

# FOUNDATIONS OF ART- ART HISTORY RESEARCH PROJECT- Ms. Medsker-Mehalic

<b><u>FOUNDATIONS OF ART 3/4</u></b>	<b>ART MOVEMENT</b>	<b>ARTIST</b>
	15th Century Flemish Art	Jan van Eyck
	15th Century Early Renaissance	Sandro Botticelli
	Art of the Reformation (16th century)	Albrecht Durer
	Baroque Art (17th Century)	Rembrandt van Rijn
	Neoclassicism Art	Jacques-Louis David
	Rococo Art	Jean-Honore Fragonard
	Italian High Renaissance Art	Leonardo Da Vinci
	French Realism Art (late 19th century)	Edouard Manet
	French Impressionism Art	Claude Monet
	Post-Impressionism Art	Vincent Van Gogh
	Fauvism Art	Henri Matisse
	Pointillism Art	Georges Seurat
	Art Nouveau	Gustav Klimt
	Cubism Art	Pablo Picasso
	Surrealism Art	Salvador Dali
	Regionalism Art	Georgia O'Keefe
	American Realism Art (early 20th century)	Thomas Eakins
	German Expressionism	Kathe Kollwitz
<b><u>FOUNDATIONS OF ART 8/9</u></b>		
	Abstract Expressionism	Jackson Pollock
	Expressionism	Alberto Giacometti
	Minimalism Art	Eva Hesse
	Street Art	Banksy
	Pop Art	Andy Warhol
	Contemporary Art- Racial	Kara Walker
	Contemporary Art- Racial	Juane Quick-to-See-Smith

	Contemporary Art- Gender	Barbara Kruger
	Contemporary Art- Narrative	Faith Ringgold
	Harlem Renaissance Art	Aaron Douglas
	Contemporary Pop Art	Jeff Koons
	Contemporary Art- Environmental	Andrew Goldsworthy
	Kinetic Art	Alexander Calder
	De Stijl Art	Piet Mondrian
	Dada Art	Joan Miro
	Hudson River School Art	Albert Bierstadt
	Contemporary Art- Culture	Shirin Neshat
	Contemporary Art- Site Based Installation	Maya Lin

**Foundations of Art- Art History Research Graphic Organizer**  
**Ms. Medsker-Mehalic**

**Resources to Start Researching With:** <http://m.theartstory.org/>, [khanacademy](https://www.khanacademy.com/), [Biography.com](https://www.biography.com/) , [Metmuseum.org](https://www.metmuseum.org/), [Artcyclopedia.com](https://www.artcyclopedia.com/), [artsy.net](https://www.artsy.net/),

<b>STUDENT NAME:</b>	<b>ASSIGNED <u>ARTIST</u>:</b>
<b><u>1. BACKGROUND RESEARCH</u></b>	
*When did they live (birth-death)?	
*What is their nationality (country of origin)?	
*What kind of art did they create (art movement they are associated with)?	
*What themes/issues are evident in their artwork?	
<b><u>2. IMPORTANCE</u></b>	
*Why is the artist significant?	
*What makes their work stand out/special/famous?	
<b><u>3. STYLISTIC EVOLUTION</u></b>	
*How did the artist's work/style change throughout their lifetime?	
<b><u>4. CULTURAL CONTEXT</u></b>	
*What was going on in the town/country they lived/created in when they were actively creating (political/social/cultural/etc.)?	

<b><u>5. INFLUENCE</u></b>	
*How did the artist's work influence his/her culture?	
*How did the culture influence the artist's work?	
<b><u>6. CONNECTIONS</u></b>	
*What connections can you make between this artist and life in the 21st century (YOUR life)?	
<b><u>7. FAMOUS ARTWORK</u></b>	
*What are the titles (names) of the artist's 6 most famous works of art? (list the year created too)	1: 2: 3: 4: 5: 6:

<b>STUDENT NAME:</b>	<b>ASSIGNED ART MOVEMENT:</b>
<b><u>1. BACKGROUND RESEARCH</u></b>	
*When and where did the movement take place?	
*What kind of art was created during the movement?	
*What themes/issues are featured in the movement?	
<b><u>2. IMPORTANCE</u></b>	
*Why is the movement significant?	
*What makes the work stand out/special/famous?	
<b><u>3. STYLISTIC EVOLUTION</u></b>	
*How did the style of the movement change over the space of years it existed?	
<b><u>4. CULTURAL CONTEXT</u></b>	
*What was going on in the town/country while the movement was taking place (political/social/cultural/etc.)?	

### **5. INFLUENCE**

\*How did the movement influence culture?

\*How did the culture influence the movement?

### **6. CONNECTIONS**

\*What connections can you make between this movement and life in the 21st century (YOUR life)?

### **7. FAMOUS ARTWORK**

\*What are the titles (names) of the movements 6 most famous works of art? (list the year created and the artists too)

1:

2:

3:

4:

5:

6:

Student Name \_\_\_\_\_ Period \_\_\_\_\_

Assigned Artists/Art Movements/ Techniques:

VIDEO RESEARCH	1	2	3	4
<b>(A1) Artist's Purpose Performance Indicator-</b> Students research and explain how art and artists reflect and influence culture and periods of time	___ I did little research and had difficulty explaining a connection between art and artists to any time and culture	___ I researched and explained how current art and artists connect to our time and culture	___ I researched and explained how art and artists connect to different times and cultures	___ I researched and explained how art and artists connect to a different time and culture and can demonstrate that impact on present day art and culture
<b>(D1a) Criticism Performance Indicator-</b> Students describe, analyze, interpret, and evaluate art forms by applying concepts, terminology, skills, and processes	___ I had difficulty understanding interpretations of artwork from a source	___ I understand interpretations of artwork using evidence from a source	___ I compared and contrasted different interpretations of artwork using evidence from a variety of sources	___ I analyzed different interpretations of artwork using evidence from a variety of sources and I proposed an evaluation and synthesis.
<b>(D1c) Criticism Performance Indicator-</b> Students identify the difference between a personal opinion and an informed judgment	___ I lack an understanding of the difference between a personal opinion and judgement based on facts and tend to choose images based on my emotional connection to the subject and not the rules of composition	___ I acknowledge the difference between a personal opinion and a judgement based on facts but I do not apply it to my learning	___ I show an understanding of the difference between a personal opinion and judgement based on facts	___ I applied the understanding of the difference between a personal opinion and judgement based on facts
<b>(D1d) Aesthetics and Criticism Performance Indicator-</b> Students research and explain how art and artists reflect and shape their time and culture	___ I did little research and did not explain how art and artists connect to their time and culture	___ I did some research on how art and artists connect to their time and culture	___ I researched and explained how art and artists connect to their time and culture	___ I researched and explained how art and artists connect to their time and culture and also how they connect to current times
<b>(E5) Interpersonal Skills Performance Indicator</b> Student demonstrates positive interpersonal skills and reflects on the impact of interpersonal skills on personal success in the arts. -Working as a team -Accepting/giving/using constructive feedback -Accepting responsibility for personal behavior -Following established rules/etiquette for observing art	___ I had a hard time working with others and had to be redirected by my teacher	___ I showed some positive social skills during part of the project, however, I also had a hard time working with my peers and demonstrating interpersonal skills consistently	___ I showed positive social skills and reflected on how they will lead to success in the arts	___ I modeled positive social skills and reflected on how they will lead to success in the arts and other areas in life and encourage that in others.
<b>PREPARATION</b>	<i>Presentation:</i> • indicates limited or no research and/or knowledge of material. • Reflects little or no consideration given to audience or purpose.	<i>Presentation:</i> • demonstrates some research and knowledge of material. • reflects lack of purpose and/or consideration of audience.	<i>Presentation:</i> • demonstrates sufficient research and knowledge of material. • demonstrates some consideration of audience and purpose.	<i>Presentation:</i> • demonstrates thorough research and knowledge of material. • demonstrates careful consideration of audience and purpose.
<b>CONTENT</b>	• No apparent development of subject matter. • Little or no use of sources; no verification.	• Development of subject matter is inconsistent. • Limited use of sources; no verification.	• Subject matter has been sufficiently developed. • Information is accurate and verifiable.	• Subject matter has been developed with sophistication. • Use of (verifiable) sources enhances presentation.
<b>ORGANIZATION</b>	<i>Presentation:</i> • lacks organization, transitions or conclusion. • lacks logical flow, confusing audience. • does not contain a clear introduction or conclusion.	<i>Presentation:</i> • may begin or end with an announcement. • fails to engage audience. • Contains weak introduction and/or conclusion.	<i>Presentation:</i> • is effective in delivering content logically • enables audience to understand content. • contains a clear introduction and conclusion.	<i>Presentation:</i> • flows smoothly and logically, enhancing content. • engages audience from the outset. • arrives at a clear and compelling conclusion.
<b>DELIVERY: VERBAL</b>	• Unclear voice • Weak expression (monotone and poor audibility) • Distracting pacing	• Mostly clear voice • Limited expression (soft voice and/or mumbling) • Too fast/slow	• Clear voice • Good expression (some variation of tempo and volume) • Appropriate pacing	• Strong, clear voice • Superior expression (varying tempo and volume) • Excellent pacing

**Total Points: /100**