



Art History Curriculum Guide  
Introduction to Art History (ART 105/106)

Intermediate Art History (Art 231/232)  
Advanced Placement Art History (ART 503/504)  
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**Visual Arts Curriculum, Instruction, and Assessment**2100 Fleur Drive | Des Moines, Iowa 50312 | P: 515-242-7619   
visualarts.dmschools.org

**Superintendent**  
Thomas Ahart, Ed.D

**Executive Director of Secondary Teaching & Learning**  
Noelle Tichy

**Director of Secondary Teaching & Learning**

Sarah Dougherty

**Visual Arts Curriculum Coordinator**  
Benjamin Heinen

**Secondary Curriculum Lead Team Editors – High School**  
Amy Palmer, North High School

Heather Worthington, Lincoln High School

Becky Johnson, Central Academy

**Foreword**Curriculum in this document is based on the National Core Arts Standards published in the spring of 2014. It has been developed by visual art educators and curriculum specialists in the Des Moines Public Schools. The objectives in this curriculum guide are the minimum requirements in the visual arts that set rigorous, relevant, clear, and measurable learning targets and expectations for what teachers should teach and students should learn. Schools and educators are continuously encouraged to go beyond these targets to better serve the needs of all students in the visual arts.

**Definition of the Visual Arts**  
Visual arts include the traditional fine arts such as drawing, painting, printmaking, photography, and sculpture; media arts including film, graphic communications, animation, and emerging technologies; architectural, environmental, and industrial arts such as urban, interior, product, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials. –*National Art Education Association*

**Table of Contents**

**How to use this document**…………………………………………………………………………..5

**DMPS Philosophy Learning Objectives**……………………………………………………….…..6-7

**Document Structures**………………………………………………………………………………..8

**Intro to Art History Topics**……………………………………………………………….………....9-10

**Intermediate Art History Topics**…………………………………………………………………...11

**AP Art History Topics……………...**……………………………….……………………………....12

**Common Vocabulary**………………………………………………………………………………..13

**Elements of Art**…………………………………………………………………………………...…14

**Principles of Design**……………………………………………………………………………...…..15

**Four-Step Critical Analysis Process**……………………………………………………………..…....16

**How to use this document:**

**This curriculum guide is *not…***

* A lock-step instructional guide detailing exactly when and how you teach.
* Meant to restrict your creativity as a teacher.
* A ceiling of what your students can learn, nor a set of unattainable goals.

**Instead, the curriculum guide *is* meant to be a common vision for student learning and a set of standards by which to measure and report student progress and provide meaningful feedback.**  
  
The curriculum guide outlines which learning goals are **most essential** for student learning; it is our district’s guaranteed and viable curriculum. The expectation is that every student in our district, regardless of school or classroom, will know and understand these learning goals. As the classroom teacher, you should use the curriculum guide to help you to decide how to scaffold up to the learning goals, and extend your students’ learning beyond them.   
  
The curriculum guide is a planning tool; assessed clusters and topics are provided, but **as the instructional leader of your classroom, you determine the scope and sequence in which you will introduce the prioritized learning goals**. You are encouraged to create your own sub-units of study within each cluster using the topics as a starting point. Within this document you will find a foundational structure for planning instruction in the visual arts which can be supplemented with unlimited materials from any number of sources, including but not limited to district texts and prints.

Please consider this guide a living and dynamic document, subject to change and a part of a continuous feedback loop.

**Des Moines Public Schools Educational Philosophy**

**Vision**

Becoming the model for urban education in the United States.

**Mission Statement**

The Des Moines Public Schools Exist So That Graduates Possess the Knowledge, Skills and Abilities to Be Successful at the Next Stage of Their Lives.

**Student Expectations**

**Students demonstrate proficiency and understanding of a rigorous core curriculum:**

* They demonstrate proficiency in reading, writing, speaking and listening
* They demonstrate proficiency in mathematics, including algebra and geometry
* They demonstrate financial and economic literacy
* ***They demonstrate an understanding of the value of fine and performing arts in society***
* ***They demonstrate proficiency in technological and information literacy***
* They demonstrate proficiency in science, including life, earth and physical science

**Students possess the knowledge and skills to be self-directed and autonomous:**

* ***They demonstrate critical thinking and problem solving skills***
* ***They exercise sound reasoning in making complex choices***
* ***They exhibit creative, innovative and entrepreneurial thinking***
* ***They understand the attributes of physical and mental well-being***

**Students have world awareness:**

* ***They learn from and work with individuals representing diverse cultures and religions in a spirit of mutual respect in school, work and community***
* ***They understand the rights and obligations of citizenship at local, state, national, and global levels***
* ***They are actively engaged in community life***
* ***They will be exposed to languages and cultures of the world***

**Des Moines Public Schools K-12 Student Learning Objectives in the Visual Arts**

* + Students can communicate at a foundational level in the visual arts. This includes knowledge and skills in the use of basic vocabularies, materials, tools, techniques, and intellectual methods of the discipline.
  + Students can communicate proficiently in at least one art form, including the ability to define and solve artistic problems with insight, reason, and technical proficiency.
  + Students can develop foundational evaluations and analyses of works of art from structural, historical, and cultural perspectives.
  + Students can develop an informed acquaintance with exemplary works of art from a variety of cultures and historical periods, and a basic understanding of historical development in the arts disciplines, across the arts as a whole, and within cultures.

**Effective Components of an Educational Studio Program**

* + Demonstrations of artistic techniques and uses of media
  + Opportunities for practice, experimentation, and refinement based on effective feedback
  + Support for divergent thinking and multiple learning outcomes
  + A rich and robust variety of visual references
  + A variety of critique and response formats
  + Introductions to and expectations for use of appropriate art vocabulary
  + Connections among artists, careers, and art in everyday life and communities
  + An organizational system for storage and disbursement of materials and tools
  + Clear and maintained expectations for art room safety, cleaning, and classroom procedures
  + Integrations and connections with other content areas
  + Displays of various student works within the school and the community
* Overarching Learning Objective: Students differentiate the components of form, function, content, and or context of a work of art.

**Document Structures**Learning goals for all curricular areas are organized by overarching concepts called *topics*. Within those topics live a learning goal. All learning goals for the visual arts are guided by the 2014 National Visual Arts Standards and assessed on the provided reporting scales.

Learning goals for Art History courses are guided by the [College Board AP Art History](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2177.html) standards and objectives.

Evidence of student learning is assessed on a four-point scale, common throughout the district. Scales are designed to measure each learning topic. The generalized scale, with student-friendly language included, is below.

|  |  |  |
| --- | --- | --- |
| **SCALE SCORE** | **ACADEMIC DESCRIPTOR** | **STUDENT-FRIENDLY DESCRIPTOR** |
| **4** | **Exceeding Standard** | I have demonstrated deep understanding  that goes beyond the learning goal |
| **3** | **Meeting Standard** | I have met the learning goal |
| **2** | **Developing Toward Standard** | I have the foundational skills and knowledge  for the learning goal and I am almost there |
| **1** | **Insufficient Progress** | The evidence I have submitted shows I have a  long way to go to reach the learning goal |
| **0/M** | **No evidence of student understanding in submitted work OR  Missing – student has not submitted evidence** | I have not submitted evidence of learning for the learning goal |

\**For more information on district assessment and grading practices, please refer to the Grading Practices website* [*http://grading.dmschools.org/teacher-resources.html*](http://grading.dmschools.org/teacher-resources.html)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Introduction to Art History, Semester 1 (Art 105)** | | | | |
| **Learning Topic** | **1** | **2** | **3** | **4** |
| **Insufficient Progress** | **Developing Toward Standard** | **Meeting Standard** | **Exceeding Standard** |
| **Function** | **Student’s performance reflects insufficient progress towards foundational skills and knowledge.** | **Students will recognize or recall specific vocabulary including but not limited to:**  **Students demonstrate the have developed the ability to:**   * Identify the influence of a single work of art or group of related works on other artistic production. | **Students demonstrate they have the ability to:**   * Describe the influence of a single work of art or group of related works on other artistic production. | **In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.** |
| **Form** | **Student’s performance reflects insufficient progress towards foundational skills and knowledge.** | **Students will recognize or recall specific vocabulary such as:**  **Students demonstrate the have developed the ability to:**   * Identify formal qualities and/or content of a work of art which elicit(s) a response. | **Students demonstrate they have the ability to:**   * Describe how formal qualities and/or content of a work of art elicit(s) a response. | **In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.** |
| **Content** | **Student’s performance reflects insufficient progress towards foundational skills and knowledge.** | **Students will recognize or recall specific vocabulary such as:**  **Students demonstrate the have developed the ability to:**   * Identify components within a work of art. | **Students demonstrate they have the ability to:**   * Describe components within a work of art. | **In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.** |
| **Context** | **Student’s performance reflects insufficient progress towards foundational skills and knowledge.** | **Students will recognize or recall specific vocabulary such as:**  **Students demonstrate the have developed the ability to:**   * Identify a contextual variable for an interpretation of a work of art. | **Students demonstrate they have the ability to:**   * Describe a contextual variable for an interpretation of a work of art. | **In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.** |

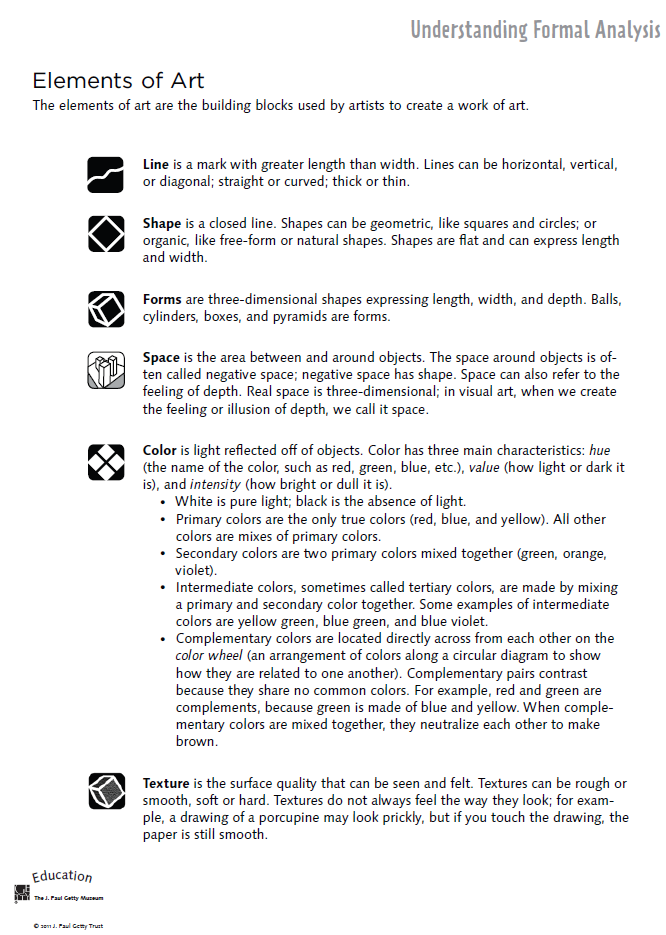
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Introduction to Art History, Semester 2 (Art 106)** | | | | |
| **Learning Topic** | **1** | **2** | **3** | **4** |
| **Insufficient Progress** | **Developing Toward Standard** | **Meeting Standard** | **Exceeding Standard** |
| **Function** | **Student’s performance reflects insufficient progress towards foundational skills and knowledge.** | **Students will recognize or recall specific vocabulary including but not limited to:**  **Students demonstrate the have developed the ability to:**   * Describe the influence of a single work of art or group of related works on other artistic production. | **Students demonstrate they have the ability to:**   * Analyze the influence of a single work of art or group of related works on other artistic production. | **In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.** |
| **Form** | **Student’s performance reflects insufficient progress towards foundational skills and knowledge.** | **Students will recognize or recall specific vocabulary such as:**  **Students demonstrate the have developed the ability to:**   * Describe how formal qualities and/or content of a work of art which elicit(s) a response. * Identify and describe relationships between works of art. | **Students demonstrate they have the ability to:**   * Analyze how formal qualities and/or content of a work of art elicit(s) a response. * Analyze relationships between works of art. | **In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.** |
| **Content** | **Student’s performance reflects insufficient progress towards foundational skills and knowledge.** | **Students will recognize or recall specific vocabulary such as:**  **Students demonstrate the have developed the ability to:**   * Identify works of art. | **Students demonstrate they have the ability to:**   * Justify attribution of an unknown work of art. | **In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.** |
| **Context** | **Student’s performance reflects insufficient progress towards foundational skills and knowledge.** | **Students will recognize or recall specific vocabulary such as:**  **Students demonstrate the have developed the ability to:**   * Describe a contextual variable for an interpretation of a work of art. | **Students demonstrate they have the ability to:**   * Analyze how contextual variables lead to different interpretations of a work of art. | **In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.** |

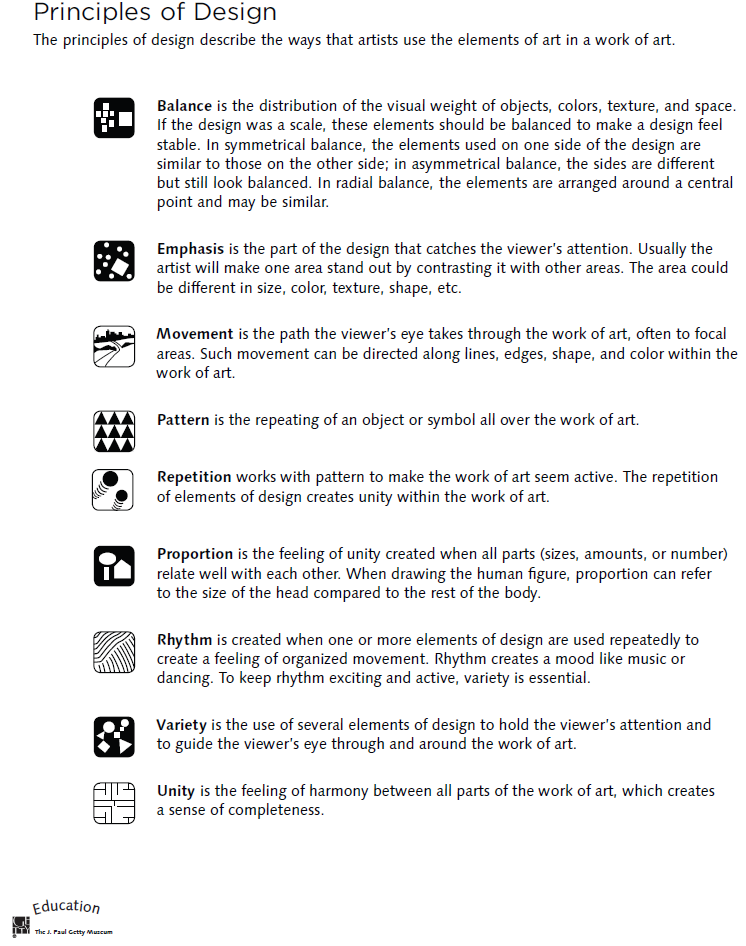
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Intermediate Art History (Art 231-232)** | | | | |
| **Learning Topic** | **1** | **2** | **3** | **4** |
| **Insufficient Progress** | **Developing Toward Standard** | **Meeting Standard** | **Exceeding Standard** |
| **Creating** | **Student’s performance reflects insufficient progress towards foundational skills and knowledge.** | **Students demonstrate the have developed the ability to:**   * Develop criteria to guide making a work of art or design to meet an identified goal | **Students demonstrate they have the ability to:**   * Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. | **In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.** |
| **Connecting** | **Student’s performance reflects insufficient progress towards foundational skills and knowledge.** | **Students demonstrate the have developed the ability to:**   * Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity. | **Students demonstrate they have the ability to:**   * Document the process of developing ideas from early stages to fully elaborated ideas. | **In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.** |
| **Presenting** | **Student’s performance reflects insufficient progress towards foundational skills and knowledge.** | **Students demonstrate the have developed the ability to:**   * Apply criteria for evaluating a collection of artwork for presentation. | **Students demonstrate they have the ability to:**   * Analyze, select, and critique personal artwork for a collection, or portfolio presentation. | **In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.** |
| **Responding** | **Student’s performance reflects insufficient progress towards foundational skills and knowledge.** | **Students demonstrate the have developed the ability to:**   * Analyze how one’s understanding of the world is affected by experiencing visual imagery. | **Students demonstrate they have the ability to:**   * Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. | **In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.** |

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| **AP Art History (Art 503-504)** | | | | |
| **Learning Topic** | **1** | **2** | **3** | **4** |
| **Insufficient Progress** | **Developing Toward Standard** | **Meeting Standard** | **Exceeding Standard** |
| **Creating** | **Student’s performance reflects insufficient progress towards foundational skills and knowledge.** | **Students demonstrate the have developed the ability to:**   * Reflect on whether personal artwork conveys the intended meaning and revise accordingly. | **Students demonstrate they have the ability to:**   * Apply relevant criteria from traditional and contemporary cultural contents to examine, reflect on, and plan revisions for works of art and design in progress. | **In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.** |
| **Connecting** | **Student’s performance reflects insufficient progress towards foundational skills and knowledge.** | **Students demonstrate the have developed the ability to:**   * Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts. | **Students demonstrate they have the ability to:**   * Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design. | **In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.** |
| **Presenting** | **Student’s performance reflects insufficient progress towards foundational skills and knowledge.** | **Students demonstrate the have developed the ability to:**   * Investigate, compare, and contrast methods for preserving and protecting art. | **Students demonstrate they have the ability to:**   * Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific artwork or event. | **In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.** |
| **Responding** | **Student’s performance reflects insufficient progress towards foundational skills and knowledge.** | **Students demonstrate the have developed the ability to:**   * Analyze how responses to art develop over time based on knowledge of and experience with art and life. | **Students demonstrate they have the ability to:**   * Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences. | **In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target.** |

**Common Vocabulary Terms**Common vocabulary for selected media, styles, art movements, and art expressions reflect the concepts, techniques, and skills for each grade level and course of study. Students will use these terms in oral, written, and visual communications. Teachers are encouraged to provide additional visual arts vocabulary to the identified lists.

|  |  |  |  |
| --- | --- | --- | --- |
| **Recommended Terms** | | | |
| Analysis  Context  Concept  Convention  Patronage  Commission  Chronological  Geographical  Form  Function  Material  Medium/Media | Thematic  Aesthetic  Tradition  Iconography  Perceptual  Intellectual  Religious  Ideology  Political  Philosophical  Social Class  Gender | Power/Authority  Morality  Normality  Architecture  Sculpture  Painting  Cross-Cultural  Status  Migration  Subculture  Mainstream Culture  Milieu | Controversy  Transformation  Intention  Contemporary  Traditional  Divination  Diagnosis  Holistic  Custodianship  Protocol  Efficacy |





**Four-Step Critical Analysis Process**

* **Step 1: Describe – *What do you see?***
  + Credit line information such as title, artist, date created, size, medium, location, genre.
  + What do you see in the art work? Use objective observations and identification skills. All descriptions must be observable facts.
  + EXAMPLE: “*Starry Night,* Vincent Van Gogh, 1832…I see a large cypress tree in the foreground. I can tell it is a cypress by the shape. The majority of the picture is taken up by a night sky. There are many stars in the sky. Etc….”
* **Step 2: Analyze—*How is the work organized?***
  + Focus on how the Elements of Art and Principles of Design have been used in the artwork. You are still collecting clues, not guessing! How do the Principles organize the Elements? Use specific evidence from the art. This will help you discover how the artist might have created moods, messages, or ideas.
  + EXAMPLE: “The night sky is dark blue, and it is filled with vibrant yellow stars. The pattern of the stars moves the viewer’s eye back and forth throughout the painting. The repetition of the yellow into the village lights help give the picture unity. Etc….”
* **Step 3: Interpret – *“What is the artist saying?”***
  + Using the information from the description and analysis, explain what the artist might be trying to communicate. What is the mood or the meaning of the artwork? Make some guesses and provide some evidence for your thinking using the Elements and Principles. Your interpretation might be different from someone else’s.
  + Answer the question, “I think\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, because I see \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”
  + EXAMPLE: “I think the artist is trying to show a connection between a sleepy peaceful mood and the quiet little town, because the artists uses the some colors and kinds of lines in the sky and the village. I see the colors and the soft, swirling lines in the sky, and it makes me think the artist was trying to show that even a dark sky can have lots to see. Etc….”
* **Step 4: Judge – *“Is this a successful piece of art?”***
  + Now you can finally express your own personal opinion about the piece of art. Your opinion, however, is still based on what you’ve discovered through description, analysis, and interpretation, all backed up with visual evidence and the language of art. This is a carefully thought out decision in which you decided if the art was successful or not successful, not necessarily a like or dislike.
  + Answer this questions, “I think this work is (not) successful because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”
  + EXAMPLE: “I think this work is successful because it the colors and lines are organized in an interesting, swirly way that grabs my attention. The work is almost like a lullaby because the yellow stars twinkle in the sky like peaceful little notes over the sleepy town. Etc…