

Curriculum/Course Proposal Form

Course Name: Survey of Art History			
Course Description: Survey of Art History examines painting, sculpture, and architectural styles from ancient cultures to the proto-Renaissance era. An emphasis is placed on understanding the historical and global contexts of art movements and analyzing the works of individual artists. Survey of Art History 2 surveys painting, sculpture, and architectural styles from the Renaissance to the present. Emphasizes the historical context of art movements as well as analysis of the work of individual artists.			
Subject/Department	Art	Grade Level	10-12
Length of Course	2 Semesters	Credits	?
Course Overview: Study of Ancient cultures art- Renaissance and beyond.			
Standards: https://www.isbe.net/Documents/Visual-Arts-Standards.pdf			
<p>Course Objectives: MAJOR COURSE LEARNING OBJECTIVES: Upon successful completion of this course the student will be expected to:</p> <ol style="list-style-type: none"> 1. Recognize the impact of art and artists within cultures and through time. 2. Identify the broad outlines of the historical and global contexts that give meaning to art (Eastern, Western, and African) through the proto-Renaissance era. 3. Employ appropriate vocabulary for discussing art forms, techniques, and movements. 4. Identify and evaluate the contributions of artists within historical and global contexts, including our own. 5. Compare and contrast art forms and variant traditions in world art through the proto-Renaissance era. 6. Identify and discuss the role of ideologies and religions in art and the historical contexts studied. 		<p>Essential Questions:</p> <p>How can history of Art help us understand and create our own concepts in our own art?</p> <p>How can we use critical thinking to understand art's role in culture?</p> <p>How have social issues and cultural values affected art?</p>	

<ol style="list-style-type: none"> 7. Observe and comment upon the effects of political, social, and technological change on all forms of art and culture, and the impact of art within societies. 8. Recognize and discuss the presence of abstract form and design in prehistoric cultures. 9. Recognize and discuss the contribution of women artists to world culture. 10. Develop and demonstrate descriptive and analytical skills through academic writing. 11. Recognize the role of art and artists within cultures. 12. Identify the broad outlines of Eastern and Western art and its historical context from the Renaissance to the present. 13. Employ appropriate vocabulary for discussing art forms, techniques, and movements. 14. Identify and evaluate the contributions of individual artists, both Eastern and Western, in terms of their historical eras and our own. 15. Compare and contrast art forms and variant traditions in world art from the Renaissance to the present. 16. Identify and discuss the role of Western and Eastern ideologies and religions in the art forms of the historical eras studied. 17. Recognize and explain the impact of social change, the contributions of racial and ethnic groups, and the empowerment of women upon art. 18. Evaluate the influence of scientific and technological advances upon Eastern and Western art forms. 19. Recognize and discuss the impact of the rise of capitalism and global markets on design. 20. Develop and demonstrate descriptive and analytical skills in thinking and writing. 	
<p>Common Assessments: Exams and Research Papers. 3 exams each semester and 1-2 papers. 2 artmaking projects</p>	
<p>Topical Outline of Course:</p> <p>The birth of art</p> <p>The art of the ancient Near East</p>	

Art in global contexts

The art of the Aegean

The art of the ancient Egypt

The art of the Etruscans

The art of ancient Greece

The art of late antiquity

The art of ancient Rome Early medieval art in the West

The art of Byzantium Gothic art

Romanesque art Fourteenth Century Italy: The continuing influence of the Byzantine and Gothic styles

- Fourteenth Century Italy: Florence and Sienna, Duccio and the International Style Giotto
- Fifteenth Century in Flanders: Van Eyck Vander Weyden, Vander Goes, the master of Flemalle and Bosch
- Fifteenth Century in France and Germany: Schoengauer and the invention of printmaking
- Fifteenth Century in Italy: Bronze and marble; Brunelleschi and Ghiberti
- Fifteenth Century Italy: Donatello, Masaccio and the Last Supper
- The High Renaissance in Italy: Leonardo DeVinci, Bramante, Michelangelo, Raphael, and Titian
- Mannerism: Painting, Sculpture and Architecture
- Sixteenth Century in Northern Europe, Spain, Germany, the Holy Roman Empire, France, and the Netherlands
- Baroque Art: Sculpture and Architecture, Painting in Flanders: Rubens, Painting in the Dutch Republic: Rembrandt, Painting in the Dutch Republic: Vermeer
- Baroque and Rococo in France: Poussin, Watteau, and Fragonard
- Neoclassicism: A look back and a look ahead
- Neoclassicism: Architecture, Ingres
- Neoclassicism and Romanticism in England and the United States
- The Beginnings of Modernism in the late Nineteenth Century: Realism; Courbet, Daumier and Monet
- Impressionism: Monet, Degas, Renoir, Manet, Casset and Toulouse-Lautrec
- Post Impressionism: Gauguin, VanGogh, Seurat, and Cézanne
- Modern Art: the Early Twentieth Century: Matisse, Picasso, Braque, and cubism
- Expressionism in Germany
- Dade and surrealism
- The Late Twentieth Century: after 1950, post-modernism, and feminist art
- Twenty-first Century

<p>Rationale for Recommended Changes or New Course: Ridgeview is in need of an Art History course. This will be a different form of Art class for students who need an elective, but would rather not take art, ag, or music. This also allows students to dive deeper into certain art history topics that are only touching the surface in a regular art class.</p>
<p>What are the Initial and Ongoing Costs? Textbooks- Depending on the version we get and if we get the e-book for students we are looking at over \$100.</p>
<p>What are the Technology Needs? Chromebooks for students- writing papers, taking notes, images Projector for teacher and laptop for teacher</p>

Proposal Submitted By:	Ashley Benton	Date: 4/7/2025
Approved by Curriculum Coordinator:	Jennifer Jamison	Date: 10/01/2025
Approved by Principal:	Zach Freed	Date: 11/01/2025
Approved by Superintendent:		Date: