Art Meets Art History

COURSE OUTLINE		
Unit One	*Stained Glass*	*25 days*
Unit Two	*Medieval Art Research Project*	*15 days*
Unit Three	*Perspective Project*	*25 days*
Unit Four	*Renaissance Art Research Project*	*15 days*

School-wide Academic Expectations Taught In This Course
o Communication o Collaboration o Analysis* o Literacy

School-wide Social and Civic Expectations Taught in This Course
o Demonstrate Honesty o Demonstrate Responsibility o Demonstrate Respect o Demonstrate Safety

Content Standards Taught in This Course	
VA:Cr1.1.Ia	Use multiple approaches to begin creative endeavors.
VA:Cr1.2.Ia	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
VA:Cr2.1.Ia	Engage in making a work of art or design without having a preconceived plan.
VA:Cr2.2.IIa	Demonstrate awareness of ethical implications of making and distributing creative work.
VA:Cr2.2.Ia	Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
VA:Cr2.3.Ia	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
VA:Cr3.1.Ia	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
VA:Pr4.1.Ia	Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
VA:Pr5.1.Ia	Analyze and evaluate the reasons and ways an exhibition is presented.
VA:Pr6.1.Ia	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
VA:Re.7.1.Ia	Hypothesize ways in which art influences perception and understanding of human experiences.
VA:Re.7.2.Ia	Analyze how one's understanding of the world is affected by experiencing visual imagery.
VA:Re8.1.Ia	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
VA:Re9.1.Ia	Establish relevant criteria in order to evaluate a work of art or collection of works.
VA:Cn10.1.Ia	Document the process of developing ideas from early stages to fully elaborated ideas.
VA:Cn11.1.Ia	Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Unit 1: Stained Glass

Introduction and Established Goals:
Students will learn about the history of stained glass and its uses and meaning in medieval art. Students will view several examples of stained glass art, both historical and contemporary. Students will make their own faux stained glass window. Their window should say something about themselves, their interests, their hobbies, etc.

Desired Outcome(s):
To culminate this unit, students will make their own faux stained glass window. Their window should say something about themselves, their interests, their hobbies, etc. Drafts, research, resource gathering, and practice should precede the start of their final attempt.

Common Core Standard(s):
- VA:Cr3.1.Ia
- VA:Cr1.2.Ia
- VA:Cr1.1.Ia
- VA:Re.7.1.Ia
- VA:Cn10.1.Ia

Essential Question(s):
What is the use of stained glass?
How can you show meaning in an artwork?

Key Terms/Concepts:
Leading
Stained glass
Transparency
Color blending

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESMENT EVIDENCE
• VA:Cr1.1.Ia • VA:Re.7.1.Ia • VA:Cn10.1.Ia • VA:Cr3.1.Ia • VA:Cr1.2.Ia	Students should perform the necessary research, drafts, resource gathering, etc. before they attempt their final. They should experiment with colors, blending, liquid leading, etc. and get comfortable with this new media before they commence. Their final should say something about the student, his/her interests/hobbies, etc.	Examples (from students and professionals) Modeling Peer-to-peer instruction and correction Practice Class Critiques	Students will create a work faux stained glass art Rubric (including self-assessment component) Formative assessment

Suggested Resources and Texts:

Visual resources via Internet (photos)
Student and professional examples
YouTube tutorials
Internet tutorials

Suggested Technology:

Google images
Khan Academy

Unit 2: Medieval Art Research Project

Introduction and Established Goals:
Students will learn about the history of medieval art. They will then choose an artist or artwork and complete a research project on their chosen topic. They will present their research to the class in a format of their choosing.

Desired Outcome(s):
To culminate this unit, students will present their research on a chosen topic related to medieval art.

Common Core Standard(s):
- **VA:Cr2.3.Ia**
- **VA:Cr3.1.Ia**
- **VA:Pr6.1.Ia**
- **VA:Cn10.1.Ia**
- **VA:Cn11.1.Ia**

Essential Question(s):
What are identifying characteristics of medieval art?
Why does medieval art look so different from Renaissance art?
Why did people create art in medieval times?

Key Terms/Concepts:
Fresco
Tempera
Stained glass
Various medieval artists
Florence

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESMENT EVIDENCE
• **VA:Cr2.3.Ia** • **VA:Cr3.1.Ia** • **VA:Pr6.1.Ia** • **VA:Cn10.1.Ia** • **VA:Cn11.1.Ia**	Students will research an artist or artwork from the middle ages and be able to explain their topic to their class. They should demonstrate their understanding of their topic through images, verbal communication and the completion of their packet.	Worksheets (gridding practice) Peer-to-peer instruction Worksheets/packet Formative assessments	School wide speaking rubric Worksheet Formative assessments

Suggested Resources and Texts:
Art history textbooks

Art history websites

Suggested Technology:
YouTube
Khan Academy

Unit 3: Perspective

Introduction and Established Goals:
Students will learn this history of one point perspective. They will view artworks that demonstrate a lack of understanding of true perspective as well as artworks that show a mastery of perspective. Students will learn the technique of one-point perspective. Students will be able to create a work of art using the technique of one point perspective.

Desired Outcome(s):
To culminate this unit, students will create a work of art utilizing techniques covered in this unit.

Common Core Standard(s):
- **VA:Cr1.1.Ia**
- **VA:Re.7.2.Ia**
- **VA:Cr2.2.Ia**
- **VA:Cn10.1.Ia**

Essential Question(s):
What is the purpose of one-point perspective? What can it help artists achieve?
How/why does employing one-point perspective aid in creating more realistic art?

Key Terms/Concepts:
One-point perspective
Horizon line
Vanishing points
Linear
Orthogonal lines
Parallel
Perpendicular

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESMENT EVIDENCE
• **VA:Cr1.1.Ia** • **VA:Re.7.2.Ia** • **VA:Cr2.2.Ia** • **VA:Cn10.1.Ia**	Students will create a work of art using the technique of one-point perspective. Students will be introduced to the history of perspective and how and why it was so monumental in the history of art. Students will be able embellish their perspective project with anything they'd like. For example, they could make it creepy (haunted house/hospital), relatable	Student and professional examples Examples from history Modeling Worksheets (perspective practice) Class Critiques Peer-to-peer assessment and	Students will create a work of art using the technique of gridding. Rubric Class critiques

	(school hallway), magical (futuristic city), etc.	critiques	
		Small group critiques and help	
		Formative assessments	
		Peer-to-peer assessment	

Suggested Resources and Texts:
Student and Professional Examples
Examples from the Renaissance (especially compared to examples from the Middle Ages)
Camera Obscura
Worksheet/introduction on how one-point perspective works

Suggested Technology:
YouTube tutorials
Internet Tutorials

Suggested Projects:
Hallways, imaginary rooms, rooms, dream houses, dream school, mansions, haunted houses, cities, bedrooms, neighborhoods, home exterior

Unit 4: Renaissance Art Research Project

Introduction and Established Goals:
Students will learn about the history of Renaissance art. They will then choose an artist or artwork and complete a research project on their chosen topic. They will present their research to the class in a format of their choosing.

Desired Outcome(s):
To culminate this unit, students will present their research on a chosen topic related to Renaissance art.

Common Core Standard(s):
- **VA:Cr2.1.IIa**
- **VA:Cr2.1.Ia**
- **VA:Pr5.1.Ia**
- **VA:Re8.1.Ia**
- **VA:Re9.1.Ia**
- **VA:Cn10.1.Ia**

Essential Question(s):
What are identifying characteristics of Renaissance art?
Why does Renaissance art look so different from medieval art?
Why did people create art in the Renaissance?

Key Terms/Concepts:
Various Renaissance artists
Florence
Linear perspective
Gods and Goddesses
Mythology

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESMENT EVIDENCE
• **VA:Cr2.1.IIa** • **VA:Cr2.1.Ia** • **VA:Pr5.1.Ia** • **VA:Re8.1.Ia** • **VA:Re9.1.Ia** • **VA:Cn10.1.Ia**	Students will research an artist or artwork from the Renaissance and be able to explain their topic to their class. They should demonstrate their understanding of their topic through images, verbal communication and the completion of their packet.	Worksheets (gridding practice) Peer-to-peer instruction Worksheets/packet Formative assessments	School wide speaking rubric Worksheet Formative assessments

Suggested Resources and Texts:
Art history text books
Khan Academy

Suggested Technology:
Internet
Khan Academy