrast the elements of neo-classicism with those of the Romantic period.
- Determine the artists' expression of emotion in examples of works of art (e.g., Paul Cezanne, Eugène Delacroix, Francisco Goya).
- Analyze the use of color, brush technique, and materials in iconic examples of works of art of the Romantic period.
- Research modern technological symbols that express emotions (e.g., emoticons).
- Illustrate the techniques of the Romantic period to illustrate emotion in an original work of art.
- Determine the elements of impressionistic art (e.g., multiple perspectives, brush technique, use of color).
- Assess examples of impressionism by iconic artists (e.g., Edgar Degas, Édouard Manet, Claude Monet, Auguste Renoir).
- Utilize technology to produce original examples of impressionistic scenes.
- Produce an original work of art (e.g., a time study, brush stroke technique study) in the impressionistic style.
- Analyze the impact of the work of Vincent Van Gogh on subsequent cubist and abstract expression.
- Compare and contrast the use of *chiaroscuro* and pointillism.
- Define cubism and abstract expression.
- Analyze examples of iconic works of art (e.g., Salvador Dalí, René Magritte, Joan Miró, Pablo Picasso).
- Apply the use of geometric shapes in the creation of an original work of art.
- Investigate the uses of pop art and computer-assisted art (e.g., advertisements, comic books, posters) in modern life.
- Assess the appearance of pop art and computer-assisted art in the school and community.
- Research the impact of Japanese *animé* on modern art.
- Analyze the iconic work of Andy Warhol and Roy Lichtenstein.
- Incorporate an everyday object in an original work of art in pop art style.
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Exploring Art
Course Requirements

Grade: 9, 10, 11, or 12  Prerequisite: None  Credit Value: 5
Length of Course: Academic Year

Course Description

The Exploring Art course introduces students to the foundations of visual art. Two- and three-dimensional art forms are studied through the application of the elements of art and principles of design. The cultural and historical impact of evolving art styles is examined and iconic artists and their master works serve as the focal point of discussions pertaining to the influence of society on the work of artists throughout history. Maintenance of a work journal and a personal portfolio affords students the opportunity to reflect on their learning and critique their work.

Successful completion of Exploring Art fulfills the New Jersey graduation requirement in Visual Art.

Course Content

This course will consist of the following units of study:
- Early Symbolic Art
- Art as Communication
- Manuscripts and Sacred Artworks
- The Renaissance and The High Renaissance
- Baroque Art
- Neo-Classicism
- Romanticism
- Impressionism
- Cubism and Abstract Expression
- Pop Art and Computer-assisted Art

Course Objectives

The student will demonstrate the ability to answer in detail the following essential questions:
- In what ways are the elements of art and principles of design evident in the art of early world cultures?
- How did natural resources enhance the development of art?
- What role did religion play in medieval art?
- In what ways did secular life change art?
Course Objectives (continued)

- How did the emerging class system affect art and artists?
- How are daily events documented through art?
- In what ways does an artist express personal feelings?
- What techniques aid an artist to capture a mood?
- How do artists develop new personal styles?
- What are the commercial applications of art?
- What are the post-graduation and/or career options that apply to the course content?

Evaluation Process

A final average of 65% or better is required to be awarded course credit. Throughout the length of this course, students may be evaluated on the basis of, but not limited to:

- Formative Assessments, such as writing prompts, journals, and portfolios
- Summative Assessments, such as quizzes, tests, and midterm and final examinations
- Performance Assessments, such as projects and presentations
- Class Participation
- Homework

Specific weights will be determined by course and level.
Exploring Art
Student Agreement

STUDENT NAME: ____________________________________________

Last Name       First Name

GRADE: ____________

My signature below indicates that I have received a copy of the Somerville Public Schools Course Requirements for Exploring Art.

I acknowledge my responsibility to read and understand all of the information contained in the Exploring Art Course Requirements information and syllabus packet.

_________________________________________  _______________________
Student Signature                      Date

Note: Please share the course requirements for Exploring Art with your parents.