Title: What is Art?

Topic: 20th Century Art History

Rationale: To develop a deeper understanding of 20th Century Art, while focusing on the art styles, periods, and changes that affect the perspectives of others.

Suggested Grade Level: 3rd-5th

Conceptual Lens: Perspectives

Supporting Concepts: Appreciation, Time, Creation, Patterns, Traditions, Religion, Commitment, Identity, Artists, Artwork

Careers: Curator, Historian, Professor, Philosopher

Process Skills: Evaluate, Reflect, Compare, Contrast, Interpret, Appraise, Conceptualize, Characterize, Reflect, Analyze, Perceive, Refine

Vocabulary: Modernism, Post Impressionism, Fauvism, Expressionism, Cubism, Pop Art, Abstract, Collage, Complementary, Balance, Contour, Highlight, Hue, Medium, Repetition, Symbol, Value

Overview of the Unit: The unit is focused on Art History during the 20th century to allow students an opportunity to research, use technology, and use critical and creative thinking skills related to the century of art reformation.

Pre-assessment: Students will view video, A Primer on the Top Artists of the Twentieth Century at http://www.huffingtonpost.com/2011/09/03/a-primer-on-the-top-artis_n_924994.html to gain insight into the lives and inspirations of some of the most talked about artists of the last 100 years. Students will discuss the following discussion topics to brush up on art history.
1. Top Artists
2. Artistic Movements
3. Influences
4. Styles
5. Popular Artwork
The discussion topics addressed in the video lead into the scaffolded questions for Lesson 1.

Culminating Performance Task:
You are a college student in the art field pursuing an internship at the Metropolitan Museum of Art. There are several requirements to qualify. One is to use your artistic ability to analyze 3 pieces of art. This requires you to be an art critic and analyze each piece according to certain criteria such as technique, theme, etc. Next, compare and contrast your critiques to an actual art critic’s critiques on the same pieces of work. Analyze how each perspective might have similarities or differences. Present your artwork and a summarization of your essay as an eager candidate for this position before the education committee at the Metropolitan Museum of Art.
TOPIC: 20th Century Art History

Facts
- Artists veered away from traditional concepts and techniques into the 20th century.
- Artists' views became less contemporary and more independent with the move into modern art.
- Henri Matisse and Pablo Picasso helped to define the revolutionary developments in the opening decades of the 20th Century.

Skills
- Evaluating
- Reflecting
- Comparing
- Contrasting
- Interpreting
- Critiquing
- Appraising
- Conceptualizing
- Characterizing artistic styles
- Refining ideas and forms
- Reflecting
- Analyzing
- Perceiving
- Using reference material
- Using Technology
- Synthesizing
- Evaluating
- Applying Critical and Creative Thinking Skills

Concepts
- Perspectives
- Time
- Change
- Creation
- Patterns
- Traditions
- Religion
- Commitment
- Identity
- Artists
- Artwork
Essential Understandings

EU 1. Time, religion, and culture have made influences on art.
EU 2. The different perspectives of art may affect the value of artwork and may change over time.
EU 3. Patterns and symbols are evident in art throughout history.

Essential Questions

EQ 1. How have time, religion, and culture made influences on art?
EQ 2. In what ways may different perspectives of art affect the value of artwork and change over time?
EQ 3. How are patterns and symbols evident throughout art history?

Culminating Performance Task

Students will analyze and evaluate works of art in order to understand that different perspectives on art may affect the value of artwork.

You are a college student in the art field pursuing an internship at the Metropolitan Museum of Art. There are several requirements to qualify. One is to use your artistic ability to analyze three pieces of art. This requires you to be an art critic and analyze each piece according to certain criteria such as technique, theme, etc. Next, compare and contrast your critiques to an actual art critic's critiques on the same pieces of work. Analyze how each perspective might have similarities or differences. Present your artwork and a summarization of your essay as an eager candidate for this position before the education committee at the Metropolitan Museum of art.

Affective Lessons

20th Century art also had an influence on art therapy. It has been shown that developmental art therapy increases social, emotional, and cognitive function in children. Students will view, read, and discuss the blog “Art Therapy – A Student Documentary About Art as Therapy.

http://www.arttherapyblog.com/videos/art-as-therapy-documentary/ - .VDabLSldWHs

1. Write a letter to the school board explaining why you feel art classes should be mandated in elementary curriculum.
2. Comment on the blog expressing how art therapy would benefit you.
3. As a peer mentor, work with other students in the school using art therapy.
**AL Gifted Standards and Student Outcomes:**
A.1.b Develop and ask questions for cognitive development
   - Viewpoint questions from different perspectives.
B.1.b Recognize relationships among ideas and data
   - Analyze various perspectives
C.2.d Question relationships and interpretations
   - Discern various interpretations of information.
E.1.a Plan, create, and present information orally in order to share thoughts and ideas to a variety of authentic audiences.
E.1.b Contribute (with confidence) to a group or class discussion of a concept, topic, theme, issue, or problem.
E.1.d Support and defend personal opinions while collaborating with and respecting the opinions of others.
E.2.a Plan, create, and present written information in order to share thoughts and ideas to a variety of authentic audiences.
E.3.a Select, analyze, and utilize appropriate visual aids for effective communication.
E.3.b Experience expression through various nonverbal forms.
F.1.d Identify a specific topic for research.
F.5.a Create and visually organize your data using chronological order
F.5.g Create and visually organize your data using compare/contrast.
F.5.f Create and visually organize your data using outline.
G.1.b Use digital tools and strategies to locate, collect, organize, evaluate, and synthesize information.
G.1.d Use digital environments to collaborate and communicate.
G.3.a Identify appropriate technological tools for use in academic and creative projects.
G.3.b Plan, create, and upload technological communications and/or presentations using technological software, online applications, or apps that may include blogs, WIKIS, podcasts, videos, and webinars.
H.1.c Identify feelings and emotions in self.
H.4.g Demonstrate leadership skills.
H.5.b Demonstrate respect and empathy with others.
H.6.a Recognize contributions and achievements of various cultures.
I.1.d Set, prioritize, and achieve goals.
I.2.b Self-evaluate progress of completing final tasks.
I.6.a Develop a receptive attitude towards feedback.
I.6.f Provide constructive criticism to others.
J.6.b Identify and articulate multiple solutions, goals, or perspectives.
J.8.a Use listening skills with others, respect perspectives of others.
ALCCRS:

**Language Arts:**
3.12 Demonstrate retrieval skills needed to research a topic.
4.7 Compare story elements and the experiences and feelings of literary characters to students' lives.
5.8 Express meaning through writing varied sentence structure, detailed paragraphs, and multi-paragraph compositions in an organized manner.

**Social Studies:**
6. Identify conflicts involving use of land, economic competition for scarce resources, different political views, boundary disputes, and cultural differences within and between different geographic areas.

**Art:**
3.4 Create symbolic works of art to communicate ideas.
3.7 Identify symbols and signs depicting specific ideas, moods, feelings, and emotions generated by a work of art.
3.8 Identify ideas and feelings expressed by individual artists in works of art.
3.9 Contrast artistic styles of various cultures, times, and places.
4.5 Describe functions of art within the total environment, including functional sculptures, urban improvement, and transportation.
4.7 Utilize community resources to identify works of art from various cultures, times, and places.
4.8 Identify works of art from various artists that were inspired by the environments in which they were created.
5.4 Critique personal works of art orally or in writing according to specified criteria, including elements of art, principals of design, technical skill, and creativity.
5.5 Identify societal values, beliefs, and everyday experiences expressed through works of art.
5.6 Describe works of art according to the style of various cultures, times, and places.
5.7 Associate a particular artistic style with an individual artist.

**Technology:** 3-5
8. Collect information from a variety of digital sources.
9. Collect information from a variety of digital sources.
10. Use digital environments to collaborate and communicate.

**Grades 6-8**
2. Publish digital products that communicate curriculum concepts.
11. Use digital tools and strategies to locate, collect, organize, evaluate, and synthesize information and concepts.
14. Use digital tools to generate new ideas, products, or processes.

**Career Education:**

**Foundation of Arts**
2. Use reading, writing, and communication skills needed to convey themes, ideas, and concepts in research and public presentation for arts, audio-video technology, and communication projects.
12. Demonstrate processes that provide team building.
15. Interpret the influence of elements of time and place on visual characteristics, content, purposes, and messages of works of art.

**Animated Filmmaking**
3. Compare characteristics of visual arts styles from various historical periods.
7. Apply artistic processes and skills using a variety of media to communicate ideas, themes, emotions, and stories in filmmaking.

**Character Education:**
21. Respect for the Environment
22. Creativity
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<th>Content Knowledge/Standards</th>
<th>Conceptual Lens: Perspectives</th>
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<td>Concepts: Time, Culture, Religion, Influence</td>
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**Lesson 1 (EU1):** Time, religion, and culture have made influences on art.

**EQ1:** How have time, religion, and culture made influences on art?

**AL Gifted Standards and Student Outcomes:**
- E.1.b Contribute (with confidence) to a group or class discussion of a concept, topic, theme, issue, or problem.
- E.2.a Plan, create, and present written information in order to share thoughts and ideas to a variety of authentic audiences.
- F.1.d Identify a specific topic for research.
- F.5.a Create and visually organize your data using chronological order
- F.5.f Create and visually organize your data using outline
- G.1.b Use digital tools and strategies to locate, collect, organize, evaluate, and synthesize information.
- G.1.d Use digital environments to collaborate and communicate.
- G.3.a Identify appropriate technological tools for use in academic and creative projects.
- G.3.b Plan, create, and upload technological communications and/or presentations using technological software, online applications, or apps that may include blogs, WIKIS, podcasts, videos, and webinars.
- H.5.b Demonstrate respect and empathy with others.
- H.6.a Recognize contributions and achievements of various cultures.
- I.1.d Set, prioritize, and achieve goals.
- I.2.b Self-evaluate progress of completing final tasks.

**ALCCRS:**
- **Language Arts:**
  - 3.12 Demonstrate retrieval skills needed to research a topic.
- **Social Studies:**
  - 6. Identify conflicts involving use of land, economic competition for scarce resources, different political views, boundary disputes, and cultural differences within and between different geographic areas.
- **Art:**
  - 3.4 Create symbolic works of art to communicate ideas.
  - 3.9 Contrast artistic styles of various cultures, times, and places.
  - 4.5 Describe functions of art within the total environment, including functional sculptures, urban improvement, and transportation.
  - 4.7 Utilize community resources to identify works of art from various cultures, times, and places.
  - 4.8 Identify works of art from various artists that were inspired by the environments in which they were created.
  - 5.5 Identify societal values, beliefs, and everyday experiences expressed through works of art.
  - 5.6 Describe works of art according to the style of various cultures, times, and places.
- **Technology:** 3-5
  - 9. Collect information from a variety of digital sources.
- **Career Education:**
  - Foundation of Arts
15. Interpret the influence of elements of time and place on visual characteristics, content, purposes, and messages of works of art.

**Animated Filmmaking**

3. Compare characteristics of visual arts styles from various historical periods.

**Character Education:**

21. Respect for the Environment
22. Creativity

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**Assessment**

**Pre:** Students will view video, A Primer on the Top Artists of the Twentieth Century at [http://www.huffingtonpost.com/2011/09/03/a-primer-on-the-top-artis_n_924994.html](http://www.huffingtonpost.com/2011/09/03/a-primer-on-the-top-artis_n_924994.html) and visit the site [http://arthistoryresources.net/ARTH20thcentury.html](http://arthistoryresources.net/ARTH20thcentury.html) to gain insight into the lives and inspirations of some of the most talked about artists of the last 100 years. Students will discuss the following discussion topics to brush up on art history.

1. Top Artists
2. Artistic Movements
3. Influences
4. Styles
5. Popular Artwork

**Post:**

Students will complete a TicTacToe graphic organizer located on [http://www.eduplace.com/graphicorganizer/pdf/tictack.pdf](http://www.eduplace.com/graphicorganizer/pdf/tictack.pdf) to record notes and make conclusions on the video and discussion points. Students will share notes and conclusions with the class as teacher makes clarifications.

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**Introduction**

**Overview of the Unit:** The unit is focused on Art History during the 20th century to allow students an opportunity to research, use technology, and use critical and creative thinking skills related to the century of art reformation.

**This unit includes:** Research, Technology, Critical and Creative Thinking

**Unit Pacing:** 8-12 weeks

**Background Information for the teacher:** Art History

**Definition:** Art History is the academic study of the history and development of the visual arts. Through art history, students examine the relationship between time, religion, and culture as it relates to visual art. They develop an understanding of how art is and has been influenced by time, religion, and culture. The goal of art history education is to prepare students to be able to think more critically when evaluating art and to develop an awareness of how visual arts can record history.
| **Teaching Methods** | **SQ:** What is art?  
**ACTIVITY:** Students will view the video “What is Art?” and discuss why some people like certain art that others do not.  
http://www.teachertube.com/video/what-is-art-193402 |
|---|---|
| **SQ:** How is time relevant to art history?  
**SQ:** What are the time periods in art?  
**SQ:** What are the corresponding artists for those periods?  
**ACTIVITY:** Students will be introduced to the website arthistoryresources.net/ARTH20thcentury.html and develop a timeline while working in groups to record the time periods and the corresponding artists using the timeline creation tool TimeToast.  
Website: [http://www.timetoast.com/](http://www.timetoast.com/)  
App: timetoast | |
| **SQ:** What is a religion?  
**SQ:** How would someone's religion influence his/her life?  
**ACTIVITY:** Students will discuss the definition of religion found at http://dictionary.kids.net.au/word/religion and write a two-paragraph essay on how religion may or may not influence their lives and also give specific examples from their lives in their writing. | |
| **SQ:** How is religion sometimes depicted through art?  
**ACTIVITY:** Teacher will guide students through a picture walk on the following website and lead a discussion on the various religions depicted through the art pieces named on the website. [http://www.visual-arts-cork.com/religious-art.htm](http://www.visual-arts-cork.com/religious-art.htm) | |
| **SQ:** What is a culture?  
**SQ:** How would someone's culture influence his/her life?  
**ACTIVITY:** Students will view the video found at [http://www.teachertube.com/video/culture-102330](http://www.teachertube.com/video/culture-102330) and how the culture of the individuals featured in the video influenced their lives.  
**SQ:** How is culture sometimes depicted through art?  
**ACTIVITY:** Students will research a specific artist from the 20th Century who represented his/her culture through his/her work. The students will use Prezi to display the artwork and share how culture is depicted through the art. | |
| **SQ:** What does it mean to contribute to something?  
**ACTIVITY:** (Service Learning Project)  
Students will lead a fundraiser in their school to contribute to a local cause, such as a local art museum who supports art education or provides art classes for children in the community. | |
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<tr>
<th>EQ: How do time, religion, and culture make contributions to art?</th>
<th><strong>Debriefing Activity:</strong> To develop and an awareness of how visual arts can record history, students will research a certain art style from the 20th Century and create a mural depicting major events and trends of that era, when that particular art style was introduced to the art world. Students will focus their research on a specific category relating to the culture and religions of that era, and then depict their findings in their murals. Students will present as if they are presenting their murals to community board members who are looking to beautify the community by choosing a team of students to paint a mural on a wall downtown.</th>
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**Non-Print:** Internet access, TimeToast App or website [http://www.timetoast.com/](http://www.timetoast.com/), paper, chart or bulletin board paper, paint, paintbrushes |
| **Extensions** | 1. Independent research on other events and trends of the 20th Century.  
2. Scaffolding as needed during discussions of video, definition of art history and vocabulary.  
3. PowerPoint option available for students to use when presenting their mural while including reasons why their mural should be chosen by the community board members. |
**Lesson 2 (EU2):** The different perspectives of art may affect the value of artwork and may change over time.

**EQ2:** How may different perspectives of art affect the value of artwork and change over time?

**AL Gifted Standards and Student Outcomes:**
A.1.b Develop and ask questions for cognitive development:
   • Viewpoint questions from different perspectives.
B.1.b Recognize relationships among ideas and data
   • Analyze various perspectives
C.2.d Question relationships and interpretations.
   • Discern various interpretations of information.
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**ALCCRS:**
**Language Arts:**
4.7 Compare story elements and the experiences and feelings of literary characters to students' lives.
5.8 Express meaning through writing varied sentence structure, detailed paragraphs, and multi-paragraph compositions in an organized manner.

**Art:**
3.8 Identify ideas and feelings expressed by individual artists in works of art.
4.8 Identify works of art from various artists that were inspired by the environments in which they were created.
5.4 Critique personal works of art orally or in writing according to specified criteria, including elements of art, principals of design, technical skill, and creativity.
5.5 Identify societal values, beliefs, and everyday experiences expressed through works of art.
5.7 Associate a particular artistic style with an individual artist.

**Career Education: Foundation of Arts and Communication**
2. Use reading, writing, and communication skills needed to convey themes, ideas, and concepts in research and public presentation for arts, audio-video technology, and communication projects.
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| **Pre:** Students will read the following quotes by Andy Warhol and Arthur Danto, art critic, and facilitate a Socratic circle based on the following prompt: **Who has a better understanding of what art is based on their quotes.... the artist or the art critic?**

“Art is anything you can get away with.”
(Andy Warhol)

"What Warhol taught was that there is no way of telling the difference [between art and non-art] merely by looking. The eye, so prized an aesthetic organ when it was felt that the difference between art and non-art was visible, was philosophically of no use whatever when the differences proved instead to be invisible."
(Arthur Danto, professor of Philosophy at Columbia University and art critic for the Nation)

**Post:** Using notes from their reflective journals after the Socratic circle, students will write a reflection paper on the way the artist viewed themselves and their own work and compare it to the way society viewed it then or the way it is viewed now, in terms of value.

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**This unit includes:** Research, Technology, Critical and Creative Thinking

**Unit Pacing:** 8-12 weeks

**Background Information for the teacher:** Art History

**Definition:** Art History is the academic study of the history and development of the visual arts. Through art history, students examine the relationship between time, religion, and culture as it relates to visual art. They develop an understanding of how art is and has been influenced by time, religion, and culture. The goal of art history education is to prepare students to be able to think more critically when evaluating art and to develop an awareness of how visual arts can record history.
| **Teaching Methods** | **SQ:** What is perspective?  
Why do people have different perspectives?  
**ACTIVITY:** Teacher will pass out replicas of famous artwork, two copies of each print. Some students will have the same copy. Students will reflect on whether they like or dislike the artwork and why. The teacher will lead a discussion on what perspective means and how we all have different perspectives and why we may have those different perspectives. Students will then compare their perspective to the perspective of the student who received the same print and then report back to the class.  

**SQ:** What is value?  
What does it mean to value something?  
What are some ways you value what is important?  
**ACTIVITY:** Students will list many, varied things of value in their personal life.  

**SQ:** Why is value placed on artwork?  
**ACTIVITY:** “Silent auction.” Students have a set amount of money and can make silent bids on different pieces - then check to see what the bids on each piece were and make inferences about how different perspectives affected the value of each piece  

**SQ:** When has an object's value changed your perspective?  
**ACTIVITY:** After a discussion on the things we value and what is more important to value, they will hold a debate on whether it is more important to buy name brand or off-brand items and why.  

**EQ:** How may different perspectives of art affect the value of artwork and change the value over time?  
**Debriefing Activity:** Students will research the top-selling artwork from the 20th Century and create a PowerPoint or iMovie Trailer using images of the artwork. On the caption of each image, students will note what makes the artwork popular or valuable and have the audience guess the actual price for the original and also how much a replica is sold for. The next slide will give the prices so that the audience can understand how perspectives may sometimes change the value. |
| **Resources** | **Print:** Written quotes, Socratic circle prompt and feedback form for students  

**Non-Print:** Journals, paper, Internet access. PowerPoint or iMovie Trailer (iPad) |
| Extensions | Researching and analyzing other quotes from an artist of their choice to gain a deeper understanding of the artist and how he/she valued his/her artwork.  
 1. Scaffolding as needed during discussions of quotes and guidance during Socratic questioning.  
 2. WebQuest option available for students to create, elaborating on the artist's perspective of their work compared to the way society valued their work. |
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**ALCCRS:**

**Art:**
3.7 Identify symbols and signs depicting specific ideas, moods, feelings, and emotions generated by a work of art.
5.4 Critique personal works of art orally or in writing according to specified criteria, including elements of art, principals of design, technical skill, and creativity.
5.7 Associate a particular artistic style with an individual artist.

**Technology Education:**

**Grades 3-5**
• Collect information from a variety of digital sources.
• Use digital environments to collaborate and communicate.

**Grades 6-8**
• Publish digital products that communicate curriculum concepts.
• Use digital tools and strategies to locate, collect, organize, evaluate, and synthesize information and concepts.
• Use digital tools to generate new ideas, products, or processes.

**Career Education:**

**Animated Filmmaking**
7. Apply artistic processes and skills using a variety of media to communicate ideas, themes, emotions, and stories in filmmaking.
**Foundation of Arts, Audio/Video Technology and Communication**
- Use reading, writing, and communication skills needed to convey themes, ideas, and concepts in research and public presentation for arts, audio-video technology, and communication projects.
- Demonstrate processes that provide team building.

**Character Education:**
22. Creativity

**Assessment**

**Pre:** Teacher will show some of Henri Matisse’s artwork from the following website and discuss the art movement called Fauvism from the following website.  
Using a Cornell Notes graphic organizer from  
the students will take notes on the patterns they see in the artwork as they discuss the topic. Students will compare notes in groups as the teacher looks on to facilitate any discussion.

**Post:** Students will present their videos in groups to the class as if they were tour guides giving information to a class before a tour of the art museum. Teacher will assess using a rubric designed from rubistar.com.

**Introduction**

**Overview of the Unit:** The unit is focused on Art History during the 20th century to allow students an opportunity to research, use technology, and use critical and creative thinking skills related to the century of art reformation.

**This unit includes:** Research, Technology, Critical and Creative Thinking

**Unit Pacing:** 8-12 weeks

**Background Information for the teacher:** Art History

**Definition:** Art History is the academic study of the history and development of the visual arts. Through art history, students examine the relationship between time, religion, and culture as it relates to visual art. They develop an understanding of how art is and has been influenced by time, religion, and culture. The goal of art history education is to prepare students to be able to think more critically when evaluating art and to develop an awareness of how visual arts can record history.

**Teaching Methods**

**SQ:** What are patterns?  
**SQ:** What are some patterns in art?
ACTIVITY:
1. Students will read article, “Pollock’s Fractals” located at http://discovermagazine.com/2001/nov/featpollock and discuss how the patterns in Pollock’s art are somewhat mathematical. Teacher will list suggestions on chart paper.

2. Students will view an online image of Wassily Kandinsky’s piece Line-Dot, 1927 and analyze the piece in relation to patterns by discussing the lines, shapes, and colors in this particular piece. Teacher will ask the following questions in order to facilitate critical thinking through discussion.
   - Why do you think this artist chose to use these simple shapes and forms, instead of trying to make things look real, like a photograph?
   - Would it surprise you to learn that this artist hoped to invent a new universal language of art using shapes, patterns, lines, colors and forms that everyone in the world would recognize?
   - Do you think art can be like a language? Can shapes and forms be like words?

SQ: What are symbols?
ACTIVITY: Students will develop a “Top Ten List” listing ten symbols and their importance, with #1 being the most important.

SQ: What are some symbols in art?
ACTIVITY: Students will work with a partner to complete the “Who’s Who Quiz” and “Symbols in The Story” walkthrough on the mural by Thomas Hart Benton located at http://www.smithsonianeducation.org/idealabs/myths/symbolsinart/.

SQ: How could symbols or patterns in art repeat throughout history?
ACTIVITY: Pop Art, which is drawn from mass media and popular culture, is mostly associated with the work of New York artists of the early 1960’s, such as Andy Warhol. Some symbols and patterns are repeated in Andy Warhol’s work, which were similar to Wassily Kandinsky’s work in the early 20th Century. Students will write a two-page paper comparing the two styles, abstract and pop art, and expand on how symbols and patterns were repeated from Abstract to Pop Art.

EQ: How are patterns and symbols evident in art throughout history?

Debriefing Activity: To recognize the patterns in art history, students will read Henri Matisse: Drawing with Scissors and discuss the colorful, repeated shapes, and abstract forms depicted in his artwork. Working in groups, students will then collect pictures of
Beth Mustin

abstract art from online sources and make an iMovie including clips of the artwork and recording voiceover to explain the patterns and repeated shapes displayed in each clip throughout the movie.

Non-Print: Internet access, iMovie software on Mac computer |
| --- | --- |
| Extensions | 1. Field Trip: Art Museum  
2. Scaffolding as needed during discussions and guidance during note taking.  
3. Use of technology: Internet Research  
4. Guest Speaker: Curator from art museum or local art critic speaker who will engage students and challenge them through real world application. |