

## Art History and Culture

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>Art and artists both reflect and shape their time period and culture.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What can art tell us about our own society and other cultures--now and in previous time periods?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>Art has different meanings and functions in different times and places.</li> <li>The elements and principles of design can be used to describe artworks from different time periods.</li> <li>Artists often create works inspired by art and cultural traditions other than their own</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li><u>Terms</u>:             <ul style="list-style-type: none"> <li>art history, art historian, abstract, realism, representational, non-representational, art movement, culture</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>Compare the function and meaning of works of art from various cultures and time periods.</li> <li>Identify and describe specific elements and principles found in works of art from specific time periods.</li> <li>Create works inspired by various art styles, periods and cultures including our own.</li> </ul>
<b>Related Maine Learning Results</b>	<p><u>Visual and Performing Arts</u></p> <p>A. Disciplinary Literacy</p> <p>A1.Artist's Purpose</p> <p>Students research and explain how art and artists reflect and influence culture and periods of time.</p> <p>D. Aesthetics and Criticism</p> <p>D1.Aesthetics and Criticism</p> <p>Students analyze and evaluate art forms.</p> <ol style="list-style-type: none"> <li>Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.</li> <li>Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources.</li> <li>Demonstrate an understanding of the difference between a personal opinion and an informed judgment.</li> <li>Research and explain how art and artists reflect and shape their time and culture.</li> </ol> <p>E. Visual and Performing Arts Connections</p> <p>E1.The Arts and History and World Cultures</p> <p>Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.</p>

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<p><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Interpret an artwork in writing specifically for cultural meaning</li> <li>▪ Compare and contrast two or more works of art from different time periods and/or cultures orally or in writing</li> <li>▪ Interpret the work of an artist who is influenced by our present culture</li> <li>▪ Study the tradition of mask-making around the world and create a mask influenced by another culture or our own</li> </ul>
<p><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ sketchbook</li> <li>▪ written analysis</li> <li>▪ studio project (portfolio)</li> </ul>
<p><b>Sample Resources</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Videos:</u> <ul style="list-style-type: none"> <li>○ <u>African Masks</u></li> </ul> </li> <li>▪ <u>Other Resources:</u> <ul style="list-style-type: none"> <li>○ Art Department Resource Library</li> <li>○ Art Reproductions Print File</li> </ul> </li> </ul>