

Art History
(Prehistoric to Renaissance)

Fine Arts
Curriculum Framework

Revised 2014

Course Title: Art History (Prehistoric to Renaissance)
Course/Unit Credit: 0.5 credit

Course Number: 450060

Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.

Grades: 9-12

Prerequisites: There is no prerequisite for Art History (Prehistoric to Renaissance)

Art History (Prehistoric to Renaissance)

Art History (Prehistoric to Renaissance) is a one-semester course designed to teach students the significance of art throughout history. Students in Art History (Prehistoric to Renaissance) will examine periods of art history from around the world, with emphasis on art from ancient civilizations, classic civilizations, the Middle Ages, and the Early and High Renaissance. Students will examine characteristics of art including themes, artists, major works of art, media, and processes involved in creating works of art that is unique to each period of art; explore societal influences on art from each period and the impact art from each period has had on society; apply basic terminology and higher-order thinking skills and draw inferences from works of art and artists from each period of art history. Art History (Prehistoric to Renaissance) will satisfy the one-half credit fine arts requirement for graduation. Art History (Prehistoric to Renaissance) does not require Arkansas Department of Education approval.

Art History (Prehistoric to Renaissance)

Responding	
	1. <i>Students will perceive and analyze artistic work.</i>
	2. <i>Students will interpret intent and meaning in artistic work.</i>
Connecting	
	3. <i>Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i>

Notes:

1. Student Learning Expectations (SLEs) may be taught in any sequence.
2. Italicized words in this document appear in the glossary.
3. All items in a bulleted list are required to be taught.
4. The examples given (e.g.,) are suggestions to guide the instructor.
5. Common Core State Standards (CCSS) alignment key, CCRA.R.1 = College and Career Ready Anchor Standard.Reading.1

Strand: Responding

Content Standard 1: Students will perceive and analyze artistic work.

		CCSS Alignment
R.1.AHPR.1	<p>Describe the <i>elements of art</i> in artistic compositions</p> <ul style="list-style-type: none"> • color (e.g., color wheel, complementary, analogous, monochromatic, triad, warm, cool, split complementary, hue, value, intensity) • form (e.g., geometric, organic) • line (e.g., contour, implied, gesture, sketch, outline, structural, calligraphic, weight, value, expressive, directional, media influences) • shape (e.g., geometric, organic) • space (e.g., positive, negative, foreground, middle ground, background, one-point, two-point, aerial perspective, overlap, placement, size, color, illusion of depth) • texture (e.g., implied, actual) • value (e.g., neutral, light, dark, high key, low key, value ranges) 	<p>CCRA.R.2, 3, 4 CCRA.W.2 CCRA.SL.2, 4 CCRA.L.6</p>

Strand: Responding

Content Standard 1: Students will perceive and analyze artistic work.

		CCSS Alignment
R.1.AHPR.2	<p>Describe the <i>principles of design</i> in artistic composition</p> <ul style="list-style-type: none">• balance (e.g., asymmetrical, radial, symmetrical)• contrast (e.g., color, form, line, shape, space, texture, value)• emphasis (e.g., dominance, focal point)• movement (e.g., depth, flow, overlap, placement, repetition, size, time)• pattern (e.g., formal, informal, repetition)• proportion (e.g., exaggeration, scale)• rhythm (e.g., pattern, repetition)• unity (e.g., repetition, order)• harmony (e.g., similarity, wholeness)• variety (e.g., difference, diversity)	CCRA.R.2, 3, 4 CCRA.W.2 CCRA.SL.2, 4 CCRA.L.6

Strand: Responding

Content Standard 1: Students will perceive and analyze artistic work.

		CCSS Alignment
R.1.AHPR.3	<p>Identify art media, processes, and terminology</p> <ul style="list-style-type: none">• functional/utilitarian works (e.g., pottery, weaving, jewelry, tools, armor, weapons, masks, furniture)• drawing (e.g., charcoal, ink, metal point, stylus, illuminations)• painting (e.g., cartoon, encaustic, tempera, fresco, oil)• printmaking (e.g., etching, relief, engraving, printing press)• sculpture (e.g., additive, subtractive, casting, in the round, relief, bronze, marble, soapstone, bone)• architecture (e.g., load bearing, arch, post and lintel, flying buttresses, keystone, dome, floor plan, concrete)	CCRA.R.4 CCRA.SL.2 CCRA.L.6

Strand: Responding

Content Standard 1: Students will perceive and analyze artistic work.

		CCSS Alignment
R.1.AHPR.4	<p>Describe artists, architecture, and <i>works of art</i></p> <ul style="list-style-type: none"> • <i>ancient civilizations</i> (e.g., Stonehenge, Lascaux Caves, megaliths, pyramids, Venus of Willendorf, Nefertiti) • <i>classic civilizations</i> (e.g., Phidias, Myron, Praxiteles, Parthenon, Coliseum, Pantheon) • <i>Middle Ages</i> (e.g., Giotto, Cimabue, illuminated manuscripts, Book of Kells, Chartres Cathedral) • Early and High <i>Renaissance</i> (e.g., Botticelli, Leonardo da Vinci, Masaccio, Michelangelo, Raphael, Donatello, Dürer, van Eyck, Mona Lisa, Sistine Chapel, St. Peter’s Cathedral, Ste. Maria della Fiori Cathedral, The Birth of Venus, Pietà) 	<p>CCRA.R.2, 3, 4, 5, 7 CCRA.W.2, 7, 9 CCRA.SL.2, 3, 4 CCRA.L.6</p>
R.1.AHPR.5	<p>Describe characteristics (e.g., media, processes, terminology) of art movements</p> <ul style="list-style-type: none"> • <i>ancient civilizations</i> (e.g., Prehistoric, Sumerian, Babylonian, Assyrian, Egyptian, Asian, African, Mid-Eastern, Pacific, the Americas) • <i>classic civilizations</i> (e.g., Dorian, Ionian, Hellenistic, Greek, Etruscan, Roman, early Byzantine) • <i>Middle Ages</i> (e.g., Dark Ages, Romanesque, Celtic, Saxon, Hiberno, late Byzantine, Justinian, Islamic, Carolingian, Gothic, High Gothic) • Early and High <i>Renaissance</i> (e.g., Italian, European) 	<p>CCRA.R.2, 3, 4, 5, 7 CCRA.W.2, 7, 9 CCRA.SL.2, 3, 4 CCRA.L.6</p>
R.1.AHPR.6	<p>Discuss <i>works of art</i> produced by cultures (e.g., indigenous, civilized) found throughout the <i>non-western</i> world</p>	<p>CCRA.R.2, 3, 4 CCRA.W.2, 7, 9 CCRA.SL.2, 3, 4</p>

Strand: Responding

Content Standard 2: Students will interpret intent and meaning in artistic work.

		CCSS Alignment
R.2.AHPR.1	Describe themes (e.g., universal, societal, individual) that appear in <i>works of art</i> <ul style="list-style-type: none"> • <i>ancient civilizations</i> • <i>classic civilizations</i> • <i>Middle Ages</i> • Early and High <i>Renaissance</i> 	CCRA.R.2, 3, 4 CCRA.W.2, 7, 9 CCRA.SL.2, 3, 4
R.2.AHPR.2	Describe artistic intentions, symbols, conventions, and purposes <ul style="list-style-type: none"> • <i>ancient civilizations</i> • <i>classic civilizations</i> • <i>Middle Ages</i> • Early and High <i>Renaissance</i> 	CCRA.R.2, 3, 4 CCRA.W.2, 7, 9 CCRA.SL.2, 3, 4

Strand: Connecting

Content Standard 3: Students will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

		CCSS Alignment
CN.3.AHPR.1	<p>Describe various influences (e.g., social, cultural, geographical, <i>environmental</i>, political, spiritual, economical, technological, architectural, literary, musical, dramatic) on <i>works of art</i></p> <ul style="list-style-type: none"> • <i>ancient civilizations</i> • <i>classic civilizations</i> • <i>Middle Ages</i> • Early and High <i>Renaissance</i> 	<p>CCRA.R.2, 3, 7 CCRA.W.2, 7, 9 CCRA.SL.2, 3, 4</p>
CN.3.AHPR.2	<p>Describe the historical and current impacts of <i>works of art</i></p> <ul style="list-style-type: none"> • <i>ancient civilizations</i> • <i>classic civilizations</i> • <i>Middle Ages</i> • Early and High <i>Renaissance</i> 	<p>CCRA.R.2, 3, 7 CCRA.W.2, 7, 9 CCRA.SL.2, 3, 4</p>

Glossary for Art History (Prehistoric to Renaissance)

Ancient civilization	Art age and civilization up to approximately 800 BCE
Classic civilization	Art age and civilization from approximately 800 BCE-476 CE; from early Greece to the fall of Rome
Elements of art	The basic visual tools artists use to create a work of art: color, form, line, shape, space, texture, and value
Environmental	Relating to the environment, meaning man-made or natural surroundings
Middle Ages	Art ages and civilizations from approximately 476-1400 CE; from the fall of Rome to the Early Renaissance, which encompasses the Dark Ages as well as Gothic and High Gothic ages
Non-western	The Americas, Africa, Asia, Middle Eastern, Pacific
Principles of design	Guidelines artists use to organize the elements of art: balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, harmony, and variety
Renaissance	Art age and civilizations from approximately 1400-1600 CE
Work of art	A creation by a master or contemporary artist which has historical, social, or cultural significance

Contributors

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