

The Art of Studying Art

Grade Level or: 6th grade Art History

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Length of Unit: Nine lessons (lesson one, 1 day - lessons two-nine, 3 days each)

I. ABSTRACT

This unit will introduce the required art history periods from the 6th grade *Core Knowledge Sequence*. It will help students understand the differences and developments of each genre and students will be able to identify key differences and similarities. Within each lesson, students will use their new knowledge to create or copy pieces of artwork related to the specific genre. Students will utilize the computer in creating a PowerPoint presentation and a newsletter that will demonstrate their newly acquired knowledge of art.

II. OVERVIEW

A. Concept Objectives

1. Students will develop an understanding that art includes learning about art as well as creating one's own products (Hobbs Municipal Schools Scope and Sequence 6.7 A).
2. Students will learn that art is important in the lives of people (Hobbs Municipal Schools Scope and Sequence 6.7 B).
3. Students will learn about art and artists from different periods in history (Hobbs Municipal Schools Scope and Sequence 6.7 C).

B. Content from the *Core Knowledge Sequence*

1. Classical Art: The Art of the Ancient Greece and Rome – Observe characteristics considered “classic” – emphasis on balance and proportion, idealization of human form – in The Parthenon and the Pantheon, *The Discus Thrower* and *Apollo Belvedere* (pg. 144)
2. Gothic Art (ca. 12th-15th centuries) – Briefly review the religious inspiration and characteristic features of Gothic cathedrals (pg. 144)
3. The Renaissance (ca. 1350-1600) – Briefly review main features of Renaissance art (revival of classical subjects and techniques, emphasis on humanity, discovery of perspective) and examine representative works, including Raphael, *The School of Athens*, Michelangelo, *David* (review from grade 5) (pg. 144)
4. Baroque (ca. 17th century) – Note the dramatic use of light and shade, turbulent compositions, and vivid emotional expression in El Greco, *View of Toledo* (also known as *Toledo in a Storm*), Rembrandt: a self-portrait, such as *Self-Portrait*, 1659 (pg. 144)
5. Rococo (ca. mid- to late-1700's) – Note the decorative and “pretty” nature of Rococo art, the use of soft pastel colors, and the refined, sentimental, or playful subjects in Jean Honore Fragonard, *The Swing* (pg. 144)
6. Neoclassical (ca. late 18th – early 19th century) – Note as characteristic of Neoclassical art the reaction against Baroque and Rococo, the revival of classical forms and subjects, belief in high moral purpose of art, and balanced, clearly articulated forms in Jaques Louis David, *Oath of the Horatii* (pg 145)
7. Romantic (ca. late 18th -19th century) – Note how Romantic art is in part a reaction against Neoclassicism, with a bold, expressive, emotional style, and

- characteristic interest in the exotic or in powerful forces in nature, in Francisco Goya, *The Bullfight*, Eugene Delacroix, *Liberty Leading the People*, Caspar David Friedrich, *The Chalk Cliffs of Rugen* (pg 145)
8. Realism (ca. mid- to late-19th century) – Note the Realist’s characteristics belief that art should represent ordinary people and activities, that art does not have to be uplifting, edifying, or beautiful, in Jean Millet, *The Gleaners*, Gustave Courbet, *The Stone Breakers*, become familiar with examples of American realism, including Winslow Homer, *Noreaster*, Thomas Eakins, *The Gross Clinic*, Henry O. Tanner, *The Banjo Lesson* (pg 145)
- C. Skill Objectives
1. Students will compare and describe artwork of various eras and cultures (New Mexico State Standards and Benchmarks Content Standard 6, Benchmark A).
 2. Students will describe historical and cultural themes, trends, and styles in various works of art (New Mexico State Standards and Benchmarks Content Standard 6, Benchmark B).
 3. Students will identify key aspects of individual art genres (New Mexico State Standards and Benchmarks Content Standard 5, Benchmark B).
 4. Students will create art that reflects a particular period within a specific culture (New Mexico State Standards and Benchmarks Content Standard 6, Benchmark B2).

III. BACKGROUND KNOWLEDGE

- A. For Teachers
1. Hirsch, Jr., E.D. *What Your Sixth Grader Needs to Know*. New York, New York: Doubleday, 1993, ISBN: 0-385-31467-1.
 2. Art History: Resources on the web. Chris Witcombe. October 25, 1995 <<http://witcombe.sbc.edu/ARTHmedieval.html>>.
 3. Art History 101. Andrea Mulder-Slater. 2003 <<http://arthistory.about.com/library/bl101.htm>>.
- B. For Students
1. Review continents and understand in which continent each period takes place.
 2. Review basic computer skills i.e. Internet, PowerPoint, Publisher, Word.

IV. RESOURCES

- A. Books
1. Boardman, John. *The Oxford History of Classical Art*. Oxford, England: Oxford University Press, May 2001, ISBN: 0192854437.
 2. DuBosque, Doug. *Learn to Draw 3-D*. New York, New York: Scholastic, 1998, ISBN: 0-590-03740-4.
 3. Hirsch, Jr., E.D. *Core Knowledge Sequence*. Canada: Core Knowledge Foundation, 1998, ISBN: 1-890517-12-7.
 4. Hirsch, Jr., E.D. *What Your Sixth Grader Needs to Know*. New York, New York: Doubleday, 1993, ISBN: 0-385-31467-1.
- B. Technology
1. Classical Art
<http://carlos.emory.edu/COLLECTION/CLASSIC/>
<http://www-lib.haifa.ac.il/www/subj/classics/anchist.html>

2. Gothic Art
 - <http://witcombe.sbc.edu/ARTHmedieval.html>
 - <http://www.elore.com/Gothic/introduction.htm>
 - <http://www.oxygene.demon.co.uk/abroad/france/paris.htm>
3. Renaissance
 - <http://www.providence.edu/dwc/Renart.htm>
4. Baroque
 - <http://www.mala.bc.ca/~mcneil/a4.htm>
 - <http://www.ibiblio.org/wm/paint/glo/baroque/>
 - <http://homepages.tesco.net/~p.wilkinson/BlendShade.htm>
5. Rococo
 - http://arthistory.about.com/library/bl101_rococo.htm
6. Neoclassical
 - http://arthistory.about.com/library/bl101_neoclass.htm
7. Romantic
 - <http://arthistory.about.com/library/bl101.htm>
8. Realism
 - <http://arthistory.about.com/library/bl101.htm>
9. Other helpful sites:
 - http://www.childrensconcierge.com/CityMain.asp?Destination_ID=FR
 - <http://arthistory.about.com/library/weekly/aa112700a.htm>
 - <http://www.louvre.fr/louvrea.htm>

C. Software

1. Microsoft Office 2000 or XP, Microsoft Corporation, Seattle, Washington.
2. Microsoft Publisher, Microsoft Corporation, Seattle, Washington.

V. LESSONS

Lesson One: Introduction to Unit

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will develop an understanding that art includes learning about art as well as creating one's own products (Hobbs Municipal Schools Scope and Sequence 6.7 A).
 - b. Students will learn that art is important in the lives of people (Hobbs Municipal Schools Scope and Sequence 6.7 B).
 - c. Students will learn about art and artists from different periods in history (Hobbs Municipal Schools Scope and Sequence 6.7 C).
2. Lesson Content
 - a. Classical Art: The Art of the Ancient Greece and Rome – Observe characteristics considered “classic” – emphasis on balance and proportion, idealization of human form – in The Parthenon and the Pantheon, *The Discus Thrower* and *Apollo Belvedere*
 - b. Gothic Art (ca. 12th-15th centuries) – Briefly review the religious inspiration and characteristic features of Gothic cathedrals
 - c. The Renaissance (ca. 1350-1600) – Briefly review main features of Renaissance art (revival of classical subjects and techniques, emphasis on humanity, discovery of perspective) and examine representative works, including Raphael, *The School of Athens*, Michelangelo, *David* (review from grade 5)

- d. Baroque (ca. 17th century) – Note the dramatic use of light and shade, turbulent compositions, and vivid emotional expression in El Greco, *View of Toledo* (also known as *Toledo in a Storm*), Rembrandt: a self-portrait, such as *Self-Portrait*, 1659
 - e. Rococo (ca. mid- to late-1700's) – Note the decorative and “pretty” nature of Rococo art, the use of soft pastel colors, and the refined, sentimental, or playful subjects in Jean Honore Fragonard, *The Swing*
 - f. Neoclassical (ca. late 18th – early 19th century) – Note as characteristic of Neoclassical art the reaction against Baroque and Rococo, the revival of classical forms and subjects, belief in high moral purpose of art, and balanced, clearly articulated forms in Jaques Louis David, *Oath of the Horatii*
 - g. Romantic (ca. late 18th -19th century) – Note how Romantic art is in part a reaction against Neoclassicism, with a bold, expressive, emotional style, and characteristic interest in the exotic or in powerful forces in nature, in Francisco Goya, *The Bullfight*, Eugene Delacroix, *Liberty Leading the People*, Caspar David Friedrich, *The Chalk Cliffs of Rugen*
 - h. Realism (ca. mid- to late-19th century) – Note the Realist's characteristics belief that art should represent ordinary people and activities, that art does not have to be uplifting, edifying, or beautiful, in Jean Millet, *The Gleaners*, Gustave Courbet, *The Stone Breakers*, become familiar with examples of American realism, including Winslow Homer, *Noreaster*, Thomas Eakins, *The Gross Clinic*, Henry O. Tanner, *The Banjo Lesson*
3. Skill Objective(s)
- a. Students will describe historical and cultural themes, trends, and styles in various works of art (New Mexico State Standards and Benchmarks Content Standard 6, Benchmark B).
 - b. Students will identify key aspects of individual art genres (New Mexico State Standards and Benchmarks Content Standard 5, Benchmark B).

B. *Materials*

1. Note taking materials
2. Art History Synopsis (Appendix A)
3. Art history map (Appendix B)
4. PowerPoint presentation instructions/storyboard (Appendix C)
5. Newsletter instructions (Appendix D)

C. *Key Vocabulary*

1. Classical Art – of or relating to the ancient Greeks and Romans, especially their art, architecture, and literature; conforming to the artistic and literary models of ancient Greece and Rome.
2. Gothic – of or relating to an architectural style prevalent in western Europe from the 12th through the 15th century and characterized by pointed arches, rib vaulting, and a developing emphasis on vertically and the impression of height.
3. Renaissance – the humanistic revival of classical art, architecture, literature, and learning that originated in Italy in the 14th century.

4. Baroque - of or relating to, or characteristic of a style in art and architecture developed in Europe from the early 17th to mid-18th century, emphasizing dramatic, often strained effect and typified by bold, curving forms, elaborate ornamentation, and overall balance of disparate parts.
5. Rococo – a style of art, especially architecture and decorative art, that originated in France in the early 18th century and is marked by elaborate ornaments, as with a profusion of scrolls, foliage, and animal forms.
6. Neoclassical – a revival in the 18th and 19th centuries in architecture and art, especially in the decorative arts, characterized by order, symmetry, and simplicity of style.
7. Romantic – an artistic and intellectual movement originating in Europe in the late 18th century and characterized by a heightened interest in nature, emphasis on the individual’s expression of emotion and imagination, departure from the attitudes and forms of classicism.
8. Realism – the representation in art or literature of objects, actions, or social conditions as they actually are, without idealization or presentation in abstract form.
9. Genre - a category of artistic composition, as in music or literature, marked by a distinctive style.

D. *Procedures/Activities*

1. Introduce the different periods of art history and briefly discuss the definition of each. A more in-depth look at each period will be done in lessons two-nine.
2. Have the students take notes over vocabulary.
3. Introduce the map and discuss where the genres took place. (Appendix B)
4. Go over the PowerPoint and newsletter criteria for the culminating activities. These will be ongoing activities that students will work on throughout the unit. Students will research topic on their own prior to the lesson covering the topic. (Appendix C & D)
5. Assign topics for PowerPoint (Classical, Gothic, Renaissance, Baroque, Rococo, Neoclassical, Romantic, Realism)

E. *Assessment/Evaluation*

1. Teacher will pick up and review students’ notes to check for accuracy and content completion.

Lesson Two: Classical Art

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop an understanding that art includes learning about art as well as creating one’s own products (Hobbs Municipal Schools Scope and Sequence 6.7 A).
 - b. Students will learn that art is important in the lives of people (Hobbs Municipal Schools Scope and Sequence 6.7 B).
 - c. Students will learn about art and artists from different periods in history (Hobbs Municipal Schools Scope and Sequence 6.7 C).
2. Lesson Content
 - a. Classical Art: The Art of the Ancient Greece and Rome – Observe characteristics considered “classic” – emphasis on balance and proportion, idealization of human form – in The

Parthenon and the Pantheon, *The Discus Thrower* and *Apollo Belvedere*

3. Skill Objective(s)
 - a. Students will compare and describe artwork of various eras and cultures (New Mexico State Standards and Benchmarks Content Standard 6, Benchmark A).
 - b. Students will describe historical and cultural themes, trends, and styles in various works of art (New Mexico State Standards and Benchmarks Content Standard 6, Benchmark B).
 - c. Students will identify key aspects of individual art genres (New Mexico State Standards and Benchmarks Content Standard 5, Benchmark B).
 - d. Students will create art that reflects a particular period within a specific culture (New Mexico State Standards and Benchmarks Content Standard 6, Benchmark B2).
- B. *Materials*
 1. Note taking materials
 2. Art History Synopsis (Appendix A)
 3. PowerPoint presentation instructions/storyboard (Appendix C)
 4. Newsletter instructions (Appendix D)
 5. Examples of Classical artwork (i.e. prints, internet sites, books - Pannini, *Interior of the Pantheon*, *The Discus Thrower* and *Apollo Belvedere* available through Core Knowledge Foundation)
 6. Urn pattern (Appendix E)
 7. Red markers, crayons, or colored pencils
 8. Black tempera paint
 9. Vegetable shortening
 10. Scissors
 11. Teacher-made example of urn
- C. *Key Vocabulary*
 1. Classical Art – of or relating to the ancient Greeks and Romans, especially their art, architecture, and literature; conforming to the artistic and literary models of ancient Greece and Rome.
 2. urn – a vase of varying size and shape, usually having a footed base or pedestal.
 3. gods – a being of supernatural powers or attributes, believed in and worshiped by a people, especially a male deity thought to control some part of nature or reality.
 4. proportioned – to form the parts of the object, drawing, etc., with balance or symmetry.
 5. flawless – being entirely without flaw or imperfection.
 6. sculpture – the art or practice of shaping figures or designs in the round or in relief, as by chiseling marble, modeling clay, or casting in metal.
- D. *Procedures/Activities*

Day One:

 1. Give students background information on Classical Art (Appendix A).
 2. Have students take notes on Classical Art.
 3. Students will begin independent work on assigned PowerPoint topic and newsletter.

Day Two:

1. Show examples of Classical Art (books, prints, Internet) - Pannini, *Interior of the Pantheon*, *The Discus Thrower* and *Apollo Belvedere*, available through Core Knowledge Foundation.
2. Explore Internet sites (Appendix F).
3. Students will continue to work on assigned PowerPoint topic and newsletter.

Day Three:

1. Pass out urn pattern (Appendix E).
2. Have students cover the page with a red layer of crayon, color pencil, or paint.
3. Cut out the urn.
4. Cover the urn with a mixture of black tempera paint and vegetable shortening.
5. Allow to almost dry.
6. Use the end of a paper clip to make drawings of human forms on the urn.
7. Students will continue to work on assigned PowerPoint topic and newsletter.

E. *Assessment/Evaluation*

1. Teacher will pick up and review students' notes to check for accuracy and content completion.
2. Teacher will assess the urns by checking to see that directions were followed.
3. Teacher will check progress on PowerPoint and newsletter.

Lesson Three: Gothic Art

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop an understanding that art includes learning about art as well as creating one's own products (Hobbs Municipal Schools Scope and Sequence 6.7 A).
 - b. Students will learn that art is important in the lives of people (Hobbs Municipal Schools Scope and Sequence 6.7 B).
 - c. Students will learn about art and artists from different periods in history (Hobbs Municipal Schools Scope and Sequence 6.7 C).
2. Lesson Content
 - a. Gothic Art (ca. 12th-15th centuries) – Briefly review the religious inspiration and characteristic features of Gothic cathedrals
3. Skill Objective(s)
 - a. Students will compare and describe artwork of various eras and cultures (New Mexico State Standards and Benchmarks Content Standard 6, Benchmark A).
 - b. Students will describe historical and cultural themes, trends, and styles in various works of art (New Mexico State Standards and Benchmarks Content Standard 6, Benchmark B).
 - c. Students will identify key aspects of individual art genres (New Mexico State Standards and Benchmarks Content Standard 5, Benchmark B).
 - d. Students will create art that reflects a particular period within a specific culture (New Mexico State Standards and Benchmarks Content Standard 6, Benchmark B2).

B. *Materials*

1. Note taking materials

2. Art History Synopsis (Appendix A)
 3. PowerPoint presentation instructions/storyboard (Appendix C)
 4. Newsletter instructions (Appendix D)
 5. Examples of Gothic artwork (i.e. prints, internet sites, books)
 6. Black construction paper
 7. Ruler
 8. Pencil
 9. Scissors
 10. Glue
 11. Tracing paper
 12. Crayons
 13. Tape
 14. Scratch paper
- C. *Key Vocabulary*
1. Gothic – of or relating to an architectural style prevalent in western Europe from the 12th through the 15th century and characterized by pointed arches, rib vaulting, and a developing emphasis on vertically and the impression of height.
 2. cathedral – a large, important church.
 3. buttress – a structure, usually brick or stone, built against a wall for support or reinforcement.
 4. architecture – a style and method of design and construction
 5. exoskeleton – a hard outer structure that provides protection or support
 6. interior – of, relating to, or located on the inside; inner.
 7. exterior – outer; external
 8. stained glass - glass colored by mixing pigments inherently in the glass, by fusing colored metallic oxides onto the glass, or by painting and baking transparent colors on the glass surface.
- D. *Procedures/Activities*
- Day One:
1. Give students background information on Gothic Art (Appendix A).
 2. Have students take notes on Gothic Art.
 3. Students will continue independent work on assigned PowerPoint topic and newsletter.
- Day Two:
1. Show examples of Gothic Art (books, prints, Internet).
 2. Teacher will explore Internet sites (Appendix F) with students.
 3. Students will continue to work on assigned PowerPoint topic and newsletter.
- Day Three:
1. Pass out black construction paper.
 2. Using a ruler, have students draw a one inch border around the paper and a window design inside and connected to the border.
 3. Cut out the paper inside the window design.
 4. Glue the cut out design to the tracing paper.
 5. Color the tracing paper with bright colors.
 6. Tape the stained glass window to a window.
 7. Students will continue to work on assigned PowerPoint topic and newsletter.
- E. *Assessment/Evaluation*

1. Teacher will pick up and review students' notes to check for accuracy and content completion.
2. Teacher will assess stained glass project by checking to see that directions were followed.
3. Teacher will check progress on PowerPoint and newsletter.

Lesson Four: Renaissance

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will develop an understanding that art includes learning about art as well as creating one's own products (Hobbs Municipal Schools Scope and Sequence 6.7 A).
 - b. Students will learn that art is important in the lives of people (Hobbs Municipal Schools Scope and Sequence 6.7 B).
 - c. Students will learn about art and artists from different periods in history (Hobbs Municipal Schools Scope and Sequence 6.7 C).
2. Lesson Content
 - a. The Renaissance (ca. 1350-1600) – Briefly review main features of Renaissance art (revival of classical subjects and techniques, emphasis on humanity, discovery of perspective) and examine representative works, including Raphael, *The School of Athens*, Michelangelo, *David* (review from grade 5)
3. Skill Objective(s)
 - a. Students will compare and describe artwork of various eras and cultures (New Mexico State Standards and Benchmarks Content Standard 6, Benchmark A).
 - b. Students will describe historical and cultural themes, trends, and styles in various works of art (New Mexico State Standards and Benchmarks Content Standard 6, Benchmark B).
 - c. Students will identify key aspects of individual art genres (New Mexico State Standards and Benchmarks Content Standard 5, Benchmark B).
 - d. Students will create art that reflects a particular period within a specific culture (New Mexico State Standards and Benchmarks Content Standard 6, Benchmark B2).

B. Materials

1. Note taking materials
2. Art History Synopsis (Appendix A)
3. PowerPoint presentation instructions/storyboard (Appendix C)
4. Newsletter instructions (Appendix D)
5. Examples of Renaissance artwork (i.e. prints, internet sites, books- Raphael, *The School of Athens*, Michelangelo, *David*, available through Core Knowledge Foundation)
6. Paper
7. Pencil
8. Eraser

C. Key Vocabulary

1. Renaissance – the humanistic revival of classical art, architecture, literature, and learning that originated in Italy in the 14th century.

2. revival - a restoration to use, acceptance, activity, or vigor after a period of obscurity or quiescence
3. oil paint - a paint in which the vehicle is a drying oil. Also called oil color.
4. tempera - a painting medium in which pigment is mixed with water-soluble glutinous materials such as size or egg yolk.
5. symbolism - the practice of representing things by means of symbols or of attributing symbolic meanings or significance to objects, events, or relationships.

D. *Procedures/Activities*

Day One:

1. Give students background information on Renaissance (Appendix A).
2. Have students take notes on Renaissance.
3. Students will continue independent work on assigned PowerPoint topic and newsletter.

Day Two:

1. Show examples of Renaissance Art (books, prints, Internet) - Raphael, *The School of Athens*, Michelangelo, *David*, available through Core Knowledge Foundation.
2. Teacher will explore Internet sites (Appendix F) with students.
3. Students will continue to work on assigned PowerPoint topic and newsletter.

Day Three:

1. Teacher will instruct the students on how to draw using perspective using *Learn to Draw 3-D* pages 11-19, or another resource the teacher may have.
2. Students will continue to work on assigned PowerPoint topic and newsletter.

E. *Assessment/Evaluation*

1. Teacher will pick up and review students' notes to check for accuracy and content completion.
2. Teacher will assess perspective drawing project by checking to see that directions were followed and an accurate view of perception is shown.
3. Teacher will check progress on PowerPoint and newsletter.

Lesson Five: Baroque

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop an understanding that art includes learning about art as well as creating one's own products (Hobbs Municipal Schools Scope and Sequence 6.7 A).
 - b. Students will learn that art is important in the lives of people (Hobbs Municipal Schools Scope and Sequence 6.7 B).
 - c. Students will learn about art and artists from different periods in history (Hobbs Municipal Schools Scope and Sequence 6.7 C).
2. Lesson Content
 - a. Baroque (ca. 17th century) – Note the dramatic use of light and shade, turbulent compositions, and vivid emotional expression in El Greco, *View of Toledo* (also known as *Toledo in a Storm*), Rembrandt: a self-portrait, such as *Self-Portrait*, 1659

3. Skill Objective(s)
 - a. Students will compare and describe artwork of various eras and cultures (New Mexico State Standards and Benchmarks Content Standard 6, Benchmark A).
 - b. Students will describe historical and cultural themes, trends, and styles in various works of art (New Mexico State Standards and Benchmarks Content Standard 6, Benchmark B).
 - c. Students will identify key aspects of individual art genres (New Mexico State Standards and Benchmarks Content Standard 5, Benchmark B).
 - d. Students will create art that reflects a particular period within a specific culture (New Mexico State Standards and Benchmarks Content Standard 6, Benchmark B2).

- B. *Materials*
 1. Note taking materials
 2. Art History Synopsis (Appendix A)
 3. PowerPoint presentation instructions/storyboard (Appendix C)
 4. Newsletter instructions (Appendix D)
 5. Examples of Baroque artwork (i.e. prints, internet sites, books- Rembrandt, *Self-Portrait*, El Greco, *View of Toledo*, available through Core Knowledge Foundation)
 6. Paper
 7. Pencil
 8. Eraser

- C. *Key Vocabulary*
 1. Baroque - of or relating to, or characteristic of a style in art and architecture developed in Europe from the early 17th to mid-18th century, emphasizing dramatic, often strained effect and typified by bold, curving forms, elaborate ornamentation, and overall balance of disparate parts.
 2. dramatic – characterized by or expressive of the action or emotion
 3. exaggerated – to represent as greater than is actually the case; overstate
 4. imagery - the use of vivid or figurative symbols to represent objects, actions, or ideas.

- D. *Procedures/Activities*

Day One:

 1. Give students background information on Baroque (Appendix A).
 2. Have students take notes on Baroque.
 3. Students will continue independent work on assigned PowerPoint topic and newsletter.

Day Two:

 1. Show examples of Baroque Art (books, prints, Internet) - Rembrandt, *Self-Portrait*, El Greco, *View of Toledo* available through Core Knowledge Foundation.
 2. Teacher will explore Internet sites (Appendix F) with students.
 3. Students will continue to work on assigned PowerPoint topic and newsletter.

Day Three:

 1. Students will create a picture using shading.

2. Teacher can use the following website for step-by-step instructions, or own resource.

<http://homepages.tesco.net/~p.wilkinson/BlendShade.htm>

3. Students will continue to work on assigned PowerPoint topic and newsletter.

E. *Assessment/Evaluation*

1. Teacher will pick up and review students' notes to check for accuracy and content completion.
2. Teacher will assess shading picture project by checking to see that directions were followed.
3. Teacher will assign a quiz over lessons 2-5 (Appendix I) to evaluate students understanding of the first four genres studied in the unit.

Lesson Six: Rococo

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop an understanding that art includes learning about art as well as creating one's own products (Hobbs Municipal Schools Scope and Sequence 6.7 A).
 - b. Students will learn that art is important in the lives of people (Hobbs Municipal Schools Scope and Sequence 6.7 B).
 - c. Students will learn about art and artists from different periods in history (Hobbs Municipal Schools Scope and Sequence 6.7 C).
2. Lesson Content
 - a. Rococo (ca. mid- to late-1700's) – Note the decorative and “pretty” nature of Rococo art, the use of soft pastel colors, and the refined, sentimental, or playful subjects in Jean Honore Fragonard, *The Swing*
3. Skill Objective(s)
 - a. Students will compare and describe artwork of various eras and cultures (New Mexico State Standards and Benchmarks Content Standard 6, Benchmark A).
 - b. Students will describe historical and cultural themes, trends, and styles in various works of art (New Mexico State Standards and Benchmarks Content Standard 6, Benchmark B).
 - c. Students will identify key aspects of individual art genres (New Mexico State Standards and Benchmarks Content Standard 5, Benchmark B).
 - d. Students will create art that reflects a particular period within a specific culture (New Mexico State Standards and Benchmarks Content Standard 6, Benchmark B2).

B. *Materials*

1. Note taking materials
2. Art History Synopsis (Appendix A)
3. PowerPoint presentation instructions/storyboard (Appendix C)
4. Newsletter instructions (Appendix D)
5. Examples of Rococo artwork (i.e. prints, internet sites, books- Jean Honore Fragonard, *The Swing*)
6. Pencil
7. Colored pencils or crayons

8. Sheet of white paper
- C. *Key Vocabulary*
1. Rococo – a style of art, especially architecture and decorative art, that originated in France in the early 18th century and is marked by elaborate ornaments, as with a profusion of scrolls, foliage, and animal forms.
 2. depicting - to represent in a picture or sculpture
- D. *Procedures/Activities*
- Day One:
1. Give students background information on Rococo (Appendix A).
 2. Have students take notes on Rococo.
 3. Students will continue independent work on assigned PowerPoint topic and newsletter.
- Day Two:
1. Show examples of Rococo Art (books, prints, Internet)- Jean Honore Fragonard, *The Swing*
 3. Teacher will explore Internet sites (Appendix F) with students.
 4. Students will continue to work on assigned PowerPoint topic and newsletter.
- Day Three:
1. Pass out white paper
 2. Students will create a fantasy picture using color pencils or crayons paying close detail to subjects clothing and being sure to use plenty of vibrant colors (use examples for students to look at to get an idea of their own).
 3. Students will continue to work on assigned PowerPoint topic and newsletter.
- E. *Assessment/Evaluation*
1. Teacher will pick up and review students' notes to check for accuracy and content completion.
 2. Teacher will assess fantasy picture by checking to see that details and vibrant colors were used.
 3. Teacher will check progress on PowerPoint and newsletter.

Lesson Seven: Neoclassical

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will develop an understanding that art includes learning about art as well as creating one's own products (Hobbs Municipal Schools Scope and Sequence 6.7 A).
 - b. Students will learn that art is important in the lives of people (Hobbs Municipal Schools Scope and Sequence 6.7 B).
 - c. Students will learn about art and artists from different periods in history (Hobbs Municipal Schools Scope and Sequence 6.7 C).
 2. Lesson Content
 - a. Neoclassical (ca. late 18th – early 19th century) – Note as characteristic of Neoclassical art the reaction against Baroque and Rococo, the revival of classical forms and subjects, belief in high moral purpose of art, and balanced, clearly articulated forms in Jacques Louis David, *Oath of the Horatii*
 3. Skill Objective(s)

- a. Students will compare and describe artwork of various eras and cultures (New Mexico State Standards and Benchmarks Content Standard 6, Benchmark A).
 - b. Students will describe historical and cultural themes, trends, and styles in various works of art (New Mexico State Standards and Benchmarks Content Standard 6, Benchmark B).
 - c. Students will identify key aspects of individual art genres (New Mexico State Standards and Benchmarks Content Standard 5, Benchmark B).
 - d. Students will create art that reflects a particular period within a specific culture (New Mexico State Standards and Benchmarks Content Standard 6, Benchmark B2).
- B. *Materials*
- 1. Note taking materials
 - 2. Art History Synopsis (Appendix A)
 - 3. PowerPoint presentation instructions/storyboard (Appendix C)
 - 4. Newsletter instructions (Appendix D)
 - 5. Examples of Neoclassical artwork (i.e. prints, internet sites, books- Jacques Louis David, *Oath of Horatii*, available through Core Knowledge Foundation)
 - 6. Paper
 - 7. Pencil
 - 8. Eraser
 - 9. Picture of the White House
- C. *Key Vocabulary*
- 1. Neoclassical – a revival in the 18th and 19th centuries in architecture and art, especially in the decorative arts, characterized by order, symmetry, and simplicity of style.
 - 2. excesses – an amount or quantity beyond what is normal or sufficient; a surplus.
 - 3. imitate – to copy or use the style of.
 - 4. antique - of or belonging to ancient times, especially of, from, or characteristic of ancient Greece or Rome.
- D. *Procedures/Activities*
- Day One:
- 1. Give students background information on Neoclassical art (Appendix A).
 - 2. Have students take notes on Neoclassical art.
 - 3. Students will continue independent work on assigned PowerPoint topic and newsletter
- Day Two:
- 1. Show examples of Neoclassical Art (books, prints, Internet)- Jacques Louis David, *Oath of Horatii*, available through Core Knowledge Foundation
 - 3. Teacher will explore Internet sites (Appendix F) with students.
 - 4. Students will continue to work on assigned PowerPoint topic and newsletter.
- Day Three:
- 1. Using a picture of the White House, students will use pencil and paper to draw their own copy of the White House.
 - 2. Students will continue to work on assigned PowerPoint topic and newsletter.
- E. *Assessment/Evaluation*

1. Teacher will pick up and review students' notes to check for accuracy and content completion.
2. Teacher will assess White House drawing by checking to see that picture is accurate.
3. Teacher will check progress on PowerPoint and newsletter.

Lesson Eight: Romantic

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will develop an understanding that art includes learning about art as well as creating one's own products (Hobbs Municipal Schools Scope and Sequence 6.7 A).
 - b. Students will learn that art is important in the lives of people (Hobbs Municipal Schools Scope and Sequence 6.7 B).
 - c. Students will learn about art and artists from different periods in history (Hobbs Municipal Schools Scope and Sequence 6.7 C).
2. Lesson Content
 - a. Romantic (ca. late 18th -19th century) – Note how Romantic art is in part a reaction against Neoclassicism, with a bold, expressive, emotional style, and characteristic interest in the exotic or in powerful forces in nature, in Francisco Goya, *The Bullfight*, Eugene Delacroix, *Liberty Leading the People*, Caspar David Friedrich, *The Chalk Cliffs of Rugen*
3. Skill Objective(s)
 - a. Students will compare and describe artwork of various eras and cultures (New Mexico State Standards and Benchmarks Content Standard 6, Benchmark A).
 - b. Students will describe historical and cultural themes, trends, and styles in various works of art (New Mexico State Standards and Benchmarks Content Standard 6, Benchmark B).
 - c. Students will identify key aspects of individual art genres (New Mexico State Standards and Benchmarks Content Standard 5, Benchmark B).
 - d. Students will create art that reflects a particular period within a specific culture (New Mexico State Standards and Benchmarks Content Standard 6, Benchmark B2).

B. Materials

1. Note taking materials
2. Art History Synopsis (Appendix A)
3. PowerPoint presentation instructions/storyboard (Appendix C)
4. Newsletter instructions (Appendix D)
5. Examples of Romantic artwork (i.e. prints, internet sites, books- Caspar David Friedrich, *The Chalk Cliffs of Rugen*, Francisco Goya, *The Bullfight*, Eugene Delacroix, *Liberty Leading the People*, available thorough Core Knowledge Foundation)
6. Paper
7. Crayons or watercolors

8. Joseph Mallord William Turner's *Snowstorm Steamboat off a Harbour's Mouth*

http://arthistory.about.com/library/bl101_romanticism.htm

C. *Key Vocabulary*

1. Romantic – an artistic and intellectual movement originating in Europe in the late 18th century and characterized by a heightened interest in nature, emphasis on the individual's expression of emotion and imagination, departure from the attitudes and forms of classicism.
2. aggressive – assertive, bold, and energetic.
3. emphasized – to give emphasis to; stress.
4. unique - being the only one of its kind.

D. *Procedures/Activities*

Day One:

1. Give students background information on Romantic art (Appendix A).
2. Have students take notes on Romantic art.
3. Students will continue independent work on assigned PowerPoint topic and newsletter.

Day Two:

1. Show examples of Romantic Art (books, prints, Internet) - Caspar David Friedrich, *The Chalk Cliffs of Rugen*, Francisco Goya, *The Bullfight*, Eugene Delacroix, *Liberty Leading the People*, available through Core Knowledge Foundation
3. Teacher will explore Internet sites (Appendix F) with students.
4. Students will continue to work on assigned PowerPoint topic and newsletter.

Day Three:

1. Show Joseph Mallord William Turner's *Snowstorm Steamboat off a Harbour's Mouth*, 1842.
2. Pass out paper.
3. Have students copy style using crayons or water colors.
4. Students will continue to work on assigned PowerPoint topic and newsletter.

E. *Assessment/Evaluation*

1. Teacher will pick up and review students' notes to check for accuracy and content completion.
2. Teacher will assess stained glass project by checking to see that directions were followed.
3. Teacher will check progress on PowerPoint and newsletter.

Lesson Nine: Realism

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop an understanding that art includes learning about art as well as creating one's own products (Hobbs Municipal Schools Scope and Sequence 6.7 A).
 - b. Students will learn that art is important in the lives of people (Hobbs Municipal Schools Scope and Sequence 6.7 B).
 - c. Students will learn about art and artists from different periods in history (Hobbs Municipal Schools Scope and Sequence 6.7 C).
2. Lesson Content

- a. Realism (ca. mid- to late-19th century) – Note the Realist’s characteristics belief that art should represent ordinary people and activities, that art does not have to be uplifting, edifying, or beautiful, in Jean Millet, *The Gleaners*, Gustave Courbet, *The Stone Breakers*, become familiar with examples of American realism, including Winslow Homer, *Noreaster*, Thomas Eakins, *The Gross Clinic*, Henry O. Tanner, *The Banjo Lesson*
3. Skill Objective(s)
- a. Students will compare and describe artwork of various eras and cultures (New Mexico State Standards and Benchmarks Content Standard 6, Benchmark A).
 - b. Students will describe historical and cultural themes, trends, and styles in various works of art (New Mexico State Standards and Benchmarks Content Standard 6, Benchmark B).
 - c. Students will identify key aspects of individual art genres (New Mexico State Standards and Benchmarks Content Standard 5, Benchmark B).
 - d. Students will create art that reflects a particular period within a specific culture (New Mexico State Standards and Benchmarks Content Standard 6, Benchmark B2).
- B. *Materials*
- 1. Note taking materials
 - 2. Art History Synopsis (Appendix A)
 - 3. PowerPoint presentation instructions/storyboard (Appendix C)
 - 4. Newsletter instructions (Appendix D)
 - 5. Examples of Realism artwork (i.e. prints, internet sites, books- Jean Millet, *The Gleaners*, Gustave Courbet, *The Stone Breakers*, Winslow Homer, *Noreaster*, Thomas Eakins, *The Gross Clinic*, Henry O. Tanner, *The Banjo Lesson* available through Core Knowledge Foundation)
 - 6. Paper
 - 7. Pencil
 - 8. Eraser
- C. *Key Vocabulary*
- 1. Realism – the representation in art or literature of objects, actions, or social conditions as they actually are, without idealization or presentation in abstract form.
 - 2. unsentimental – facing facts or difficulties realistically and with determination.
 - 3. observations - an inference or a judgment that is acquired from or based on observing
- D. *Procedures/Activities*
- Day One:
- 1. Give students background information on Realism art (Appendix A).
 - 2. Have students take notes on Realism art.
 - 3. Students will continue independent work on assigned PowerPoint topic and newsletter.
- Day Two:
- 1. Show examples of Realism Art (books, prints, Internet)- Jean Millet, *The Gleaners*, Gustave Courbet, *The Stone Breakers*, Winslow Homer,

Noreaster, Thomas Eakins, *The Gross Clinic*, Henry O. Tanner, *The Banjo Lesson* available through Core Knowledge Foundation.

3. Teacher will explore Internet sites (Appendix F) with the students.
4. Students will continue to work on assigned PowerPoint topic and newsletter.

Day Three:

1. Pass out paper.
2. Students will use pencil to draw an everyday life picture (i.e. playing at recess, shopping at the store, watching T.V., etc.).
3. Students will continue to work on assigned PowerPoint topic and newsletter.

E. *Assessment/Evaluation*

1. Teacher will pick up and review students' notes to check for accuracy and content completion.
2. Teacher will assess Realism drawing by checking to see that an everyday life picture was drawn.
3. Teacher will check progress on PowerPoint and newsletter.

VI. CULMINATING ACTIVITY

- A. PowerPoint Presentation- the unit will end with each student presenting a PowerPoint on their assigned topic. A rubric (Appendix G) will be used to evaluate the criteria assigned.
- B. Newsletter – the student will complete a newsletter that correctly describes each period of art history. A rubric (Appendix H) will be used to evaluate the criteria assigned.
- C. Unit Test – a unit test can be given to evaluate students' knowledge of the eight different periods discussed (Appendix J).

VII. HANDOUTS/WORKSHEETS

Appendix A – Art History Synopsis

Appendix B – Art History Map

Appendix C – PowerPoint instructions and storyboard

Appendix D – Newsletter instructions

Appendix E – Urn pattern

Appendix F – Internet Sites

Appendix G – PowerPoint Rubric

Appendix H – Newsletter Rubric

Appendix I – Unit quiz

Appendix J – Final Test

VIII. BIBLIOGRAPHY

A. Books

1. Boardman, John. *The Oxford History of Classical Art*. Oxford, England: Oxford University Press, May 2001, ISBN: 0192854437.
2. DuBosque, Doug. *Learn to Draw 3-D*. New York, New York: Scholastic, 1998, ISBN:0-590-03740-4.
3. Hirsch, Jr., E.D. *Core Knowledge Sequence*. Canada: Core Knowledge Foundation, 1998, ISBN: 1-890517-12-7.
4. Hirsch, Jr., E.D. *What Your Sixth Grader Needs to Know*. New York, New York: Doubleday, 1993, ISBN: 0-385-31467-1.

- B. Technology
1. Classical Art
<http://carlos.emory.edu/COLLECTION/CLASSIC/>
<http://www-lib.haifa.ac.il/www/subj/classics/anchist.html>
 2. Gothic Art
<http://witcombe.sbc.edu/ARTHmedieval.html>
<http://www.elore.com/Gothic/introduction.htm>
<http://www.oxygene.demon.co.uk/abroad/france/paris.htm>
 3. Renaissance
<http://www.providence.edu/dwc/Renart.htm>
 4. Baroque
<http://www.mala.bc.ca/~mneil/a4.htm>
<http://www.ibiblio.org/wm/paint/glo/baroque/>
<http://homepages.tesco.net/~p.wilkinson/BlendShade.htm>
 5. Rococo
http://arthistory.about.com/library/bl101_rococo.htm
 6. Neoclassical
http://arthistory.about.com/library/bl101_neoclass.htm
 7. Romantic
<http://arthistory.about.com/library/bl101.htm>
 8. Realism
<http://arthistory.about.com/library/bl101.htm>
 9. Other helpful sites:
http://www.childrensconcierge.com/CityMain.asp?Destination_ID=FR
<http://arthistory.about.com/library/weekly/aa112700a.htm>
<http://www.louvre.fr/louvrea.htm>
 10. Art History: Resources on the web. Chris Witcombe. October 25, 1995
 <<http://witcombe.sbc.edu/ARTHmedieval.html>>.
 11. Art History 101. Andrea Mulder-Slater. 2003
 <<http://arthistory.about.com/library/bl101.htm>>
- C. Software
1. Microsoft Office 2000 or XP, Microsoft Corporation, Seattle, Washington.
 2. Microsoft Publisher, Microsoft Corporation, Seattle, Washington

Art History Synopsis

CLASSICAL ART:

Greek 800 - 323 BC

Roman 509 BC - 337 AD

Classical art falls into many different time periods. The main time periods focused upon are those of the Ancient Greek and Romans. During this time the artists worked to portray perfectly proportioned bodies of young, buff men (and women). However, no human body - ever was - or ever will be, as well proportioned as the Greek and Roman statues. The works of this time feature bodies which are absolutely flawless. Even the faces were created to look perfect too. The Greek and Roman ideal of beauty involved Gods looking like humans and humans looking like Gods. In addition to sculpture, the Greeks and Romans were masters at painting. The most complete form of Greek and Roman painting that has survived throughout the ages is that of vase painting. Each black and red figure vases have an intricate story to tell.

GOTHIC STYLE
1140 - 1500

The Gothic style was marked by a variety of characteristics. These included:

- Cathedrals, loads of them.
- Bright colors were used regularly in paintings.
- Figures portrayed in artworks appeared much more natural than in the earlier Romanesque style. Gone is the idea of portraying man (and woman) in perfect form.
- Warmth and emotion "oozed" from most art pieces.
- Flying buttresses, pointed arches, stained glass windows and illuminated manuscripts were the important creations of the day.

The Gothic style was one rooted in architecture and any other forms of art were basically created to help adorn the homes of the Lord. There is no tie to vampires in this art form. Gothic churches were very "bright". The belief in divine light and the powers it contained had a great deal to do with how Gothic cathedrals were built. Gothic architects solved the problem of very little light coming through the windows by creating a new style of building. Instead of having large walls with large interior support the Gothic churches were made with "exoskeletons". The church itself was like a skeleton with the walls and windows hanging as skin, off of this skeleton. This allowed the weight of the construction to be transferred from the interior to the exterior by way of what is known as the "flying buttress" system - massive piers or arches on the outside of the church (excellent examples of these buttresses can be seen on the Notre Dame Cathedral in Paris, France). With the heavy walls no longer needed, walls were opened up for large, light colored stained glass windows. The sun could finally shine in.

RENAISSANCE ART

1400s-1600s

The Renaissance means "rebirth" and is defined as the revival or rebirth of the arts. Beginning in Italy in the 1400s, it spread throughout Western Europe, lasting until the 1600s. There were many phases or periods throughout the Renaissance. The period from 1420 to 1500 is most often referred to as the Early Renaissance. The term High Renaissance is used to describe anything that happened from 1500 through 1530, this involved pure, classical, balanced harmony. This was when the artists were in complete control of their materials and were capable of executing masterful works of art. After the High Renaissance a period known as Mannerism began. Even though it is considered a part of the Renaissance, Mannerism marked a time when elegance was key.

Some of the main elements of the Renaissance were:

- Oil paint was used for the first time. Egg tempera had been the medium of choice prior to oil paints being used.
- Both symbolism and real-life events were represented together in the same art works.
- Chiaroscuro: the balance of light and dark was used for the first time to show within a picture shadows rather than blocky outlines.
- Perspective was used for the first time.
- Ancient Greek and Roman ideas were the inspiration for many works in Italy.
- Larger than life figures appear in German art.
- Dutch works of art began to show hints of daily life (hunting, farming) rather than religious themes.

BAROQUE ART

1600s-1700s

Baroque works of art are dramatic, emotional and include real people as the main subject. If you saw a Baroque painting today, you couldn't help but notice the fact that those portrayed in the work look rather as you would expect people to look. Poor people look poor and the wealthy look wealthy. It was during this time that art was created to appeal to the average people and their sense of emotion. Colors were exaggerated making brighter than bright, dark was darker than dark and light was lighter than light. This helped create a dramatic mood and even with all the realistic imagery, the more dramatic the better.

ROCOCO ART 1700-1750

The Rococo painting style started in France and was a very relaxed, a playful style of art. Showing brightness was very important as were curves, colors and other tiny details. Rococo artists were particularly concerned with properly depicting things like slippers, ribbons, and patterns in clothing. They also created landscapes that looked like they were straight out of fairy tales. This style was full of fun.

NEO-CLASSISM

1750-1880

Neo-Classicism started in Rome and spread quickly in revolt to the excesses of the early Baroque and especially the Rococo periods. Scenes from Greek and Roman history became popular again. In a neo-classical work of art, composition is balanced, colors are bright and the work has soul. Artists at this time started to copy and imitate antique art.

ROMANTICISM

1800-1880

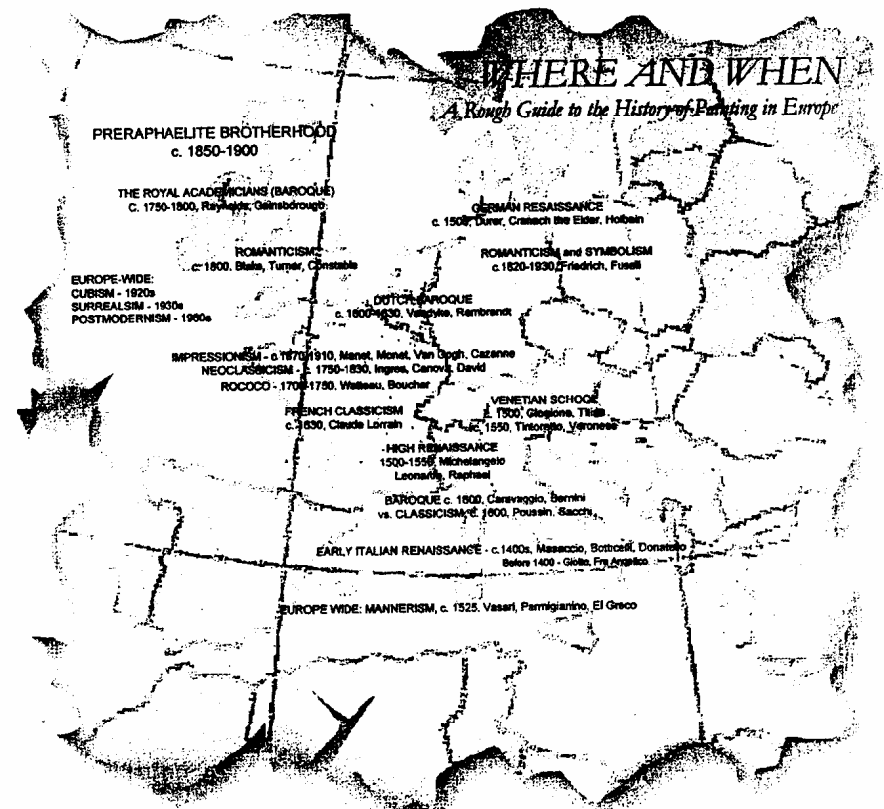
In Romanticism, aggressive activity is emphasized in art as bold brush strokes and rich colors take over. The idea was for art to appeal not to the mind, but to the senses. This form of art is not a new concept but one which was made unique by the artists of the day.

REALISM

1830s-1870

In Realism, nature and life was for the first time shown in an honest and unsentimental way. Instead of taking from the past, artists began to actually paint and create from their own life experiences, based on their observations of the world around them. This was a major stepping stone into the world of modern art.

Adapted from Art History 101 <http://arthistory.about.com/library/bl101.htm>



Appendix C-1
Art History Unit
PowerPoint Presentation

Name: _____
Topic: _____
Due Date: _____

You are to create a PowerPoint presentation on your assigned topic. Research your topic and follow the criteria listed below. The points listed are the maximum number allowed for each item.

1. Data is complete and error free ~ 15 points
2. Accurate graphical representations ~ 10 points
3. Each slide clearly summarizes genre ~ 15 points
4. Sources used from the Internet, books, and encyclopedias are properly cited ~ 10 points
5. Opening Slide with Title ~ 5 points
6. Minimum of 5 slides ~ 5 points
7. Uses transitions, animations and graphics support text ~ 5 points
8. Spelling and Grammar correct ~ 10 points
9. Storyboard and or outline is presented to teacher before getting on computer ~ 5 points
10. Animation is not overdone, and sound doesn't distract from the data ~ 10 points
11. Slides are logically presented and easy to understand ~ 10 points

Appendix C-2
Storyboard

PowerPoint Presentation

Slide 1: Title
Include:

Slide 1: Title
Include:

Slide 1: Title
Include:

Slide 1: Title
Include:

Slide 1: Title
Include:

Appendix D
Art History Unit
Newsletter Instructions

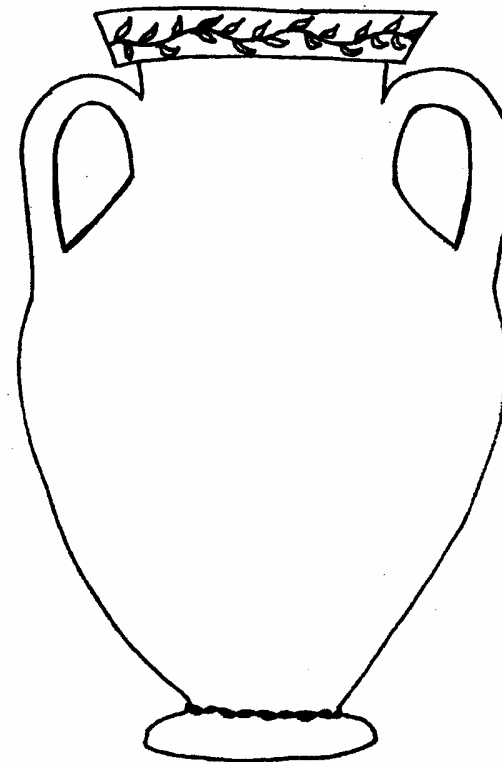
Name: _____

Due Date: _____

You are to create a newsletter over the eight different art history periods we are going to study. Make sure you research each topic and follow the criteria listed below. The points listed are the maximum number allowed for each item.

1. A total of eight articles ~ One over each genre ~ 10 points
2. Each article clearly summarizes the art genre discussed ~ 15 points
3. Use all vocabulary words correctly and at least once within the newsletter ~ 10 points
4. Title/Logo ~ 5 points
5. Article titles ~ 10 points
6. Graphics support text ~ 5 points
7. Use one example of personal artwork ~ 5 points
8. Table of contents ~ 5 points
9. One example of each genre's art ~ 5 points
10. Correct spelling and grammar ~ 20 points
11. Visual presentation is attractive (not cluttered, messy or hard to read) ~ 10 points

Appendix E



Appendix F-1

Internet Sites

Classical Art

<http://carlos.emory.edu/COLLECTION/CLASSIC/>
<http://www-lib.haifa.ac.il/www/subj/classics/anchist.html>

Gothic

<http://witcombe.sbc.edu/ARTHmedieval.html>
<http://www.elore.com/Gothic/introduction.htm>
<http://www.oxygene.demon.co.uk/abroad/france/paris.htm>

Renaissance

<http://www.providence.edu/dwc/Renart.htm>

Baroque

<http://www.mala.bc.ca/~mcneil/a4.htm>
<http://www.ibiblio.org/wm/paint/glo/baroque/>

Rococo

http://arthistory.about.com/library/bl101_rococo.htm

Neoclassical

http://arthistory.about.com/library/bl101_neoclass.htm

Romantic

<http://arthistory.about.com/library/bl101.htm>

Realism

<http://arthistory.about.com/library/bl101.htm>

Other helpful sites:

http://www.childrensconcierge.com/CityMain.asp?Destination_ID=FR
<http://arthistory.about.com/library/weekly/aa112700a.htm>
<http://arthistory.about.com/library/bl101.htm>

THE LOUVRE

<http://www.louvre.fr/louvrea.htm>

Appendix F-2

Artists

Baroque:

Giotto di Bondone
<http://www.ibiblio.org/wm/paint/auth/giotto/>
Duccio di Buoninsegna
<http://www.kfki.hu/~arthp/html/d/duccio/buoninse/>
Carravaggio
<http://www.uah.edu/colleges/liberal/philosophy/heikes/302/time/carravag/carravag.html>
Rembrandt
http://www.rembrandthuis.nl/bedankt_en.html
Vermeer, Jan
<http://www.cacr.caltech.edu/~roy/vermeer/thumb.html>

Rococo Style:

Fragonard, Jean-Honore
<http://www.ibiblio.org/wm/paint/auth/fragonard/>
Watteau, Jean-Antoine
<http://www.ibiblio.org/wm/paint/auth/watteau/>
Fragonard, Jean-Honore
<http://www.ibiblio.org/wm/paint/auth/fragonard/>
Watteau, Jean-Antoine
<http://www.ibiblio.org/wm/paint/auth/watteau/>

Renaissance:

Bruegel, Pieter
<http://www.ibiblio.org/wm/paint/auth/bruegel/>
da Vinci, Leonardo
<http://www.ibiblio.org/wm/paint/auth/vinci/>
Donatello
<http://www.kfki.hu/~arthp/html/d/donatell/>
Dürer, Albrecht
<http://www.ibiblio.org/wm/paint/auth/durer/>
Michelangelo Buonarroti
<http://www.ibiblio.org/wm/paint/auth/michelangelo/>
Raphael
<http://www.ibiblio.org/wm/paint/auth/raphael/>
Van Eyck, Jan
<http://www.ibiblio.org/wm/paint/auth/eyck/ghent/>

Neoclassicism

Important Artists (selected list):

David, Jacques-Louis
<http://www.ibiblio.org/wm/paint/auth/david/>

Appendix F-3

Romanticism:

Blake, William

<http://www.blakearchive.org/>

Constable, John

<http://www.ibiblio.org/wm/paint/auth/constable/>

Realism:

Courbet, Gustave

<http://www.ibiblio.org/wm/paint/auth/courbet/>

Corot, Jean-Baptiste-Camille

<http://www.ibiblio.org/wm/paint/auth/corot/>

Daumier, Honoré

<http://www.ibiblio.org/wm/paint/auth/daumier/>

Millet, Jean-François

<http://www.ibiblio.org/wm/paint/auth/millet/>

Appendix G

The Art of Studying Art

SCORING RUBRIC PowerPoint

Student _____ Date _____

Genre _____

	TOTAL VALUE	PEER EVAL	TEACHER EVAL
CONTENT			
• Data complete and error free	15		
• Accurate graphical representations	10		
• Each slide clearly summarizes genre	15		
• Multiple sources are used (from Internet as well as books, encyclopedias, etc.)	10		
CREATION OF SLIDES			
• Opening Slide with Title	5		
• Minimum of 5 slides	5		
• Uses transitions, animations and graphics support text	5		
• Clear plan of organization (storyboard and or outline)	5		
ORGANIZATION			
• Spelling and Grammar	10		
• Slides are logically presented and easy to understand	10		
• Sounds add to presentation and don't distract from material	10		
TOTAL POINTS	100		
Grade			

Appendix I-1
Art of Studying Art
Quiz

Name: _____ Date: _____

The following 20 questions will be vocabulary matching. Be sure to read all of your choices carefully. Select the definition from below that best fits the words above. Write the letter of the definition you have chosen next to the word.

- _____ 1. Genre
- _____ 2. Urn
- _____ 3. Gods
- _____ 4. Proportioned
- _____ 5. Flawless
- _____ 6. Sculpture
- _____ 7. Cathedral
- _____ 8. Buttress
- _____ 9. Architecture
- _____ 10. Exoskeleton
- _____ 11. Interior
- _____ 12. Exterior
- _____ 13. Stained glass
- _____ 14. Revival
- _____ 15. Oil Paint
- _____ 16. Tempera
- _____ 17. Symbolism
- _____ 18. Dramatic
- _____ 19. Exaggerated
- _____ 20. Imagery

- A. Characterized by or expressive of the action or emotion
- B. Greater than the actual case
- C. Use of vivid or figurative symbols to represent objects, actions or ideas
- D. Representing things by means of symbols
- E. Restoration to use
- F. Painting medium in which pigment is mixed with water-soluble glutinous materials such as egg yolk.
- G. Paint which the vehicle is a drying oil
- H. Large important Church
- I. Glass colored by mixing pigments inherently in the glass
- J. Structure build against a wall for support or reinforcement
- K. External

Appendix H

The Art of Studying Art
SCORING RUBRIC Newsletter

Student _____ Date _____

	TOTAL VALUE	PEER EVAL	TEACHER EVAL
CONTENT			
• 8 articles (one on each genre)	10		
• Each article clearly summarizes the art genre discussed	15		
• Use of art vocabulary (Rococo, urn, etc.)	10		
LAYOUT			
• Title / Logo	5		
• Article titles	10		
• Graphics support text	5		
• Use of digital photographs (an artist example from each genre)	5		
• Table of Contents	5		
• Example of personal artwork	5		
ORGANIZATION			
• Spelling	10		
• Grammar	10		
• Presentation is visually attractive	10		
TOTAL POINTS	100		
Grade			

Appendix I-2

- L. Style and method of design and construction
- M. Inside
- N. A Vase
- O. No imperfection
- P. A being of supernatural powers
- Q. To form parts of the object, drawing, etc., with balance or symmetry
- R. The art or practice of shaping figures or designs in the round or in a relief, as by chiseling marble, modeling clay, or casting in metal.
- S. Hard outer structure
- T. Marked by distinctive style

Define the following terms in complete sentences.

21. Classical Art

22. Gothic

23. Renaissance

24. Baroque

Appendix J-1

Art of Studying Art
Final test

Name: _____ Date: _____

The following 34 questions will be vocabulary matching. Be sure to read all of your choices carefully. Select the definition from the right and below that best fits the words above. Write the letter of the definition you have chosen next to the word.

- | | |
|-------------------------|--|
| _____ 1. Classical Art | A. Representation in art of objects, actions or social conditions as they actually are. No idealization or abstract form. |
| _____ 2. Gothic | B. Facing facts or difficulties realistically. |
| _____ 3. Renaissance | C. An inference or a judgment that is acquired from or based in observing. |
| _____ 4. Baroque | D. Being the only one of its kind |
| _____ 5. Rococo | E. Assertive |
| _____ 6. Neoclassical | F. To stress |
| _____ 7. Romantic | G. An artistic movement originating in Europe in the late 18 th century characterized by nature, individual expression and the departure from the attitudes and forms of classicism |
| _____ 8. Realism | H. A revival in the 18 th & 19 th century in art characterized by order, symmetry and simplicity of style. |
| _____ 9. Genre | I. Originated in France in 18 th century, elaborate ornaments. |
| _____ 10. Urn | J. Represent in a picture or sculpture |
| _____ 11. Gods | K. Strained effect by bold, curving forms |
| _____ 12. Proportioned | L. Expressive action or emotion |
| _____ 13. Flawless | M. Use of vivid language to represent objects, actions or ideas |
| _____ 14. Sculpture | N. Represented as greater than actually is the case |
| _____ 15. Cathedral | O. Started in 14 th century Italy. Revival of classical art. |
| _____ 16. Buttress | P. Restoration to use |
| _____ 17. Architecture | Q. Paint in which the vehicle is a drying oil. |
| _____ 18. Exoskeleton | R. Medium which pigment is mixed with water and egg yolk. |
| _____ 19. Interior | S. Representing things by means of symbols. |
| _____ 20. Exterior | T. Represented by pointed arches and rib vaulting. |
| _____ 21. Stained glass | U. Large important church |
| _____ 22. Revival | V. Structure built against a wall for support. |
| _____ 23. Oil Paint | W. Hard outer structure |
| _____ 24. Tempera | X. Style and method of design and construction |
| _____ 25. Symbolism | Y. Inside |
| _____ 26. dramatic | Z. External |
| _____ 27. exaggerated | |
| _____ 28. imagery | AA. Glass colored by mixing pigments inherently with the glass. |
| _____ 29. depicting | BB. Vase |
| _____ 30. aggressive | CC. Supernatural being, worshiped by people |
| _____ 31. emphasized | DD. Relating to the ancient Greeks and Romans |
| _____ 32. unique | EE. Parts of the object, drawing, etc., formed with balance or symmetry |
| _____ 33. unsentimental | |
| _____ 34. observations | |

Appendix J-2

- FF. Without imperfection-
- GG. Art or practice of shaping figures in the round by using a chisel, modeling clay or casting in metal.
- HH. Marked by a distinctive style.

The following set of questions will be short answer. Be sure to read the entire question or statement before answering since some questions or statements will have more than one part.

- 35. List three artists from the Renaissance period.
 - 1.
 - 2.
 - 3.

- 36. Explain the main difference between Neoclassic and Romantic art.

- 37. What was your favorite genre that we studied? Why?

- 38. What was your favorite piece of art work? Why?

- 39. What are the two mediums (types of paint) used for painting that we studied?

- 40. List three major ideas that you learned from your personal research for your PowerPoint.