

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

*Moorestown High School
Arts & Technology: Visual Art*

*AP Art History
11–12*

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[Course Description and Fundamental Concepts](#)

This Advanced Placement course examines creative works in the visual arts from the Paleolithic Age to the present. The major directions of painting, sculpture, and architecture in each culture are surveyed in depth to grasp the significance of creative expression for the time period. The course is essentially a history of art with the material presented chronologically and with cross-cultural comparisons. In addition to a text, hands on projects, web resources, video materials, and class activities make each period come alive for the students. Supplementary field trips enrich the units of study. Students are encouraged to take the Advanced Placement test. The course is designed for students with an interest in the humanities who desire to enrich their cultural background. It is strongly recommended for students wishing to continue studies in any field of art.

Prerequisite: Final minimum grade average of “A-“ in social studies course (“B” if most recent social studies course was an AP level) or by teacher recommendation.

Fundamental Concepts

- Artistic expression and communication
- Chronological observation of the development of critical thinking
- Visual literacy
- Nature of art
- Uses of art
- Meanings of art
- Responses to art
- Visual, contextual and comparative analysis skills

[New Jersey Student Learning Standards \(NJSLs\)](#)

Visual & Performing Arts Standards

Standard #	Standard Description
1.5.12.Cr1a	1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.
1.5.12.Cr1b	1.5.12adv.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
1.5.12.Cr2a	1.5.12adv.Cr2a: Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
1.5.12.Cr2b	1.5.12adv.Cr2b: Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
1.5.12.Cr2c	1.5.12adv.Cr2c: Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
1.5.12.Pr4a	1.5.12adv.Pr4a: Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
1.5.12.Pr5a	1.5.12adv.Pr5a: Investigate, compare and contrast methods for preserving and protecting art.
1.5.12.Pr6a	1.5.12adv.Pr6a: Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
1.5.12.Re7a	1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life.
1.5.12.Re7b	1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
1.5.12.Re8a	1.5.12adv.Re8a: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
1.5.12.Re9a	1.5.12adv.Re9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria.
1.5.12.Cn10a	1.5.12adv.Cn10a: Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

1.5.12.Cn11a	1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.
1.5.12.Cn11b	1.5.12adv.Cn11b: Assess the impact of an artist or group of artists on global issues, including climate change.

[English Companion Standards](#)

List grade-level appropriate companion standards for *History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12*. English Companion Standards are required in these subject/content areas.

Unit Addressed	Standard #	Standard Description
Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	NJSLSA.R10	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))

List appropriate units below for which standards will be addressed

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
10, 11, 12, 13	There are strategies to improve one's professional value and marketability.	<p>9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.</p> <p>9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</p> <p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p>
12, 13	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	<p>9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.</p> <p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p>9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</p> <p>9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p> <p>9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.</p> <p>9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p>

		9.2.12.CAP.11: <i>Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.</i>
2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	An individual's income and benefit needs and financial plan can change over time.	9.2.12.CAP.12: <i>Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.</i> 9.2.12.CAP.13: <i>Analyze how the economic, social, and political conditions of a time period can affect the labor market.</i>
10, 11, 12, 13	Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.	9.2.12.CAP.14: <i>Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.</i>
10, 11	Understanding income involves an analysis of payroll taxes, deductions and earned benefits.	9.2.12.CAP.15: <i>Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.</i> 9.2.12.CAP.16: <i>Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.</i> 9.2.12.CAP.17: <i>Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.</i> 9.2.12.CAP.18: <i>Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).</i> 9.2.12.CAP.19: <i>Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.</i> 9.2.12.CAP.20: <i>Analyze a Federal and State Income Tax Return.</i>

11, 12, 13	There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.	<p>9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.</p> <p>9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.</p> <p>9.2.12.CAP.23: Identify different ways to obtain capital for starting a business</p>
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Life Literacies and Key Skills ([Standard 9.4](#))

List appropriate units below for which standards will be addressed

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	Creativity and Innovation: With a growth mindset, failure is an important part of success.	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p>
	Creativity and Innovation: Innovative ideas or innovation can lead to career opportunities.	<p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</p>
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	Critical Thinking and Problem-solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	<p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p> <p>9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).</p> <p>9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.</p>

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	Digital Citizenship: Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another’s original works without permission or appropriate credit.	<i>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).</i> <i>9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics</i>
2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	Digital Citizenship: Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people’s rights.	<i>9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).</i> <i>9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).</i> <i>9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.</i>
11, 12, 13	Digital Citizenship: Cultivating online reputations for employers and academia requires separating private and professional digital identities.	<i>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</i>
11, 12, 13	Digital Citizenship: Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.	<i>9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).</i>
11, 12, 13	Digital Citizenship: Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.	<i>9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.</i>

12, 13	<p>Global and Cultural Awareness: Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p>	<p>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</p>
13	<p>Information and Media Literacy: Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.</p>	<p>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</p> <p>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).</p>
13	<p>Information and Media Literacy: Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully</p>	<p>9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</p> <p>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).</p>
13	<p>Information and Media Literacy: In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p>	<p>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</p> <p>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5).</p>
11, 12, 13	<p>Information and Media Literacy: Accurate information may help in making valuable and ethical choices.</p>	<p>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLA.W1, 7.1.AL.PRSNT.4).</p>

2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	Information and Media Literacy: Media have embedded values and points of view.	<i>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</i> <i>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</i>
13	Technology Literacy: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.	<i>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6).</i> <i>9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.</i>
13	Technology Literacy: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.	<i>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</i> <i>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</i>

Interdisciplinary Connections

List any other content standards addressed as well as appropriate units

Standard 8.2		Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	Strand A	The Nature of Technology: Creativity and Innovation: Technology systems impact every aspect of the world in which we live.
Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	Strand B	Technology and Society: Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.
Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	Strand C	Design: The design process is a systematic approach to solving problems.

Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	Strand D	Abilities for a Technological World: <i>The designed world is the product of a design process that provides the means to convert resources into products and systems.</i>
Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	Strand E	Computational Thinking: Programming: <i>Computational thinking builds and enhances problem-solving, allowing students to move beyond using knowledge to creating knowledge.</i>

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
Prehistoric Art The Near East and Ancient Egypt	September (~19 days)
The Classical Era	October (~19 days)
Faith Around the World	November (~16 days)
South, East, and Southeast Asia Indigenous Americas African Art	December (~15 days)
Oceanic Art Medieval Europe	January (~19 days)
Renaissance & Baroque	February (~18 days)
19th & 20th Centuries	March (~15-20 days)
Contemporary Art	April (~15-20 days)
Research Project	May (~18 days)
Research Project	June (~16 days)

Units Scope and Sequence

Unit 1: Prehistoric Art

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - Visual Arts

1.5.12.Cr1a, 1.5.12.Cr1b, 1.5.12.Cr2a, 1.5.12.Cr2b, 1.5.12.Cr2c, 1.5.12.Pr4a, 1.5.12.Pr5a, 1.5.12.Pr6a, 1.5.12.Re7a, 1.5.12.Re7b, 1.5.12.Re8a, 1.5.12.Re9a, 1.5.12.Cn10a, 1.5.12.Cn11a, 1.5.12.Cn11b

NJSLS - Career Awareness, Exploration, Preparation, and Training - see chart

NJSLS - Life Literacies and Key Skills - see chart

NJSLS - Interdisciplinary Standards - see chart

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Why make art when, in the prehistoric world, there are so many important things to do? What aspects of prehistoric art have continued through the ages?
- What possible meanings might prehistoric art have had for its original audience, and how do these contrast with the meanings prehistoric works have for audiences today?

Objectives

Students will be able to...

- Identify the stylistic and technical differences between the art of different ancient cultures.
- Compare and contrast the works of these cultures to understand how geography, religion, and resources affect the subject matter of the art.
- Use a basic artistic vocabulary to describe a particular work of art in the process of visual observation and analysis.
- Recognize and distinguish different works of art in terms of cultural origin, geographic location, material use, and subject matter.
- Engage in open discussion in the classroom to enrich understanding and initiate the creation of a comfortable, intellectually stimulating atmosphere.

Unit 2: Ancient Near East and Ancient Egypt

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - Visual Arts

1.5.12.Cr1a, 1.5.12.Cr1b, 1.5.12.Cr2a, 1.5.12.Cr2b, 1.5.12.Cr2c, 1.5.12.Pr4a, 1.5.12.Pr5a, 1.5.12.Pr6a, 1.5.12.Re7a, 1.5.12.Re7b, 1.5.12.Re8a, 1.5.12.Re9a, 1.5.12.Cn10a, 1.5.12.Cn11a, 1.5.12.Cn11b

NJSLS - Career Awareness, Exploration, Preparation, and Training - see chart

NJSLS - Life Literacies and Key Skills - see chart

NJSLS - Interdisciplinary Standards - see chart

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- How can we differentiate between artworks of historic and prehistoric civilizations?
- What basic approaches to art making can be seen at the very beginnings of civilization?

Objectives

Students will be able to...

- Analyze various works of art from Ancient Near East and Egyptian cultures by material, form, and technical characteristics
- Differentiate between Ancient Near Eastern and Egyptian art conventions
- Explain why certain artistic techniques subjects from these cultures have become immortalized throughout history
- Recognize the significance of these cultures to the history of art making

Unit 3: The Classical Era

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS Visual Arts

1.5.12.Cr1a, 1.5.12.Cr1b, 1.5.12.Cr2a, 1.5.12.Cr2b, 1.5.12.Cr2c, 1.5.12.Pr4a, 1.5.12.Pr5a, 1.5.12.Pr6a, 1.5.12.Re7a, 1.5.12.Re7b, 1.5.12.Re8a, 1.5.12.Re9a, 1.5.12.Cn10a, 1.5.12.Cn11a, 1.5.12.Cn11b

NJSLS - Career Awareness, Exploration, Preparation, and Training - see chart

NJSLS - Life Literacies and Key Skills - see chart

NJSLS - Interdisciplinary Standards - see chart

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- We call this age in history the classical past. What is meant by the word classical? What does this word tell us about the past and about ourselves? How does the concept of the “ideal” form change over the course of ancient history?

Objectives

Students will be able to...

- Analyze various works of art from Mediterranean cultures by material, form, and technical characteristics
- Differentiate between Greek and Roman art
- Explain why certain artistic techniques subjects from these cultures have become immortalized throughout history
- Recognize the significance of these cultures to the history of art making

Unit 4: Faith Around the World

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS Visual Arts

1.5.12.Cr1a, 1.5.12.Cr1b, 1.5.12.Cr2a, 1.5.12.Cr2b, 1.5.12.Cr2c, 1.5.12.Pr4a, 1.5.12.Pr5a, 1.5.12.Pr6a, 1.5.12.Re7a, 1.5.12.Re7b, 1.5.12.Re8a, 1.5.12.Re9a, 1.5.12.Cn10a, 1.5.12.Cn11a, 1.5.12.Cn11b

NJSLS - Career Awareness, Exploration, Preparation, and Training - see chart

NJSLS - Life Literacies and Key Skills - see chart

NJSLS - Interdisciplinary Standards - see chart

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- How do sacred rituals shape artistic forms?

Objectives

Students will be able to...

- Identify the progression of religious influences that directly affected art and architecture
- Recognize the use of symbolic imagery and divine references in images and sculpture
- Describe the importance of the Cathedral as a primary source for the production of art
- Explain how the job of an artist became a legitimate profession and that a demand for them rose significantly

Unit 5: South, East, and Southeast Asia

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS Visual Arts

1.5.12.Cr1a, 1.5.12.Cr1b, 1.5.12.Cr2a, 1.5.12.Cr2b, 1.5.12.Cr2c, 1.5.12.Pr4a, 1.5.12.Pr5a, 1.5.12.Pr6a, 1.5.12.Re7a, 1.5.12.Re7b, 1.5.12.Re8a, 1.5.12.Re9a, 1.5.12.Cn10a, 1.5.12.Cn11a, 1.5.12.Cn11b

NJSLS - Career Awareness, Exploration, Preparation, and Training - see chart

NJSLS - Life Literacies and Key Skills - see chart

NJSLS - Interdisciplinary Standards - see chart

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- How are tradition and innovation complementary qualities of the arts of South and East Asia?
- How did cultures completely independent of European influence create works of art and provide evidence of personal expression?
- What types of traditions and beliefs influenced the creation of art in these regions?
- What major differences existed between Euro-centric cultures and that of Africa, Asia, and the Americas?

Objectives

Students will be able to...

- Identify similarities and differences between the works of art from “Western” art and South and East Asian cultures.
- Explore the meaning of the subject matter and symbolism in works of art from these cultures
- Analyze and Interpret the fundamental differences between aesthetic and functional qualities in works of art

Unit 6: Indigenous Americas

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS Visual Arts

1.5.12.Cr1a, 1.5.12.Cr1b, 1.5.12.Cr2a, 1.5.12.Cr2b, 1.5.12.Cr2c, 1.5.12.Pr4a, 1.5.12.Pr5a, 1.5.12.Pr6a, 1.5.12.Re7a, 1.5.12.Re7b, 1.5.12.Re8a, 1.5.12.Re9a, 1.5.12.Cn10a, 1.5.12.Cn11a, 1.5.12.Cn11b

NJSLS - Career Awareness, Exploration, Preparation, and Training - see chart

NJSLS - Life Literacies and Key Skills - see chart

NJSLS - Interdisciplinary Standards - see chart

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- How and why do indigenous Americans use the natural environment to create works of art?

Objectives

Students will be able to...

- Identify similarities and differences between the works of art from “Western” art and indigenous American cultures.
- Explore the meaning of the subject matter and symbolism in works of art from these cultures
- Analyze and Interpret the fundamental differences between aesthetic and functional qualities in works of art

Unit 7: African Art

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS Visual Arts

1.5.12.Cr1a, 1.5.12.Cr1b, 1.5.12.Cr2a, 1.5.12.Cr2b, 1.5.12.Cr2c, 1.5.12.Pr4a, 1.5.12.Pr5a, 1.5.12.Pr6a, 1.5.12.Re7a, 1.5.12.Re7b, 1.5.12.Re8a, 1.5.12.Re9a, 1.5.12.Cn10a, 1.5.12.Cn11a, 1.5.12.Cn11b

NJSLS - Career Awareness, Exploration, Preparation, and Training - see chart

NJSLS - Life Literacies and Key Skills - see chart

NJSLS - Interdisciplinary Standards - see chart

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- How did the arts of Africa reflect individual and group beliefs and behaviors?
- How does contemporary African art reflect ideas found in its ancient past?

Objectives

Students will be able to...

- How did the arts of Africa reflect individual and group beliefs and behaviors?
- How does contemporary African art reflect ideas found in its ancient past?

Unit 8: Oceanic Art

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS Visual Arts

1.5.12.Cr1a, 1.5.12.Cr1b, 1.5.12.Cr2a, 1.5.12.Cr2b, 1.5.12.Cr2c, 1.5.12.Pr4a, 1.5.12.Pr5a, 1.5.12.Pr6a, 1.5.12.Re7a, 1.5.12.Re7b, 1.5.12.Re8a, 1.5.12.Re9a, 1.5.12.Cn10a, 1.5.12.Cn11a, 1.5.12.Cn11b

NJSLS - Career Awareness, Exploration, Preparation, and Training - see chart

NJSLS - Life Literacies and Key Skills - see chart

NJSLS - Interdisciplinary Standards - see chart

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- What does Oceanic art tell us about Pacific Islanders?

Objectives

Students will be able to...

- Identify similarities and differences between the works of art from “Western” art and Oceanic cultures.
- Explore the meaning of the subject matter and symbolism in works of art from these cultures
- Analyze and Interpret the ways that Oceanic art communicates Oceanic cultural values.

Unit 9: Medieval Europe

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS Visual Arts

1.5.12.Cr1a, 1.5.12.Cr1b, 1.5.12.Cr2a, 1.5.12.Cr2b, 1.5.12.Cr2c, 1.5.12.Pr4a, 1.5.12.Pr5a, 1.5.12.Pr6a, 1.5.12.Re7a, 1.5.12.Re7b, 1.5.12.Re8a, 1.5.12.Re9a, 1.5.12.Cn10a, 1.5.12.Cn11a, 1.5.12.Cn11b

NJSLS - Career Awareness, Exploration, Preparation, and Training - see chart

NJSLS - Life Literacies and Key Skills - see chart

NJSLS - Interdisciplinary Standards - see chart

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- How does medieval Christian art express and inspire devotion to God?
- How is medieval architecture enhanced by other art forms?

Objectives

Students will be able to...

- Identify similarities and differences between the works of art from Ancient Western art and Medieval Western art.
- Explore the meaning of the subject matter and symbolism in works of art from medieval Christians.
- Analyze and Interpret the fundamental differences between aesthetic and functional qualities in works of art

Unit 10: Renaissance and Baroque Europe

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS Visual Arts

1.5.12.Cr1a, 1.5.12.Cr1b, 1.5.12.Cr2a, 1.5.12.Cr2b, 1.5.12.Cr2c, 1.5.12.Pr4a, 1.5.12.Pr5a, 1.5.12.Pr6a, 1.5.12.Re7a, 1.5.12.Re7b, 1.5.12.Re8a, 1.5.12.Re9a, 1.5.12.Cn10a, 1.5.12.Cn11a, 1.5.12.Cn11b

NJSLS - Career Awareness, Exploration, Preparation, and Training - see chart

NJSLS - Life Literacies and Key Skills - see chart

NJSLS - Interdisciplinary Standards - see chart

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- How and why do art forms radically change during the Renaissance and Baroque periods?

Objectives

Students will be able to...

- Recognize various works of art that were created during these three centuries
- Identify the artists responsible for the aforementioned works of art as well as the materials, techniques, and locations of each
- Analyze a painting, sculpture, or architectural structure made in Renaissance times in regards to formal composition, technical characteristics, symbolic reference, and aesthetic effect

Unit 11: 19th and 20th Centuries

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS Visual Arts

1.5.12.Cr1a, 1.5.12.Cr1b, 1.5.12.Cr2a, 1.5.12.Cr2b, 1.5.12.Cr2c, 1.5.12.Pr4a, 1.5.12.Pr5a, 1.5.12.Pr6a, 1.5.12.Re7a, 1.5.12.Re7b, 1.5.12.Re8a, 1.5.12.Re9a, 1.5.12.Cn10a, 1.5.12.Cn11a, 1.5.12.Cn11b

NJSLS - Career Awareness, Exploration, Preparation, and Training - see chart

NJSLS - Life Literacies and Key Skills - see chart

NJSLS - Interdisciplinary Standards - see chart

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- How and why do artists of this period seek to push the boundaries of how art is defined and created?

Objectives

Students will be able to...

- Define the fundamental beliefs that inspired each artistic movement and the effect of those beliefs on the production of art
- Analyze the quality of color and brush stroke
- in a painting to determine its purpose and origin
- Engage in the process of group critique and discussion to share opinions about the art of this century
- Recognize the elements of art that carry across many cultures and movements, and continue to be prominent factors in the creation of art today

Unit 12: Contemporary Art

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS Visual Arts

1.5.12.Cr1a, 1.5.12.Cr1b, 1.5.12.Cr2a, 1.5.12.Cr2b, 1.5.12.Cr2c, 1.5.12.Pr4a, 1.5.12.Pr5a, 1.5.12.Pr6a, 1.5.12.Re7a, 1.5.12.Re7b, 1.5.12.Re8a, 1.5.12.Re9a, 1.5.12.Cn10a, 1.5.12.Cn11a, 1.5.12.Cn11b

NJSLS - Career Awareness, Exploration, Preparation, and Training - see chart

NJSLS - Life Literacies and Key Skills - see chart

NJSLS - Interdisciplinary Standards - see chart

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- How do contemporary artists relate the past, present, and future for today's audiences?

Objectives

Students will be able to...

- Identify the artists that established or achieved greatness by creating completely new directions in art making
- Understand how the geographic and social conditions of an artist's life will affect their work
- Recognize the evidence in a work of art that indicates its creator's life in terms of personal and emotional state as well as the aforementioned living conditions
- Distinguish between various works of art by analyzing subject and technique to place that piece in its proper time period and category

Please contact the Content Supervisor for any questions.