



ART APPRECIATION
GRADES 9-12
ONE-HALF CREDIT, ONE SEMESTER

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

Art Appreciation is designed for students interested in learning to understand, evaluate, and appreciate art. Students explore the four disciplines of art: art history, art criticism, aesthetics, and studio production. A broad range of artistic styles, media, and ideas from the past and present are used to examine the relationship and meaningful contributions of art to society. Class activities include discussions, guest speakers, field trips, visual presentations, research, and problem solving.

PREREQUISITE

None

OPTIONS FOR NEXT COURSE

Art Foundations

REQUIRED STUDENT TEXTBOOK

Themes and Foundations of Art, 1st Edition, 1995, Elizabeth L. Katz, E. Louis Lankford, and Janice D. Plank

THE KNOWLEDGE, SKILLS, AND ATTITUDES THAT COMPRISE THE ART APPRECIATION COURSE ARE SUMMARIZED AS FOLLOWS FROM THE PRESCRIBED CURRICULUM:

TOPICS OF STUDY

Unit I: What is Art?

- 1.1 Define aesthetics
 - 1.1.1 Describe the essential characteristics of aesthetics such as why art is made, what forms it takes, and how people will respond to it
 - 1.1.2 Practice aesthetic inquiry
- 1.2 Define the role of beauty in aesthetics
 - 1.2.1 Identify the origins of the Greek ideal of beauty
 - 1.2.2 Contrast the philosopher's theories of beauty
 - 1.2.3 Compare the standards of beauty from prehistoric to contemporary times
- 1.3 Examine theories of art
 - 1.3.1 Define the theories of expressionism, imitationalism, formalism, and contextualism utilizing examples of works of art
 - 1.3.2 Match works of art to corresponding theories
- 1.4 Explain art as a form of cultural expression
 - 1.4.1 Compare non-western art and western art to determine differences in cultural expression
 - 1.4.2 Define the intent of the artist: expression of emotions and expression of ideas
- 1.5 Determine how art is valued
 - 1.5.1 Understand that a work of art may be valuable in the following ways: aesthetic, economic, historical, social, and religious
- 1.6 Develop criteria necessary to make an aesthetic judgment
 - 1.6.1 Conclude that viewing art requires a contemplative attitude and an open mind
 - 1.6.2 Recognize that making an aesthetic judgment combines both emotional responses and intellectual thinking
 - 1.6.3 Illustrate how and why personal aesthetic criteria change
- 1.7 Explain one's own personal definition of art

Unit II: Language of Art

- 2.1 Define visual literacy
 - 2.1.1 Describe what it means to be literate
 - 2.1.2 Define the term visual
 - 2.1.3 Investigate the need to develop a visual vocabulary
- 2.2 Identify the elements and principles of design

- 2.2.1 Define the elements and principles of design
- 2.2.2 Investigate how the elements and principles are used as tools by the artist to create a visual image
- 2.3 Analyze visual works of art
 - 2.3.1 Describe the artwork in terms of the elements and principles of design
 - 2.3.2 Determine how the artist organizes the visual elements for visual effectiveness in a successful work of art
- 2.4 Analyze two-dimensional works of art
 - 2.4.1 Distinguish among the various categories of two-dimensional art: drawing, painting, printmaking, computer images, photography, and film
 - 2.4.2 Examine the various materials and techniques of two-dimensional art
- 2.5 Analyze three-dimensional works of art
 - 2.5.1 Distinguish among the various categories of three-dimensional art: sculpture, architecture, metal work, glass design, ceramics, fiber work, and product design
 - 2.5.2 Examine the various materials and techniques of three-dimensional art

Unit III: Understanding Art

- 3.1 Define the goals of art criticism
 - 3.1.1 Define art criticism
 - 3.1.2 Examine the processes of description, analysis, speculation, and evaluation as these relate to art interpretation
 - 3.1.3 Recognize that criticism is not mere opinion but reasoned argumentation
- 3.2 Classify works of art as being examples of realism, abstract, or non-objective
 - 3.2.1 Determine the purposes of classifying works of art into three main categories
 - 3.2.2 Define the terms realism, abstract, and non-objective
- 3.3 Apply knowledge of various theories of art to works of art
 - 3.3.1 Identify characteristics that apply to each theory
 - 3.3.2 Chose one theory as a personal preference and justify the choice
- 3.4 Interpret works of art based on personal context and personal experiences

- 3.4.1 Determine that there can be different interpretations of works of art
- 3.5 Examine a variety of models of art criticism which could include but are not limited to Feldman's Mode, Nine Conceptual Modes, and Project Muse
 - 3.5.1 Develop diversified ways of responding to, understanding, and appreciating works of art
 - 3.5.2 Practice the skills of art criticism
 - 3.5.3 Develop perceptual and verbal abilities
- 3.6 Develop a variety of verbal and written skills while practicing art criticism
 - 3.6.1 Practice both critical and creative thinking skills
 - 3.6.2 Create written products such as poetry, movie plots, critiques, short stories, descriptive and analytical writing, and narratives

Unit IV: Why Artists Create

- 4.1 Explain how art provides the viewer with historical information regarding significant events
 - 4.1.1 Define the historical value of art
 - 4.1.2 Examine works of art that have historical significance or relay an historical event to the viewer
 - 4.1.3 Analyze the artist's viewpoint as to how the event is portrayed
- 4.2 Examine how artists use style and techniques to express views about societal and political changes
 - 4.2.1 Define the political value of art
 - 4.2.2 Compare media and techniques used in ancient art to that used in early American art in the portrayal of political leaders
 - 4.2.3 Explain how media and technique affect the purpose and the expressive quality of the art
- 4.3 Investigate how religious art is the expression of collective ideas, beliefs, or values about man and his relationship to divinity
 - 4.3.1 Define the religious value of art
 - 4.3.2 Identify the middle ages as a time in the history of art when religion was the motivating force for the artist
 - 4.3.3 Examine the effects of religion on man's creative spirit
 - 4.3.4 Identify artworks that illustrate the importance of religious beliefs to a society
- 4.4 Analyze art that demonstrates social criticism as an important form of visual expression
 - 4.4.1 Define the social value of art
 - 4.4.2 Determine that social value of art relates to the welfare of human society
 - 4.4.3 Identify times in the history of art when artists have used their art as a visual forum to improve the condition of man
- 4.4.4 Examine social issues of today and research artists who address these issues
- 4.5 Examine the quality of daily life as seen in works of art
 - 4.5.1 Define genre
 - 4.5.2 Find examples of scenes that exemplify genre
 - 4.5.3 Choose a genre scene and describe daily life as portrayed in the scene
- 4.6 Recognize that art has economic implications
 - 4.6.1 Explain how a culture's society can bring about economic changes in the art world
 - 4.6.2 Examine the effects of trade, production, distribution, finance, etc. on the art world
 - 4.6.3 Recognize the relationship between the economics and the art of the period
- 4.7 Recognize that artists from various cultures have different artistic tastes, techniques, styles, and content
 - 4.7.1 Examine the art and beliefs of nonwestern cultures
 - 4.7.2 Compare the art of nonwestern cultures to Western cultures
- 4.8 Examine how art reflects the ideas of the time in which it is created
 - 4.8.1 Research a work of art and connect it to the time in which it was created including historical, social, political, and economic information of the time
- 4.9 Examine the variety of personal purposes artists have for creating works of art
 - 4.9.1 Review visuals or other sources in which an artist personally responds to or explains their art
 - 4.9.2 Interview an artist to determine personal purposes
 - 4.9.3 Identify ways of expressing personal feelings through media, techniques, and subject matter
- 4.10 Make conscious choices of media and technique to express particular ideas
 - 4.10.1 Develop creative and critical thinking skills through studio experiences
- 4.11 Explore studio experiences based on issues and ideas
 - 4.11.1 Explore alternative expressions of similar ideas

Unit V: Art in Transition

- 5.1 Compare the art and ideas of postmodernism with modernism
 - 5.1.1 Analyze the artwork and ideas of modernism
 - 5.1.2 Analyze the ideas and artwork of postmodernism

- 5.1.3 Examine some of the artists associated with Modernism and Postmodernism
- 5.2 Explain changes that led to the development of postmodern art in the late twentieth century
 - 5.2.1 Describe the cultural and social climate of the '70s, '80s, and '90s
 - 5.2.2 Review modernist artists' ideas that were later rejected by the postmodernist artists' ideas
 - 5.2.3 Examine the nontraditional media and methods of postmodernism
 - 5.2.4 Explain the affects of the art critic and the art dealer specific to postmodern art
- 5.3 Analyze the relationships between contemporary society and contemporary artworks
 - 5.3.1 Examine the content of contemporary art
 - 5.3.2 Identify some of the artists associated with contemporary art
 - 5.3.3 Define contemporary art
- 5.4 Explain why it is difficult to identify a leading style or dominant direction in today's art
- 5.5 Critique contemporary artworks by applying the models of art criticism
 - 5.5.1 Practice verbal and written art criticism skills
 - 5.5.2 Practice criticism models such as Project Muse and Feldman's Model

Unit VI: Themes in Art

- 6.1 Examine several themes in art as expressed in a variety of cultures throughout history
 - 6.1.1 Define theme
 - 6.1.2 Investigate themes such as personal relationships, stereotypes, humanity vs. nature, celebration and ritual
- 6.4 Compare two-dimensional and three-dimensional works of art which express a variety of themes
 - 6.4.1 Practice the skills of art criticism
- 6.5 Trace the chronological development of the human image in the history of art
 - 6.5.1 Identify the characteristics of the human image from prehistoric to contemporary times
 - 6.5.2 Compare prehistoric portrayals of the human figure with contemporary abstracted forms
 - 6.5.3 Determine purposes for stylistically differing portrayals of the human form

Unit: VII: The Art World

- 7.1 Examine reasons why art is purchased
 - 7.1.1 Examine various kinds of art available to the everyday customer
 - 7.1.2 Determine that art can be admired and valued for its beauty alone

- 7.1.3 Determine that art can be admired and valued for its functional purpose
- 7.1.4 Describe personal art purchases and explain reasons for purchase
- 7.2 Explain the roles of auction houses, museums, and private galleries in the art world
 - 7.2.1 Examine factors that determine the monetary value of art
- 7.3 Distinguish among original works of art, artist's prints, and reproductions
 - 7.3.1 Define original
 - 7.3.2 Define print
 - 7.3.3 Define reproduction
- 7.4 Locate places in the Tidewater area where original art, both historic and contemporary, can be purchased
 - 7.4.1 Consider a field trip to specific places in Tidewater where original art can be purchased
 - 7.4.2 State reasons for purchasing works of art
- 7.5 Locate places where original art, both historic and contemporary, can be viewed
 - 7.5.1 Consider a field trip in the Tidewater area to visit the Chrysler Museum of Art, Contemporary Art Center of Virginia, The d'Art Center, or The Peninsula Fine Arts Center
 - 7.5.2 Consider a field trip to visit the National Gallery of Art, the Metropolitan Museum of Art, or the Museum of Modern Art
 - 7.5.3 Make aesthetic judgments based on original works of art
 - 7.5.4 Practice models of art criticism with original works of art
 - 7.5.5 Group works according to theme, style, media
 - 7.5.6 Practice creative and critical thinking skills
- 7.6 Demonstrate an awareness of careers in the world of art
 - 7.6.1 Compare career opportunities such as teacher, commercial artist, art therapist, appraiser, museum curator, museum director, gallery director, photographer, and book illustrator
 - 7.6.2 Identify career opportunities in communications, video technology, and the film industry
 - 7.6.3 Identify career opportunities available in the Tidewater area
 - 7.6.4 Examine training that is required to become an artist and how it relates to careers in the art world



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DEPARTMENT OF CURRICULUM AND INSTRUCTION

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