

**Greenwich Visual Arts Objectives**  
**The History of Art (Shapers)**  
**High School**

***Media, Techniques and Processes***

1. Uses pencils with a variety of techniques that show a range of values (\*1a)
2. Uses slab construction to build a Greek vase out of clay (\*1a, 4b, 4c)
3. Paints in the style of a period of art being studied (e.g., Renaissance, Impressionism) (\*1a, 2b, 4c)
4. Discusses and uses the features of acrylic paints effectively (1a)
5. Paints from a reference studying the effects of light, including transparent and reflective objects (e.g., Impressionism) (\*1c, 2b, 4b)
6. Uses a museum writing assignment to record observations to analyze relationships of works of art to one another in terms of history, aesthetics and culture (\*1a, 4c, 4d, 4e, 5a, 5b, 5c, 6c)
7. Creates artifacts (e.g., life, birth, death) using a variety of building methods (e.g., assemblage, clay slab construction, wood carving) related to an imaginary society invented by the group of students based on a ritual culture (\*1a, 4c, 4d, 4e, 5a, 5b, 5c, 6c)
8. Draws using 1-point perspective to depict the illusion of space, volume, depth and atmosphere as it relates to the development of perspective during the Renaissance (\*2b, 4c, 4d, 4e, 6c)
9. Reads assigned text (*Arts & Ideas* by William Fleming) to gain an understanding of Western Civilization, including art, architecture, literature and music (\*4a, 4b, 4c, 4d, 4e)
10. Uses slides to identify, define and analyze cultures, civilizations and stylistic periods (1d, 4a, 4b, 4c)

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### **The History of Art**

### **High School**

#### ***Elements and Principles***

1. Analyzes landscapes, still-lives and figures from various cultural and historical perspectives to identify the elements and principles of art (e.g. space, texture, and movement) (\*2a, 2e)
2. Compares the Greek ideal of the human body and its proportions to its reinterpretation during the Renaissance based on *The Study of Human Proportions according to Vitruvius* by Leonardo da Vinci (\*2b, 2c, 4a, 4b, 4c, 4d, 6c)
3. Identifies the use of *atmospheric perspective* as it was used by the artists during various stylistic periods (e.g., Renaissance, Impressionism, Post-Impressionism) (\*2b)
4. Applies an understanding of the relativity of color (e.g., the difference between a red next to a black and a red next to a white) (\*2b)
5. Paints a picture from his or her reference in the Impressionistic style, with attention to the effects of light on color (\*1a, 1b, 1d, 2c, 3b)
6. Applies an understanding of scale when discussing sculptures and architectural structures (\*2b, 2c, 3a, 4a, 4b, 4c)
7. Analyzes, interprets and discusses given artworks from a variety of movements and periods for the use of all of the elements and principles of art, using appropriate art vocabulary (e.g., color, line, space, shape, form, pattern, texture, contrast, rhythm, composition, balance, movement, unity) (\*2a, 2b)
8. Identifies and recognizes the elements and principles used by artists working in the following styles: Egyptian, Greek, Roman, Medieval, Renaissance, Baroque, and Impressionism (\*1a, 1b, 1c)

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#### ***Content***

1. Applies his or her visual interpretation in a more individual way to a painting and /or drawing from observation (\*3a, 3b)
2. Refines their personal aesthetic by the continued study of the history of art and different stylistic periods (e.g. Medieval) (\*3a, 3b)
3. Develops a more personal preference and aesthetic through the continued analysis of their own artwork and that of Master artists (e.g. Michelangelo Buonarroti, Rembrandt van Rijn, Claude Monet) (\*3a, 3b, 3c, 3d, 5a, 5b)
4. Continues to describe their own personal experience through the direction of increasingly more complex and developmentally appropriate concepts in their art-making (e.g. creating artworks that reflect an appreciation of the history and culture of different civilizations ) (\*3a, 3b, 3c, 3d, 5b)
5. Records and translates ideas that represent the synthesis of history and culture (\*6a, 6c)

#### ***History and Cultures***

1. Analyzes and discusses the connections between a society's artwork and its history, culture and philosophy (e.g. discuss the societal forces that helped usher in the renaissance) (\*4a, 4b, 4c)
2. Analyzes and discusses the universal themes that are reflected in the artwork of certain cultures and times (e.g. fertility, birth, initiation and death) (\*4a, 4b, 4c, 4d, 4e)
3. Analyzes and discusses the connections between mythology and art (e.g. the stories told with artwork on Greek vases) (\*4a, 4c, 4e)
4. Analyzes the development of the system of 2-point perspective in art and Filippo Brunelleschi's (1377-1446) role in the development of the science of perspective during the Renaissance (\*4c, 4d, 5a, 5b, 6b, 6c)
5. Discusses and analyzes the relativity of color and representation of light that the Impressionists used in their paintings by looking at their artwork (e.g., Cezanne (1839-1906), Georges Seurat (1859-1891) (\*4a)

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#### ***Evaluation***

1. Judges the quality of an artwork by describing and evaluating it on specific art elements and design principles (e.g., the artist's use of color, shape, form, movement) (\*5c)
2. Judges the degree to which a given work is truly representative of its period (5a)
3. Analyzes symbolic representations in a given work and discusses various interpretations of those symbolic representations (\*5b)
4. Discusses a well-known artwork, using appropriate art vocabulary (e.g., judging the success of various art elements used, discussing whether it achieved its purpose, comparing it to other works by the same artist, contrasting it to other works within a specific artistic period or movement (\*4d, 5a, 5b)
5. Evaluates strategies to improve their technique in drawing and painting (5d)
6. Writes about artwork, using appropriate art vocabulary (e.g., explaining the purpose, describing the process of creating the work, judging the success of the techniques used) (\*5d)
7. Evaluates the originality artwork form both studio assignments as well as works from selected periods of history. (\*5d)
8. Compare and contrast artists from different time periods working with similar themes (e.g. portraiture, landscape, and still life) (\*5d)
9. Identifies strategies to improve comprehension and understanding of the artwork form different cultures and time periods (e.g. Renaissance, Impressionism, Post-Impressionism (\*5d)

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#### ***Connections***

1. Recognizes and identifies major characteristics of architectural styles from the following cultures: Egyptian, Greek, Roman, European, and 20<sup>th</sup> Century American (\*6a, 6b, 6c)
2. Visits museums, galleries, and studios; invite artists to speak on art-related careers (\*6a, 6c)
3. Judges the effectiveness and influence of art in history (e.g., in religion, culture and propaganda) (\*6d)
4. Uses mathematical principles of geometry as they relate to the artistic concepts of perspective, proportion, symmetry, and length, width, and depth (\*6a, 6c)
5. Compares and contrasts the works of artists from different historical and cultural contexts and how they reflect the ideas of their periods \*6b, 6c)
6. Examines the adoption of empirical principles in the production of art making (e.g. artwork that is stylized vs. artwork that is proportional )(\*6a, 6c)
7. Compares the connections between literature, art and music within each given period studied (e.g. Gregorian chant, Illuminated manuscripts and Medieval art) (\*6a, 6b)\
8. Discusses the influence of science and technology on the art produced throughout the history of civilization (e.g. chemistry of paint- tempera, oil, acrylic) (\*6a, 6b)

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***Aesthetic Appreciation***

1. Believes that it is important to give their best effort in order to create artwork and synthesize contributions made by artisans from other cultures and periods (\*5d)
2. Works to improve their technical skill in the arts (\*5d)
3. Enjoys researching new art techniques and artistic movements (\*5d)
4. Develops a life long appreciation of art history that is a catalyst for future study (\*5a)
5. Appreciates the influence that art can have on societies and cultures (\*6b)
6. Appreciates the great range of works that are considered to be art and the incorporation of aesthetics into everyday life (\*6a, 6c)
7. Values the creative process used by artists and appreciates the interdisciplinary nature of art history(\*6b)
8. Understands that art is an integral part of the human experience for all peoples (\*2a)
9. Appreciates the enrichment that art brings to their life experience (\*3b)