# HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT HILLSBOROUGH TOWNSHIP HIGH SCHOOL ART CURRICULUM ADVANCED PLACEMENT ART HISTORY AUGUST 2019

#### Advanced Placement Art History Grades 9-12 Course Overview

Advanced Placement Art History provides students with a visual arts experience that takes place in one class period every school day for an entire school year. It is open to students in grades 10, 11, and 12 and offers students the opportunity to pursue college level work in art history while still in high school. While this course does not assume prior training, it does require a high degree of commitment and is intended for the highly motivated student interested in the serious study of art. Many colleges and universities offer advanced placement and/or credit to students who perform successfully on the Advanced Placement Art History exam.

In Advanced Placement Art History, students will examine major forms of artistic expression from the ancient world to the present across a wide variety of cultures throughout the world. Students will learn to interpret and analyze works of art within their historical context and articulate what they see or experience in meaningful ways by developing an understanding of how and why works of art communicate visual meaning. This course will help students apply fundamental art and art historical terminology, understand the purpose and function of art, and interpret art and develop an appreciation for the process of making and displaying art. Students will also learn to analyze art in the context of historical evidence and interpret art by examining such issues as politics, religion, patronage, gender and ethnicity. Students will come to understand the cross-cultural and global nature of art and develop the ability to articulate visual and historical concepts in verbal and written forms. This curriculum represents the mandatory changes to the Advanced Placement Art History course content made by the College Board.

This Advanced Placement Art History course has been authorized by the College Board through the Advanced Placement Audit as an authorized course which meets or exceeds the expectations that colleges and universities have for Art History.

This 5-credit semester course helps fulfill the state graduation requirement in the Visual and Performing Arts.

The curriculum is aligned to the New Jersey Core Curriculum Content Standards and National Core Arts Standards for Visual and Performing Arts.

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
Global	10	NJ State Standards:	How does	The relationship	View	Unit quizzes/	Integrate and	CRP2. Apply
Prehistory,	days	1.1.12.D.1 Distinguish	environment and	of the arts and	representative	tests	evaluate multiple	appropriate
30,000-500		innovative applications of	locale influence	culture is	examples of		sources of	academic and
BCE		the elements of art and	global	mutually	selected two-	Projects	information	technical
		principles of design in	prehistoric art?	dependent;	dimensional and	_	presented in	skills.
		visual artworks from		culture affects the	three-dimensional	Open	diverse formats	
		diverse cultural	How is art, like	arts and the arts	visual art works	response	and media in	CRP4.
		perspectives and identify	science and	reflect and	(through such	questions	order to address a	Communicate
		specific cross-cultural	mathematics, a	preserve culture.	things as		question or solve	clearly and
		themes.	symbolic system		PowerPoint,	Reflection	a problem.	effectively and
			of	Building an	online image	papers		with reason.
		1.3.12.D.4 Analyze the	communication?	understanding of	resources, video		Using proper	
		syntax and compositional		the creative	presentations,	Presentations	conventions and	CRP5.
		and stylistic principles of	What are the	process and	etc.).		grammar when	Consider the
		two- and three-	theories and	appreciation of art		Class and	speaking and	environmental,
		dimensional artworks in	methods of early	history is	Discuss with	small group	writing.	social, and
		multiple art media	art making	essential for	comprehension	discussions		economic
		(including computer-	during this	developing	various styles,		Collaborating and	impacts of
		assisted artwork), and	period?	sensitive, well-	time periods,		discussing high	decisions.
		interpret themes and	**	rounded and	artists, techniques,		level ideas with	GD D C
		symbols suggested by the	How did human	cultured	movements, and		classmates and	CRP6.
		artworks.	migration	individuals.	historical events		team members.	Demonstrate
			impact		linked to this time			creativity and
		1.4.12.A.1 Use contextual	prehistoric art?	Studying the	period.		Engage in	innovation.
		clues to differentiate	YY 1	history of art	A 1 1'		multiple forms of	CDD0 IV:1:
		between unique and	How do	helps identify and	Accurately discuss		discussion in	CRP8. Utilize
		common properties and to	underlying	understand	how the Elements		order to process,	critical
		discern the cultural	structures, time	cultures and	and Principles of		make sense of,	thinking to
		implications of works of	periods, and	civilizations	Design apply to		and learn from	make sense of
		dance, music, theatre, and	cultures guide	throughout	the creation of		others' ideas,	problems and
		visual art.	the creation of	history.	various art works.		observations, and	persevere in
		1 4 12 4 2 5	works of art	TC1 1 4	A 1 1		experiences.	solving them.
		1.4.12.A.2 Speculate on	during the	Throughout	Analyze and		A 1 1 .1	CDD11 II
		the artist's intent, using	global	history, we find	decode various art		Analyze how the	CRP11. Use
		discipline-specific arts		that the making of	works of the		arts represent the	technology to

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	terminology and citing	prehistoric	art involves	period to discover	changing values	enhance
	embedded clues to	period?	creative planning,	apparent and	and ideals of	productivity.
	substantiate the	TT	and thoughtful	subliminal	society.	
	hypothesis.	How can art	designing and	meanings	T	
	1 4 10 4 0 5 1	works express	application of	influenced by and	Integrate and	
	1.4.12.A.3 Develop	visual thinking	skills.	within the context	evaluate multiple	
	informed personal	and focus on a	*** 1 1 0	of the time in	sources of	
	responses to an	particular	Visual art defines	which they were	information	
	assortment of artworks	concept during	and identifies the	made.	presented in	
	across the four arts	the global	many time		diverse formats	
	disciplines (dance, music,	prehistoric	periods and	Apply and discuss	and media in	
	theatre, and visual art),	period of art?	cultures	findings to make	order to address a	
	using historical		throughout	meaningful	question or solve	
	significance,	How are the	history.	connections to	a problem.	
	craftsmanship, cultural	elements and		students' current		
	context, and originality as	principles of	Through the study	reality.	Understand how	
	criteria for assigning	design used	of art, people		to illustrate a	
	values to the works.	during this	learn to make	Participate in	definition	
		period?	informed critical	hands-on	through artistic	
	1.4.12.B.2 Evaluate how		judgments, gain	exercises/activities	media.	
	an artist's technical		knowledge about	that correlate to		
	proficiency may affect the		visual	the artistic styles,		
	creation or presentation of		communication,	time periods,		
	a work of art, as well as		and learn to	movements, and		
	how the context in which		respect one's own	methods that are		
	a work is performed or		expression and	being viewed and		
	shown may impact		those of others.	discussed during		
	perceptions of its			class		
	significance/meaning.		The study of the	presentations.		
			history of art			
	1.4.12.B.3 Determine the		allows students to			
	role of art and artmaking		develop and			
	in a global society by		enhance critical			
	analyzing the influence of		thinking skills			
	technology on the visual,		which enable			
	performing, and		keen insights			
	multimedia arts for		increasing			
	consumers, creators, and		appreciation of			
	performers around the		the art form.			
	world.					
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National Standards:	The Elements of
VA:Cr1.1.Ia Use multiple	Art and Principles
approaches to begin	of Design are
creative endeavors.	used by artists in
	creative decision
VA:Re.7.1.Ia Hypothesize	making
ways in which art	throughout
influences perception and	history.
understanding of human	
experiences.	The foundation of
	creative industries
VA:Re8.1.Ia Interpret an	is rooted in the
artwork or collection of	study of art
works, supported by	history.
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.	

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Ancient	20 days	NJ State Standards:	How is the	The relationship	View	Unit quizzes/	Integrate and	CRP2. Apply
Mediterranean,		1.1.12.D.1 Distinguish	ancient	of the arts and	representative	tests	evaluate multiple	appropriate
3500 BCE-300		innovative applications	Mediterranean	culture is	examples of		sources of	academic and
CE		of the elements of art	period defined?	mutually	selected two-	Projects	information	technical skills.
		and principles of		dependent;	dimensional and		presented in	
		design in visual	What is the	culture affects	three-dimensional	Open response	diverse formats	CRP4.
		artworks from diverse	cultural context	the arts and the	visual art works	questions	and media in	Communicate
		cultural perspectives	of the ancient	arts reflect and	(through such		order to address a	clearly and
		and identify specific	empires in	preserve culture.	things as	Reflection	question or solve	effectively and
		cross-cultural themes.	relation to the		PowerPoint,	papers	a problem.	with reason.
			art of this	Building an	online image			
		1.3.12.D.4 Analyze	period?	understanding of	resources, video	Presentations	Using proper	CRP5.
		the syntax and		the creative	presentations,		conventions and	Consider the
		compositional and	What is the	process and	etc.).	Class and	grammar when	environmental,
		stylistic principles of	role of religion	appreciation of		small group	speaking and	social, and
		two- and three-	and royalty in	art history is	Discuss with	discussions	writing.	economic
		dimensional artworks	early art?	essential for	comprehension			impacts of
		in multiple art media		developing	various styles,		Collaborating and	decisions.
		(including computer-	How did the art	sensitive, well-	time periods,		discussing high	
		assisted artwork), and	of this period	rounded and	artists, techniques,		level ideas with	CRP6.
		interpret themes and	create a legacy	cultured	movements, and		classmates and	Demonstrate
		symbols suggested by	and ongoing	individuals.	historical events		team members.	creativity and
		the artworks.	influence on		linked to this time			innovation.
			artistic	Studying the	period.		Engage in	
		1.4.12.A.1 Use	traditions to	history of art			multiple forms of	CRP8. Utilize
		contextual clues to	follow?	helps identify	Accurately discuss		discussion in	critical thinking
		differentiate between		and understand	how the Elements		order to process,	to make sense
		unique and common	How are the	cultures and	and Principles of		make sense of,	of problems
		properties and to	elements and	civilizations	Design apply to		and learn from	and persevere
		discern the cultural	principles of	throughout	the creation of		others' ideas,	in solving
		implications of works	design used	history.	various art works.		observations, and	them.
		of dance, music,	during this				experiences.	
		theatre, and visual art.	period?	Throughout	Analyze and		_	CRP11. Use
				history, we find	decode various art		Analyze how the	technology to
		1.4.12.A.2 Speculate	How do experts	that the making	works of the		arts represent the	enhance
		on the artist's intent,	agree or	of art involves	period to discover		changing values	productivity.

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	disagree about	creative	apparent and	and ideals of	
	the value,	planning, and	subliminal	society.	
	power, and	thoughtful	meanings		
	artistic	designing and	influenced by and	Integrate and	
	influences of	application of	within the context	evaluate multiple	
	artwork during	skills.	of the time in	sources of	
	this time		which they were	information	
1.4.12.A.3 Develop	period?	Visual art	made.	presented in	
informed personal		defines and		diverse formats	
responses to an	How does the	identifies the	Apply and discuss	and media in	
assortment of artworks	surrounding	many time	findings to make	order to address a	
across the four arts	geographic	periods and	meaningful	question or solve	
	location impact	cultures	connections to	a problem.	
	the type of art	throughout	students' current		
	that was made	history.	reality.	Understand how	
_	during the	•		to illustrate a	
	ancient	Through the	Participate in	definition	
	Mediterranean	study of art,	hands-on	through artistic	
	period?	people learn to	exercises/activities	media.	
values to the works.	1	make informed	that correlate to	media.	
		critical	the artistic styles,		
1.4.12.B.2 Evaluate		judgments, gain	time periods,		
how an artist's		knowledge	movements, and		
technical proficiency		about visual	methods that are		
may affect the creation		communication,	being viewed and		
or presentation of a		and learn to	discussed during		
work of art, as well as		respect one's	class		
how the context in		own expression	presentations.		
which a work is		and those of	presentations.		
performed or shown		others.			
may impact					
perceptions of its		The study of the			
significance/meaning.		history of art			
Significance, meaning.		allows students			
1.4.12.B.3 Determine		to develop and			
the role of art and		enhance critical			
artmaking in a global		thinking skills			
society by analyzing		which enable			
the influence of		keen insights			
technology on the		increasing			
visual, performing, and		mercasing			
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multimedia arts for	appreciation of	
consumers, creators,	the art form.	
and performers around		
the world.	The Elements of	
	Art and	
National Standards:	Principles of	
VA:Cr1.1.Ia Use	Design are used	
multiple approaches to	by artists in	
begin creative	creative decision	
endeavors.	making	
	throughout	
VA:Re.7.1.Ia	history.	
Hypothesize ways in		
which art influences	The foundation	
perception and	of creative	
understanding of	industries is	
human experiences.	rooted in the	
	study of art	
VA:Re8.1.Ia Interpret	history.	
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.		

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Early	20 days	NJ State Standards:	How can early	The relationship	View	Unit quizzes/	Integrate and	CRP2. Apply
<b>European and</b>	_	1.1.12.D.1 Distinguish	European and	of the arts and	representative	tests	evaluate multiple	appropriate
Colonial		innovative applications	colonial	culture is	examples of		sources of	academic and
Americas,		of the elements of art	Americas art be	mutually	selected two-	Projects	information	technical skills.
200-1750 CE		and principles of design	defined?	dependent;	dimensional and		presented in	
		in visual artworks from		culture affects	three-dimensional	Open response	diverse formats	CRP4.
		diverse cultural	How are the	the arts and the	visual art works	questions	and media in	Communicate
		perspectives and	elements and	arts reflect and	(through such	•	order to address a	clearly and
		identify specific cross-	principles of	preserve culture.	things as	Reflection	question or solve	effectively and
		cultural themes.	design used	•	PowerPoint,	papers	a problem.	with reason.
			during this	Building an	online image		•	
		1.3.12.D.4 Analyze	period?	understanding of	resources, video	Presentations	Using proper	CRP5.
		the syntax and		the creative	presentations,		conventions and	Consider the
		compositional and	How does	process and	etc.).	Class and small	grammar when	environmental,
		stylistic principles of	patronage and	appreciation of		group	speaking and	social, and
		two- and three-	continued	art history is	Discuss with	discussions	writing.	economic
		dimensional artworks	religious	essential for	comprehension		-	impacts of
		in multiple art media	influence the	developing	various styles,		Collaborating and	decisions.
		(including computer-	art of this	sensitive, well-	time periods,		discussing high	
		assisted artwork), and	period?	rounded and	artists, techniques,		level ideas with	CRP6.
		interpret themes and		cultured	movements, and		classmates and	Demonstrate
		symbols suggested by	What specific	individuals.	historical events		team members.	creativity and
		the artworks.	influences are		linked to this time			innovation.
			seen on Jewish,	Studying the	period.		Engage in	
		1.4.12.A.1 Use	Christian, and	history of art			multiple forms of	CRP8. Utilize
		contextual clues to	Islamic art	helps identify	Accurately discuss		discussion in	critical thinking
		differentiate between	during the	and understand	how the Elements		order to process,	to make sense
		unique and common	Early European	cultures and	and Principles of		make sense of,	of problems
		properties and to	and colonial	civilizations	Design apply to		and learn from	and persevere
		discern the cultural	Americas	throughout	the creation of		others' ideas,	in solving
		implications of works	period?	history.	various art works.		observations, and	them.
		of dance, music,					experiences.	
		theatre, and visual art.	What is	Throughout	Analyze and			CRP11. Use
			naturalism and	history, we find	decode various art		Analyze how the	technology to
		1.4.12.A.2 Speculate	what kinds of	that the making	works of the		arts represent the	enhance
		on the artist's intent,	developments	of art involves	period to discover		changing values	productivity.

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		isual form	creative	apparent and		and ideals of	
		seen during	planning, and	subliminal		society.	
		period?	thoughtful	meanings			
	embedded clues to		designing and	influenced by and		Integrate and	
	substantiate the		application of	within the context		evaluate multiple	
	hypothesis.		skills.	of the time in		sources of	
				which they were		information	
	1.4.12.A.3 Develop		Visual art	made.		presented in	
	informed personal		defines and			diverse formats	
	responses to an		identifies the	Apply and discuss		and media in	
	assortment of artworks		many time	findings to make		order to address a	
	across the four arts		periods and	meaningful		question or solve	
	disciplines (dance,		cultures	connections to		a problem.	
	music, theatre, and		throughout	students' current			
	visual art), using		history.	reality.		Understand how	
	historical significance,					to illustrate a	
	craftsmanship, cultural		Through the	Participate in		definition	
	context, and originality		study of art,	hands-on		through artistic	
	as criteria for assigning		people learn to	exercises/activities		media.	
	values to the works.		make informed	that correlate to			
			critical	the artistic styles,			
	1.4.12.B.2 Evaluate		judgments, gain	time periods,			
	how an artist's		knowledge	movements, and			
	technical proficiency		about visual	methods that are			
	may affect the creation		communication,	being viewed and			
	or presentation of a		and learn to	discussed during			
	work of art, as well as		respect one's	class			
	how the context in		own expression	presentations.			
	which a work is		and those of	•			
	performed or shown		others.				
	may impact perceptions						
	of its		The study of the				
	significance/meaning.		history of art				
	<i>G</i>		allows students				
	1.4.12.B.3 Determine		to develop and				
	the role of art and		enhance critical				
	artmaking in a global		thinking skills				
	society by analyzing		which enable				
	the influence of		keen insights				
	technology on the		increasing				
	visual, performing, and		mercasing				
	visual, performing, and						

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	multimedia arts for	appreciation of
	consumers, creators,	the art form.
	and performers around	
	the world.	The Elements of
		Art and
	National Standards:	Principles of
	VA:Cr1.1.Ia Use	Design are used
	multiple approaches to	by artists in
	begin creative	creative decision
	endeavors.	making
		throughout
	VA:Re.7.1.Ia	history.
	Hypothesize ways in	
	which art influences	The foundation
	perception and	of creative
	understanding of	industries is
	human experiences.	rooted in the
	The state of the s	study of art
	VA:Re8.1.Ia Interpret	history.
	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.	
	concention of works.	

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
Later	20 days	NJ State Standards:	What are the	The relationship of	View	Unit quizzes/	Integrate and	CRP2. Apply
Europe and		1.1.12.D.1	impacts of	the arts and culture	representative	tests	evaluate multiple	appropriate
Americas,		Distinguish	modern	is mutually	examples of		sources of	academic and
1750-1980		innovative	scientific and	dependent; culture	selected two-	Projects	information	technical
CE		applications of the	philosophical	affects the arts and	dimensional and	_	presented in	skills.
		elements of art and	thinking on art	the arts reflect and	three-dimensional	Open response	diverse formats	
		principles of design	during the later	preserve culture.	visual art works	questions	and media in order	CRP4.
		in visual artworks	Europe and		(through such		to address a	Communicate
		from diverse cultural	Americas	Building an	things as	Reflection	question or solve a	clearly and
		perspectives and	period?	understanding of the	PowerPoint,	papers	problem.	effectively and
		identify specific		creative process and	online image			with reason.
		cross-cultural themes.	How are the	appreciation of art	resources, video	Presentations	Using proper	
			elements and	history is essential	presentations,		conventions and	CRP5.
		1.3.12.D.4 Analyze	principles of	for developing	etc.).	Class and	grammar when	Consider the
		the syntax and	design used	sensitive, well-		small group	speaking and	environmental,
		compositional and	during this	rounded and	Discuss with	discussions	writing.	social, and
		stylistic principles of	period?	cultured individuals.	comprehension			economic
		two- and three-			various styles,		Collaborating and	impacts of
		dimensional artworks	How do	Studying the history	time periods,		discussing high	decisions.
		in multiple art media	developments	of art helps identify	artists, techniques,		level ideas with	ann c
		(including computer-	like	and understand	movements, and		classmates and	CRP6.
		assisted artwork), and	industrialization	cultures and	historical events		team members.	Demonstrate
		interpret themes and	and urbanization	civilizations	linked to this time			creativity and
		symbols suggested by the artworks.	impact the art of this period?	throughout history.	period.		Engage in multiple forms of discussion	innovation.
		the artworks.	uns periou:	Throughout history,	Accurately discuss		in order to process,	CRP8. Utilize
		1.4.12.A.1 Use	What types of	we find that the	how the Elements		make sense of, and	critical
		contextual clues to	new	making of art	and Principles of		learn from others'	thinking to
		differentiate between	technologies,	involves creative	Design apply to		ideas, observations,	make sense of
		unique and common	media and art	planning, and	the creation of		and experiences.	problems and
		properties and to	forms are seen	thoughtful designing	various art works.		and experiences.	persevere in
		discern the cultural	during this	and application of	various art works.		Analyze how the	solving them.
		implications of works	period?	skills.	Analyze and		arts represent the	sorving them.
		of dance, music,	poliou.	Gillio.	decode various art		changing values	CRP11. Use
		or durice, music,			works of the		changing values	technology to

theatre	*	How does the	Visual art defines	period to discover	and ideals of	enhance
art.		rise of additional forms of	and identifies the many time periods	apparent and subliminal	society.	productivity.
1.4.12.		patronage, art	and cultures	meanings	Integrate and	
		galleries, and	throughout history.	influenced by and	evaluate multiple	
		museums impact	<i>S</i> 3	within the context	sources of	
specific		art during this	Through the study	of the time in	information	
		period?	of art, people learn	which they were	presented in	
	embedded	•	to make informed	made.	diverse formats	
clues to	o substantiate		critical judgments,		and media in order	
the hyp	oothesis.		gain knowledge	Apply and discuss	to address a	
			about visual	findings to make	question or solve a	
1.4.12.	A.3 Develop		communication, and	meaningful	problem.	
inform	ed personal		learn to respect	connections to		
	ses to an		one's own	students' current	Understand how to	
assortn			expression and those	reality.	illustrate a	
	ks across the		of others.		definition through	
	ts disciplines			Participate in	artistic media.	
	, music,		The study of the	hands-on		
	, and visual		history of art allows	exercises/activities		
	sing historical		students to develop	that correlate to		
signific			and enhance critical	the artistic styles,		
	nanship,		thinking skills which	time periods,		
	al context, and		enable keen insights	movements, and		
	ality as criteria		increasing	methods that are		
	igning values		appreciation of the	being viewed and		
to the v	works.		art form.	discussed during class		
1.4.12.	B.2 Evaluate		The Elements of Art	presentations.		
how ar	n artist's		and Principles of			
technic	cal proficiency		Design are used by			
	fect the		artists in creative			
creatio			decision making			
	tation of a		throughout history.			
	of art, as well					
	the context in		The foundation of			
	a work is		creative industries is			
1	med or shown		rooted in the study			
may in			of art history.			
	tions of its					
signific	cance/meaning.					

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1.4.12.B.3  Determine the role of art and artmaking in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.			
National Standards: VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.			
VA:Re.7.1.Ia Hypothesize ways in which art influences perception and understanding of human experiences.			
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.			

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Indigenous	20 days	NJ State Standards:	How can	The relationship	View	Unit quizzes/	Integrate and	CRP2. Apply
Americas,		1.1.12.D.1 Distinguish	ancient	of the arts and	representative	tests	evaluate multiple	appropriate
1000 BCD-		innovative applications	American	culture is	examples of		sources of	academic and
1980 CE		of the elements of art	architecture	mutually	selected two-	Projects	information	technical skills.
		and principles of design	and artifacts be	dependent;	dimensional and		presented in	
		in visual artworks from	visually	culture affects	three-dimensional	Open response	diverse formats	CRP4.
		diverse cultural	identified?	the arts and the	visual art works	questions	and media in	Communicate
		perspectives and		arts reflect and	(through such		order to address a	clearly and
		identify specific cross-	What are the	preserve culture.	things as	Reflection	question or solve	effectively and
		cultural themes.	functional and		PowerPoint,	papers	a problem.	with reason.
			ceremonial	Building an	online image			
		1.3.12.D.4 Analyze	roles of the	understanding of	resources, video	Presentations	Using proper	CRP5.
		the syntax and	indigenous	the creative	presentations,		conventions and	Consider the
		compositional and	American art?	process and	etc.).	Class and small	grammar when	environmental,
		stylistic principles of		appreciation of		group	speaking and	social, and
		two- and three-	How are the	art history is	Discuss with	discussions	writing.	economic
		dimensional artworks	elements and	essential for	comprehension			impacts of
		in multiple art media	principles of	developing	various styles,		Collaborating and	decisions.
		(including computer-	design used	sensitive, well-	time periods,		discussing high	
		assisted artwork), and	during this	rounded and	artists, techniques,		level ideas with	CRP6.
		interpret themes and	period?	cultured	movements, and		classmates and	Demonstrate
		symbols suggested by		individuals.	historical events		team members.	creativity and
		the artworks.	How is the art		linked to this time			innovation.
			of this period	Studying the	period.		Engage in	
		1.4.12.A.1 Use	linked to the	history of art			multiple forms of	CRP8. Utilize
		contextual clues to	natural	helps identify	Accurately discuss		discussion in	critical thinking
		differentiate between	environment?	and understand	how the Elements		order to process,	to make sense
		unique and common		cultures and	and Principles of		make sense of,	of problems
		properties and to		civilizations	Design apply to		and learn from	and persevere
		discern the cultural		throughout	the creation of		others' ideas,	in solving
		implications of works		history.	various art works.		observations, and	them.
		of dance, music,					experiences.	
		theatre, and visual art.		Throughout	Analyze and			CRP11. Use
				history, we find	decode various art		Analyze how the	technology to
		1.4.12.A.2 Speculate		that the making	works of the		arts represent the	enhance
		on the artist's intent,		of art involves	period to discover		changing values	productivity

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	using discipline-	creative	apparent and	and ideals of
	specific arts	planning, and	subliminal	society.
	terminology and citing	thoughtful	meanings	
	embedded clues to	designing and	influenced by and	Integrate and
	substantiate the	application of	within the context	evaluate multiple
	hypothesis.	skills.	of the time in	sources of
			which they were	information
	1.4.12.A.3 Develop	Visual art	made.	presented in
	informed personal	defines and		diverse formats
	responses to an	identifies the	Apply and discuss	and media in
	assortment of artworks	many time	findings to make	order to address a
	across the four arts	periods and	meaningful	question or solve
	disciplines (dance,	cultures	connections to	a problem.
	music, theatre, and	throughout	students' current	
	visual art), using	history.	reality.	Understand how
	historical significance,			to illustrate a
	craftsmanship, cultural	Through the	Participate in	definition
	context, and originality	study of art,	hands-on	through artistic
	as criteria for assigning	people learn to	exercises/activities	media.
	values to the works.	make informed	that correlate to	
		critical	the artistic styles,	
	1.4.12.B.2 Evaluate	judgments, gain	time periods,	
	how an artist's	knowledge	movements, and	
	technical proficiency	about visual	methods that are	
	may affect the creation	communication,	being viewed and	
	or presentation of a	and learn to	discussed during	
	work of art, as well as	respect one's	class	
	how the context in	own expression	presentations.	
	which a work is	and those of	_	
	performed or shown	others.		
	may impact perceptions			
	of its	The study of the		
	significance/meaning.	history of art		
		allows students		
	1.4.12.B.3 Determine	to develop and		
	the role of art and	enhance critical		
	artmaking in a global	thinking skills		
	society by analyzing	which enable		
	the influence of	keen insights		
	technology on the	increasing		
	visual, performing, and			
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multimedia arts for	appreciation of
consumers, creators,	the art form.
and performers around	
the world.	The Elements of
	Art and
National Standards:	Principles of
VA:Cr1.1.Ia Use	Design are used
multiple approaches to	by artists in
begin creative	creative decision
endeavors.	making
	throughout
VA:Re.7.1.Ia	history.
Hypothesize ways in	
which art influences	The foundation
perception and	of creative
understanding of	industries is
human experiences.	rooted in the
	study of art
VA:Re8.1.Ia Interpret	history.
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.	

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Africa 1100- 1980 CE	20 days	NJ State Standards: 1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.  1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.  1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works	How can African art from this period be identified?  How are the elements and principles of design used during this period?  What types of media, materials, and techniques are used to create African art during this period?  What are the daily and performance purposes of African art from this period?  What evolving global interpretations and influence has African art from this period	The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture.  Building an understanding of the creative process and appreciation of art history is essential for developing sensitive, well-rounded and cultured individuals.  Studying the history of art helps identify and understand cultures and civilizations throughout history.  Throughout history, we find that the making of art involves creative planning, and thoughtful designing and application of skills.	View representative examples of selected two-dimensional and three-dimensional visual art works (through such things as PowerPoint, online image resources, video presentations, etc.).  Discuss with comprehension various styles, time periods, artists, techniques, movements, and historical events linked to this time period.  Accurately discuss how the Elements and Principles of Design apply to the creation of various art works.  Analyze and	Unit quizzes/ tests  Projects  Open response questions  Reflection papers  Presentations  Class and small group discussions	Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.  Using proper conventions and grammar when speaking and writing.  Collaborating and discussing high level ideas with classmates and team members.  Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.	CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP5. Consider the environmental, social, and economic impacts of decisions.  CRP6. Demonstrate creativity and innovation.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
		of dance, music,	had?		decode various art works of the		Analyze how the arts represent the	CRP11. Use technology to

theatre, and visual	Visual art defines	period to discover	changing values enhance
art.	and identifies the	apparent and	and ideals of productivity.
art.	many time periods	subliminal	society.
1 4 12 A 2 Speculate	and cultures	meanings	society.
1.4.12.A.2 Speculate on the artist's intent,	throughout history.	influenced by and	Integrate and
	throughout history.	within the context	
using discipline-	Through the study of	of the time in	evaluate multiple sources of
specific arts	Through the study of		
terminology and	art, people learn to	which they were	information
citing embedded	make informed	made.	presented in
clues to substantiate	critical judgments,		diverse formats
the hypothesis.	gain knowledge	Apply and discuss	and media in
1 1 1 2 1 2 5 1	about visual	findings to make	order to address a
1.4.12.A.3 Develop	communication, and	meaningful	question or solve
informed personal	learn to respect one's	connections to	a problem.
responses to an	own expression and	students' current	
assortment of	those of others.	reality.	Understand how
artworks across the			to illustrate a
four arts disciplines	The study of the	Participate in	definition
(dance, music,	history of art allows	hands-on	through artistic
theatre, and visual	students to develop	exercises/activities	media.
art), using historical	and enhance critical	that correlate to	
significance,	thinking skills which	the artistic styles,	
craftsmanship,	enable keen insights	time periods,	
cultural context, and	increasing	movements, and	
originality as criteria	appreciation of the	methods that are	
for assigning values	art form.	being viewed and	
to the works.		discussed during	
	The Elements of Art	class	
1.4.12.B.2 Evaluate	and Principles of	presentations.	
how an artist's	Design are used by		
technical proficiency	artists in creative		
may affect the	decision making		
creation or	throughout history.		
presentation of a			
work of art, as well	The foundation of		
as how the context in	creative industries is		
which a work is	rooted in the study of		
performed or shown	art history.		
may impact			
perceptions of its			
significance/meaning.			

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1.4.12.B.3 Determine the role of art and artmaking in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.  National Standards: VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.			
VA:Re.7.1.Ia Hypothesize ways in which art influences perception and understanding of human experiences.  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.			

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
West and	20 days	NJ State Standards:	How can West	The relationship of	View	Unit quizzes/	Integrate and	CRP2. Apply
Central		1.1.12.D.1	and central	the arts and culture is	representative	tests	evaluate multiple	appropriate
Asia, 500		Distinguish	Asian art be	mutually dependent;	examples of		sources of	academic and
BCE-1980		innovative	defined?	culture affects the	selected two-	Projects	information	technical
CE		applications of the		arts and the arts	dimensional and		presented in	skills.
		elements of art and	What is the role	reflect and preserve	three-dimensional	Open response	diverse formats	
		principles of design	of religious	culture.	visual art works	questions	and media in	CRP4.
		in visual artworks	beliefs in the art		(through such		order to address a	Communicate
		from diverse cultural	of this period?	Building an	things as	Reflection	question or solve	clearly and
		perspectives and		understanding of the	PowerPoint,	papers	a problem.	effectively and
		identify specific	How did trade	creative process and	online image			with reason.
		cross-cultural themes.	and global	appreciation of art	resources, video	Presentations	Using proper	
		10105111	influences	history is essential	presentations,		conventions and	CRP5.
		1.3.12.D.4 Analyze	impact the art of	for developing	etc.).	Class and	grammar when	Consider the
		the syntax and	this period?	sensitive, well-		small group	speaking and	environmental,
		compositional and	XX	rounded and cultured	Discuss with	discussions	writing.	social, and
		stylistic principles of	How is figural	individuals.	comprehension			economic
		two- and three-	imagery used?	G. 1.11.1.	various styles,		Collaborating and	impacts of
		dimensional artworks	** .1	Studying the history	time periods,		discussing high	decisions.
		in multiple art media	How are the	of art helps identify	artists, techniques,		level ideas with	CDDC
		(including computer-	elements and	and understand	movements, and		classmates and	CRP6.
		assisted artwork), and	principles of	cultures and	historical events		team members.	Demonstrate
		interpret themes and	design used	civilizations	linked to this time			creativity and
		symbols suggested by the artworks.	during this period?	throughout history.	period.		Engage in multiple forms of	innovation.
				Throughout history,	Accurately discuss		discussion in	CRP8. Utilize
		1.4.12.A.1 Use	How is the style	we find that the	how the Elements		order to process,	critical
		contextual clues to	and production	making of art	and Principles of		make sense of,	thinking to
		differentiate between	of decorative	involves creative	Design apply to		and learn from	make sense of
		unique and common	objects	planning, and	the creation of		others' ideas,	problems and
		properties and to	intertwined with	thoughtful designing	various art works.		observations, and	persevere in
		discern the cultural	this period?	and application of			experiences.	solving them.
		implications of works		skills.	Analyze and			
		of dance, music,		Visual art defines	decode various art		Analyze how the	CRP11. Use
				and identifies the	works of the		arts represent the	technology to

	vicual	many time periods	period to discover	changing values	enhance
theatre, and art.	visuai	and cultures	apparent and	and ideals of	productivity.
art.		throughout history.	subliminal	society.	productivity.
1.4.12.A.2 S	neculate	tinoughout mistory.	meanings	society.	
on the artist'	•	Through the study of	influenced by and	Integrate and	
using discipl	ź	art, people learn to	within the context	evaluate multiple	
specific arts		make informed	of the time in	sources of	
terminology	and	critical judgments,	which they were	information	
citing embed		gain knowledge	made.	presented in	
clues to subs		about visual	made.	diverse formats	
the hypothes		communication, and	Apply and discuss	and media in	
the hypothes	313.	learn to respect one's	findings to make	order to address a	
1.4.12.A.3 I	Develon	own expression and	meaningful	question or solve	
informed per		those of others.	connections to	a problem.	
responses to		arose or outers.	students' current	a proorein.	
assortment o		The study of the	reality.	Understand how	
artworks acr		history of art allows	Tourity.	to illustrate a	
four arts disc		students to develop	Participate in	definition	
(dance, musi		and enhance critical	hands-on	through artistic	
theatre, and		thinking skills which	exercises/activities	media.	
art), using hi		enable keen insights	that correlate to	11100100	
significance,		increasing	the artistic styles,		
craftsmanshi		appreciation of the	time periods,		
cultural cont	•	art form.	movements, and		
originality as	·		methods that are		
for assigning		The Elements of Art	being viewed and		
to the works		and Principles of	discussed during		
		Design are used by	class		
1.4.12.B.2	Evaluate	artists in creative	presentations.		
how an artis		decision making	•		
technical pro		throughout history.			
may affect the					
creation or		The foundation of			
presentation	of a	creative industries is			
work of art,		rooted in the study of			
as how the c	ontext in	art history.			
which a wor	k is	•			
performed or	r shown				
may impact					
perceptions	of its				
significance					

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1.4.12.B.3 Determine the role of art and artmaking in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.  National Standards: VA:Cr1.1.Ia Use multiple approaches			
to begin creative			
endeavors.			
VA:Re.7.1.Ia Hypothesize ways in which art influences perception and understanding of human experiences.			
VA:Re8.1.Ia Interpret an artwork or collection of			
works, supported by relevant and			
sufficient evidence			
found in the work and its various			
and its various contexts.			
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VA:Re9.1.Ia Establish relevant			
criteria in order to			

	evaluate a work of art			
	or collection of			
	works.			

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
South, East	20 days	NJ State Standards:	How can South,	The relationship of	View	Unit quizzes/	Integrate and	CRP2. Apply
and		1.1.12.D.1	East, and	the arts and culture is	representative	tests	evaluate multiple	appropriate
Southeast		Distinguish	Southeast Asian	mutually dependent;	examples of		sources of	academic and
Asia, 300		innovative	art be defined?	culture affects the	selected two-	Projects	information	technical
BCE-1980		applications of the		arts and the arts	dimensional and		presented in	skills.
CE		elements of art and	What advances	reflect and preserve	three-dimensional	Open response	diverse formats	
		principles of design	in technology,	culture.	visual art works	questions	and media in	CRP4.
		in visual artworks	media, and		(through such		order to address a	Communicate
		from diverse cultural	techniques are	Building an	things as	Reflection	question or solve	clearly and
		perspectives and	seen during this	understanding of the	PowerPoint,	papers	a problem.	effectively and
		identify specific	period?	creative process and	online image			with reason.
		cross-cultural themes.		appreciation of art	resources, video	Presentations	Using proper	
			How does the	history is essential	presentations,		conventions and	CRP5.
		1.3.12.D.4 Analyze	role of court life	for developing	etc.).	Class and	grammar when	Consider the
		the syntax and	and social	sensitive, well-		small group	speaking and	environmental,
		compositional and	stratification	rounded and cultured	Discuss with	discussions	writing.	social, and
		stylistic principles of	impact art?	individuals.	comprehension			economic
		two- and three-			various styles,		Collaborating and	impacts of
		dimensional artworks	What types of	Studying the history	time periods,		discussing high	decisions.
		in multiple art media	unique art forms	of art helps identify	artists, techniques,		level ideas with	
		(including computer-	and imagery are	and understand	movements, and		classmates and	CRP6.
		assisted artwork), and	associated with	cultures and	historical events		team members.	Demonstrate
		interpret themes and	Asian religions?	civilizations	linked to this time			creativity and
		symbols suggested by		throughout history.	period.		Engage in	innovation.
		the artworks.	How are the				multiple forms of	
			elements and	Throughout history,	Accurately discuss		discussion in	CRP8. Utilize
		1.4.12.A.1 Use	principles of	we find that the	how the Elements		order to process,	critical
		contextual clues to	design used	making of art	and Principles of		make sense of,	thinking to
		differentiate between	during this	involves creative	Design apply to		and learn from	make sense of
		unique and common	period?	planning, and	the creation of		others' ideas,	problems and
		properties and to		thoughtful designing	various art works.		observations, and	persevere in
		discern the cultural	How did the	and application of			experiences.	solving them.
		implications of works	effect of trade	skills.	Analyze and			
		of dance, music,	and cultural		decode various art		Analyze how the	CRP11. Use
			interchanges		works of the		arts represent the	technology to

theatre, and visual	impact the art	Visual art defines	period to discover	changing values	enhance
art.	made during this	and identifies the	apparent and	and ideals of	productivity.
art.	period?	many time periods	subliminal	society.	productivity.
1.4.12.A.2 Speculate	period.	and cultures	meanings	society.	
on the artist's intent,		throughout history.	influenced by and	Integrate and	
using discipline-		tinoughout instory.	within the context	evaluate multiple	
specific arts		Through the study of	of the time in	sources of	
terminology and		art, people learn to	which they were	information	
citing embedded		make informed	made.	presented in	
clues to substantiate		critical judgments,	mac.	diverse formats	
the hypothesis.		gain knowledge	Apply and discuss	and media in	
the hypothesis.		about visual	findings to make	order to address a	
1.4.12.A.3 Develop		communication, and	meaningful	question or solve	
informed personal		learn to respect one's	connections to	a problem.	
responses to an		own expression and	students' current	P	
assortment of		those of others.	reality.	Understand how	
artworks across the			roundy.	to illustrate a	
four arts disciplines		The study of the	Participate in	definition	
(dance, music,		history of art allows	hands-on	through artistic	
theatre, and visual		students to develop	exercises/activities	media.	
art), using historical		and enhance critical	that correlate to		
significance,		thinking skills which	the artistic styles,		
craftsmanship,		enable keen insights	time periods,		
cultural context, and		increasing	movements, and		
originality as criteria		appreciation of the	methods that are		
for assigning values		art form.	being viewed and		
to the works.			discussed during		
		The Elements of Art	class		
1.4.12.B.2 Evaluate		and Principles of	presentations.		
how an artist's		Design are used by	-		
technical proficiency		artists in creative			
may affect the		decision making			
creation or		throughout history.			
presentation of a					
work of art, as well		The foundation of			
as how the context in		creative industries is			
which a work is		rooted in the study of			
performed or shown		art history.			
may impact					
perceptions of its					
significance/meaning.					

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1.4.12.B.3 Determine the role of art and artmaking in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.				
National Standards: VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.				
VA:Re.7.1.Ia Hypothesize ways in which art influences perception and understanding of human experiences.				
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.			

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
The Pacific,	20 days	NJ State Standards:	How can	The relationship	View	Unit quizzes/	Integrate and	CRP2. Apply
700-1980 CE		1.1.12.D.1 Distinguish	Pacific art be	of the arts and	representative	tests	evaluate multiple	appropriate
		innovative applications of	defined?	culture is	examples of		sources of	academic and
		the elements of art and		mutually	selected two-	Projects	information	technical
		principles of design in	What forms	dependent; culture	dimensional and		presented in	skills.
		visual artworks from	and materials	affects the arts	three-dimensional	Open response	diverse formats	CD D 4
		diverse cultural	are used in	and the arts reflect	visual art works	questions	and media in	CRP4.
		perspectives and identify	Pacific art?	and preserve	(through such	D CI .:	order to address a	Communicate
		specific cross-cultural	XX71 4 41	culture.	things as	Reflection	question or solve	clearly and
		themes.	What are the	D!14!	powerpoint, online	papers	a problem.	effectively and
		1 2 12 D 4 A 1 41-	ritual and	Building an	image resources,	D	II.	with reason.
		1.3.12.D.4 Analyze the	cultural	understanding of	video	Presentations	Using proper	CRP5.
		syntax and compositional	significance of artifacts?	the creative	presentations,	Class and	conventions and	CRP5. Consider the
		and stylistic principles of two- and three-	armacis?	process and	etc.).	small group	grammar when	environmental,
		dimensional artworks in	How are the	appreciation of art history is essential	Discuss with	discussions	speaking and writing.	social, and
		multiple art media	elements and	for developing	comprehension	uiscussions	witting.	economic
		(including computer-	principles of	sensitive, well-	various styles,		Collaborating and	impacts of
		assisted artwork), and	design used	rounded and	time periods,		discussing high	decisions.
		interpret themes and	during this	cultured	artists, techniques,		level ideas with	decisions.
		symbols suggested by the	period?	individuals.	movements, and		classmates and	CRP6.
		artworks.	periou:	marviduais.	historical events		team members.	Demonstrate
		artworks.	How does the	Studying the	linked to this time		team members.	creativity and
		1.4.12.A.1 Use	history of the	history of art	period.		Engage in	innovation.
		contextual clues to	Pacific island	helps identify and	period.		multiple forms of	inno vacion.
		differentiate between	civilization,	understand	Accurately discuss		discussion in	CRP8. Utilize
		unique and common	trade, and	cultures and	how the Elements		order to process,	critical
		properties and to discern	migration	civilizations	and Principles of		make sense of,	thinking to
		the cultural implications	patterns impact	throughout	Design apply to		and learn from	make sense of
		of works of dance, music,	the art of this	history.	the creation of		others' ideas,	problems and
		theatre, and visual art.	period?	,	various art works.		observations, and	persevere in
			•	Throughout			experiences.	solving them.
		1.4.12.A.2 Speculate on	What is the role	history, we find	Analyze and		_	
		the artist's intent, using	of the ocean,	that the making of	decode various art		Analyze how the	CRP11. Use
		discipline-specific arts	familial,	art involves	works of the		arts represent the	technology to

te	erminology and citing	religious, and	creative planning,	period to discover	changing values	enhance
	mbedded clues to	historical	and thoughtful	apparent and	and ideals of	productivity.
	ubstantiate the	depictions in	designing and	subliminal	society.	1
	ypothesis.	the art from	application of	meanings		
	~ I	this period?	skills.	influenced by and	Integrate and	
1.	.4.12.A.3 Develop			within the context	evaluate multiple	
	nformed personal		Visual art defines	of the time in	sources of	
	esponses to an		and identifies the	which they were	information	
	ssortment of artworks		many time periods	made.	presented in	
	cross the four arts		and cultures		diverse formats	
	isciplines (dance, music,		throughout	Apply and discuss	and media in	
	heatre, and visual art),		history.	findings to make	order to address a	
	sing historical		,	meaningful	question or solve	
	ignificance,		Through the study	connections to	a problem.	
	raftsmanship, cultural		of art, people	students' current		
	ontext, and originality as		learn to make	reality.	Understand how	
cr	riteria for assigning		informed critical	•	to illustrate a	
Va	alues to the works.		judgments, gain	Participate in	definition	
			knowledge about	hands-on	through artistic	
1.	.4.12.B.2 Evaluate how		visual	exercises/activities	media.	
ar	n artist's technical		communication,	that correlate to		
pı	roficiency may affect		and learn to	the artistic styles,		
th	ne creation or		respect one's own	time periods,		
pı	resentation of a work of		expression and	movements, and		
	rt, as well as how the		those of others.	methods that are		
I I	ontext in which a work			being viewed and		
	s performed or shown		The study of the	discussed during		
	nay impact perceptions		history of art	class		
I I	f its		allows students to	presentations.		
si	ignificance/meaning.		develop and			
			enhance critical			
	.4.12.B.3 Determine		thinking skills			
I I	ne role of art and art-		which enable keen			
	naking in a global		insights increasing			
	ociety by analyzing the		appreciation of			
	nfluence of technology		the art form.			
	n the visual, performing,		FD1 - 721			
	nd multimedia arts for		The Elements of			
	onsumers, creators, and		Art and Principles			
_	erformers around the		of Design are used			
W	vorld.		by artists in			

	creative decision		
National Standards:	making		
VA:Cr1.1.Ia Use	throughout		
multiple approaches to	history.		
begin creative endeavors			
begin creative endeavois	The foundation of		
VA:Re.7.1.Ia	creative industries		
Hypothesize ways in	is rooted in the		
which art influences	study of art		
perception and	history.		
understanding of human	mstory.		
experiences.			
experiences.			
VA:Re8.1.Ia Interpret a			
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.			

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Global	20 days	NJ State Standards:	How can	The relationship of	View	Unit quizzes/	Integrate and	CRP2. Apply
Contemporary,		1.1.12.D.1	global	the arts and	representative	tests	evaluate multiple	appropriate
1980 CE to	Additional	Distinguish	contemporary	culture is mutually	examples of		sources of	academic and
Present	time if	innovative	art be defined?	dependent; culture	selected two-	Projects	information	technical
	needed /	applications of the		affects the arts and	dimensional and		presented in	skills.
	possible	elements of art and	What are the	the arts reflect and	three-dimensional	Open	diverse formats	
	for this	principles of design	global	preserve culture.	visual art works	response	and media in	CRP4.
	content	in visual artworks	influences on		(through such	questions	order to address a	Communicate
	and/or	from diverse cultural	art?	Building an	things as		question or solve	clearly and
	reviewing	perspectives and		understanding of	powerpoint, online	Reflection	a problem.	effectively and
	for the AP	identify specific	How are the	the creative	image resources,	papers		with reason.
	Art	cross-cultural themes.	elements and	process and	video		Using proper	
	History		principles of	appreciation of art	presentations,	Presentations	conventions and	CRP5.
	Exam	1.3.12.D.4 Analyze	design used	history is essential	etc.).		grammar when	Consider the
		the syntax and	during this	for developing		Class and	speaking and	environmental,
		compositional and	period?	sensitive, well-	Discuss with	small group	writing.	social, and
		stylistic principles of		rounded and	comprehension	discussions		economic
		two- and three-	What are the	cultured	various styles,		Collaborating and	impacts of
		dimensional artworks	diverse venues	individuals.	time periods,		discussing high	decisions.
		in multiple art media	and audiences		artists, techniques,		level ideas with	
		(including computer-	for art?	Studying the	movements, and		classmates and	CRP6.
		assisted artwork), and		history of art helps	historical events		team members.	Demonstrate
		interpret themes and	What new	identify and	linked to this time			creativity and
		symbols suggested by	types of artists	understand	period.		Engage in	innovation.
		the artworks.	and new	cultures and			multiple forms of	
			theories of	civilizations	Accurately discuss		discussion in	CRP8. Utilize
		1.4.12.A.1 Use	criticism are	throughout	how the Elements		order to process,	critical
		contextual clues to	seen?	history.	and Principles of		make sense of,	thinking to
		differentiate between			Design apply to		and learn from	make sense of
		unique and common	What will be	Throughout	the creation of		others' ideas,	problems and
		properties and to	covered on the	history, we find	various art works.		observations, and	persevere in
		discern the cultural	AP Art	that the making of			experiences.	solving them.
		implications of works	History exam?	art involves	Analyze and			
		of dance, music,		creative planning,	decode various art		Analyze how the	CRP11. Use
				and thoughtful	works of the		arts represent the	technology to

vity.

		throughout	$\neg$
	1.4.12.B.3	history.	
	Determine the role of	instory.	
		The foundation of	
	art and artmaking in a	creative industries	
	global society by		
	analyzing the	is rooted in the	
	influence of	study of art	
	technology on the	history.	
	visual, performing,		
	and multimedia arts		
	for consumers,		
	creators, and		
	performers around		
	the world.		
	National Standards:		
	VA:Cr1.1.Ia Use		
	multiple approaches		
	to begin creative		
	endeavors.		
	VA:Re.7.1.Ia		
	Hypothesize ways in		
	which art influences		
	perception and		
	understanding of		
	human experiences.		
	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		
<u> </u>			

evaluate	a work of art			
or collect				
works.				

<sup>\*\*\*</sup>Please note that any remaining class time after the completion of all 10 curriculum units will be used to thoroughly review for the AP Art History exam with students and conduct additional presentations, class projects, and discussions as needed.

#### **BIBILIOGRAPHY**

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#### WEBLIOGRAPHY

#### College Board AP Art History Resources

https://apcentral.collegeboard.org/

https://apcentral.collegeboard.org/courses/ap-art-history/classroom-resources

https://apcentral.collegeboard.org/courses/ap-art-history/course

https://apcentral.collegeboard.org/pdf/ap-art-history-course-a-glance.pdf?course=ap-art-history

https://apcentral.collegeboard.org/pdf/ap-art-history-course-and-exam-description-0.pdf?course=ap-art-history\_

https://apcentral.collegeboard.org/courses/ap-art-history?course=ap-art-history

https://secure-media.collegeboard.org/ap/modules/overview/art-history/index.html

#### Museum Resources:

http://www.artcyclopedia.com/museums/art-museums-in-usa-new-jersey.html

http://www.artcyclopedia.com/museums/art-museums-in-usa-new-york.html

http://www.guggenheim.org/

http://www.metmuseum.org/	
http://www.moma.org/	
http://whitney.org/	
General Art History Resources:	
http://www.pbs.org/art21/	

#### ASSOCIATED JOBS LIST BY UNIT

Unit 1 Global Prehistory, 30,000- 500 BCE	Art Appraiser Art/Art History Critic/Reporter/Writer Art Authenticator Art Conservator/Art Restorer/Art Conservation Scientist Art Consultant/Advisor Art Historian Art History Professor Art Investor/Art Economist Art Professor Fine Artist Gallery Assistant/Salesperson Gallery Manager/Director High School Art Teacher High school Advanced Placement Art History Teacher High School Art History Teacher K-12 Art Teacher Museum Administration/Director Museum Docent Museum Educator Museum/Gallery Exhibitions Manager Museum/Gallery Registrar
Unit 2 Ancient Mediterranean, 3500 BCE-300 CE	Art Appraiser Art/Art History Critic/Reporter/Writer Art Authenticator Art Conservator/Art Restorer/Art Conservation Scientist Art Consultant/Advisor Art Historian Art History Professor Art Investor/Art Economist Art Professor Fine Artist Gallery Assistant/Salesperson Gallery Manager/Director High School Art Teacher High school Art Art History Teacher High School Art History Teacher K-12 Art Teacher Museum Administration/Director Museum Docent Museum Educator Museum/Gallery Curator Museum/Gallery Registrar
Unit 3 Early European and Colonial Americas, 200- 1750 CE	Art Appraiser Art/Art History Critic/Reporter/Writer Art Authenticator Art Conservator/Art Restorer/Art Conservation Scientist Art Consultant/Advisor Art Historian

Unit 3 (cont.)	Art History Professor Art Investor/Art Economist Art Professor Fine Artist Gallery Assistant/Salesperson Gallery Manager/Director High School Art Teacher High school Advanced Placement Art History Teacher High School Art History Teacher K-12 Art Teacher Museum Administration/Director Museum Docent Museum Educator Museum/Gallery Curator Museum/Gallery Exhibitions Manager Museum/Gallery Registrar
Unit 4 Later Europe and Americas, 1750-1980 CE	Art Appraiser Art/Art History Critic/Reporter/Writer Art Authenticator Art Conservator/Art Restorer/Art Conservation Scientist Art Consultant/Advisor Art Historian Art History Professor Art Investor/Art Economist Art Professor Fine Artist Gallery Assistant/Salesperson Gallery Manager/Director High School Art Teacher High school Advanced Placement Art History Teacher High School Art History Teacher K-12 Art Teacher Museum Administration/Director Museum Docent Museum Educator Museum/Gallery Exhibitions Manager Museum/Gallery Registrar
Unit 5 Indigenous Americas, 1000 BCE-1980 CE	Art Appraiser Art/Art History Critic/Reporter/Writer Art Authenticator Art Conservator/Art Restorer/Art Conservation Scientist Art Consultant/Advisor Art Historian Art History Professor Art Investor/Art Economist Art Professor Fine Artist Gallery Assistant/Salesperson Gallery Manager/Director High School Art Teacher High School Advanced Placement Art History Teacher High School Art History Teacher K-12 Art Teacher

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Unit 5 (cont.)	Museum Administration/Director Museum Docent Museum Educator Museum/Gallery Curator Museum/Gallery Exhibitions Manager Museum/Gallery Registrar
Unit 6 Africa 1100-1980 CE	Art Appraiser Art/Art History Critic/Reporter/Writer Art Authenticator Art Conservator/Art Restorer/Art Conservation Scientist Art Consultant/Advisor Art Historian Art History Professor Art Investor/Art Economist Art Professor Fine Artist Gallery Assistant/Salesperson Gallery Manager/Director High School Art Teacher High school Advanced Placement Art History Teacher High School Art History Teacher K-12 Art Teacher Museum Administration/Director Museum Docent Museum Educator Museum/Gallery Curator Museum/Gallery Exhibitions Manager Museum/Gallery Registrar
Unit 7 West and Central Asia, 500 BCE-1980 CE	Art Appraiser Art/Art History Critic/Reporter/Writer Art Authenticator Art Conservator/Art Restorer/Art Conservation Scientist Art Consultant/Advisor Art Historian Art History Professor Art Investor/Art Economist Art Professor Fine Artist Gallery Assistant/Salesperson Gallery Manager/Director High School Art Teacher High school Art History Teacher K-12 Art Teacher Museum Administration/Director Museum Docent Museum/Gallery Curator Museum/Gallery Exhibitions Manager Museum/Gallery Registrar

Unit 8 South, East, and Southeast Asia, 300 BCE-1980 CE	Art Appraiser Art/Art History Critic/Reporter/Writer Art Authenticator Art Conservator/Art Restorer/Art Conservation Scientist Art Consultant/Advisor Art Historian Art History Professor Art Investor/Art Economist Art Professor Fine Artist Gallery Assistant/Salesperson Gallery Manager/Director High School Art Teacher High school Advanced Placement Art History Teacher High School Art History Teacher K-12 Art Teacher Museum Administration/Director Museum Docent Museum Educator Museum/Gallery Curator Museum/Gallery Exhibitions Manager Museum/Gallery Registrar
Unit 9 The Pacific, 700-1980 CE	Art Appraiser Art/Art History Critic/Reporter/Writer Art Authenticator Art Conservator/Art Restorer/Art Conservation Scientist Art Consultant/Advisor Art Historian Art History Professor Art Investor/Art Economist Art Professor Fine Artist Gallery Assistant/Salesperson Gallery Manager/Director High School Art Teacher High school Advanced Placement Art History Teacher High School Art History Teacher K-12 Art Teacher Museum Administration/Director Museum Docent Museum Educator Museum/Gallery Exhibitions Manager Museum/Gallery Registrar
Unit 10 Global Contemporary, 1980 CE to Present	Art Appraiser Art/Art History Critic/Reporter/Writer Art Authenticator Art Conservator/Art Restorer/Art Conservation Scientist Art Consultant/Advisor Art Historian Art History Professor Art Investor/Art Economist Art Professor Fine Artist

Unit 10 (cont.)

Gallery Assistant/Salesperson
Gallery Manager/Director
High School Art Teacher
High School Advanced Placement Art History Teacher
High School Art History Teacher
K-12 Art Teacher
Museum Administration/Director
Museum Docent
Museum Educator
Museum/Gallery Curator
Museum/Gallery Exhibitions Manager
Museum/Gallery Registrar