

City of Angels School

Independent Study – Los Angeles Unified School District

INSTRUCTIONAL PACING GUIDE – Art History and Analysis A (Basic Field Test Version)

Textbook: Brommer, *Discovering Art History* (Davis, 2007)

WEEKLY REQUIREMENTS: [100 points]

1. You will cover one (1) chapter each week.
2. As you read the chapter, complete all “Lesson Reviews”. **[30 points]**
3. After you read the chapter, complete the “Chapter Review”. **[30 points]**
4. Complete one (1) of the “Activities” in the “Classroom Connection” at the end of the chapter. (It could be either one of the numbered activities or one of the “Additional Activities”.) **[30 points]**
5. For your weekly assessment be prepared to present your completed activity (from #4 above) to your teacher, describing how it helped you to learn new concepts introduced in the chapter. For full credit you will need to incorporate a minimum of five new terms from the chapter in your presentation. **[10 points]**

For links to websites that provide additional coverage of course concepts, go to <http://coastudent.net> and click on the image of the “Discovering Art History” textbook.

COURSE CALENDAR:

<u>Week 1: Chapter 1: Learning About Art</u> Date Assigned: _____ Date Due: _____ Date Received: _____ Evaluation _____
<u>Week 2: Chapter 2: The Visual Communication Process</u> Date Assigned: _____ Date Due: _____ Date Received: _____ Evaluation _____
<u>Week 3: Chapter 3: Looking for a Common Denominator</u> Date Assigned: _____ Date Due: _____ Date Received: _____ Evaluation _____
<u>Week 4: Chapter 4: Non-Western Art and Cultural Influences</u> Date Assigned: _____ Date Due: _____ Date Received: _____ Evaluation _____
<u>Week 5: Chapter 5: Beginnings of Western Art</u> Date Assigned: _____ Date Due: _____ Date Received: _____ Evaluation _____
<u>Week 6: Chapter 6: Greek and Roman Art</u> Date Assigned: _____ Date Due: _____ Date Received: _____ Evaluation _____
<u>Week 7: Chapter 7: Religious Conviction</u> Date Assigned: _____ Date Due: _____ Date Received: _____ Evaluation _____
<u>Week 8: Chapter 8: Romanesque and Gothic Art</u> Date Assigned: _____ Date Due: _____ Date Received: _____ Evaluation _____
<u>Week 9: Chapter 9: The Italian Renaissance</u> Date Assigned: _____ Date Due: _____ Date Received: _____ Evaluation _____

LAUSD Course Description Highlights

Course Description

The purpose of this course is to provide a balanced visual arts program, which guides students to achieve the standards in the visual arts. In Art History and Analysis, students develop knowledge of the interrelationship of the visual arts and human history and further their aesthetic discrimination. Emphasis is placed on the analysis of visual images as they have been used to express the needs and ideals of society as well as those of the individual, in historical and contemporary times. The course requires extensive reading in addition to studio work.

Representative Objectives

Students *will* be able to:

- Compare, contrast, and analyze styles of art from a variety of times, places, and cultures.
- Comprehend how the visual arts and artists reflect, play a role in, and influence culture.
- Formulate informed judgments by applying the four steps of art criticism to his or her artwork and the work of others (describe the work, analyze the work in terms of the elements of art and principles of design, interpret the work in terms of ideas and emotions, and judge the work as to its success both technically and in terms of communicating an idea or emotion).
- Respond to a variety of works of art and talk about his or her interpretations of the artists' intentions.
- Integrate what he or she learns in art history to learning in other subject areas.
- Learn diverse ways in which practitioners of disciplines within and across the visual arts can communicate the same idea.
- Recognize, describe, analyze, discuss, and write about the visual characteristics of works of art, objects in nature, events, and the environment.
- Demonstrate an understanding of how to solve artistic problems in unique and expressive ways.

Representative Performance Skills

In accordance with their individual capacity, students will grow in the ability to:

- Identify artists who have achieved regional, national, or international recognition and recognize ways that their work reflects, plays a role in, and influences culture.
- Investigate a universal concept expressed in art and describe in visual and written form.
- Discriminate among and describe the purposes of art from major time periods and cultures.
- Develop chains of reasoning for his or her judgments about works of art that link the elements of art and principles of design, expressive characteristics, and technical qualities to the interpretation of meaning.
- Make sound critical judgments about the quality and success of artworks based on his or her experiences in and perceptions about the visual art forms.
- Demonstrate an understanding of the varied functions of an artist, art critic, art historian, art collector, and art philosopher (aesthete).
- Describe the use of the elements of art and principles of design as they relate to specific arts, styles, and periods of art.
- Discuss complex issues, such as distortion of shapes/form, space, advanced color theory, simplified and actual texture, scale, expressive content, and real vs. virtual.
- Describe and demonstrate how to solve an artistic problem in a unique and expressive way.