



**Arth 110 – Art Appreciation
Spring 2026
Monday-Friday 8:10-8:55
Springs Valley High School Room 207**

Contact Information

Instructor

Name: Abby Laux

Phone Number: high school office 812-936-9984

Email: alaux5@ivytech.edu alaux@svalley.k12.in.us

Class Website: <https://sites.google.com/svalley.k12.in.us/artclass/college-art-history>

Office/Campus Location: *Springs Valley High School Room 207*

Office Hours: M-F 7:45 am - 3:05 pm

Instructor's Supervisor

Name: Richard Chambers

Phone Number: 812-330-6135

Email (Ivy Tech Email): rchambers17@ivytech.edu

Office/Campus Location: Tues 1-5 Room C204 Main Campus

Ivy Tech Technical Support: Help Desk

Phone: NE (1-888-489-5463), select option 4 1-888-IVY-LI

Student Help Center: <http://ivytech.edusupportcenter.com>

Submit a Help Ticket: <https://helpdesk.ivytech.edu/SelfService/Create.html>

Disabilities Support Contact

Name: Office of Disability Support Services Staff Members

Phone Number: (812) 330-6046

Email (Ivy Tech Email): Bloomington-DSS@ivytech.edu

Office/Campus Location: Main Campus Room C139

Office Hours: Monday – Friday 8am-5pm

Required Text and Materials

Frank, Patrick. *Prebles' Artforms*. 10th ed., Pearson Education, 2011.

ISBN: 0205797539

Course Outline of Record

Prerequisites: Demonstrated competency through appropriate assessment or earning a grade of “C”

or better in ENGL 093 - Introduction to College Writing and ENGL 083 - Reading Strategies for College, or
ENGL 075 - Co-Requisite Integrated Reading

Program: Humanities
Credit Hours Min: 3
Lecture Hours Min: 3
Date Of Last Revision: Spring, 2019

An introductory course in art which explores the creative processes of humankind, its usage of specific traditional and contemporary media for communication and the study of periods and styles in art as they relate to the human condition. The course will explore the nature of art, the evaluation of art, and the processes and materials of art. The students will examine the formal elements of design and look at a wide variety of both two and three-dimensional artworks and will learn about the processes and tools involved in their creation.

Major Course Learning Objectives: Upon successful completion of this course, the student will be expected to:

1. Discuss the creative process of humankind.
2. Describe the usage of traditional and contemporary media for communication.
3. Recognize the periods and styles in art.
4. Identify formal material and art historical issues that facilitate the observing, judging, creating, and appreciating of art works.
5. Understand and use the vocabulary of art and its styles.
6. Define and discuss mediums.
7. Recognize the differences between representational, abstract and non-representational art.
8. Discuss art as a means of non-verbal communication.
9. List and describe the elements of art.
10. Define and discuss the principles of design.
11. List and define the types of art.
12. Discuss the development and evolution of art, architecture, and artists through various periods.

Course Content: Topical areas of study include -

- Art form
- Aesthetics
- Media
- Tools, materials and methods
- Perception
- Self and society: Art expression
- The nature of art, creativity, and communication
- Visual elements and the principles of design
- Styles of:
 - Ancient art
 - Medieval and Middle Eastern art
 - Renaissance and Baroque
 - Asia and the Americas
 - 18th and 19th centuries
 - 20th century
 - Recent developments

Syllabus Addendum

How To Access The Ivy Tech Community College Library

The Ivy Tech Library is available to students on- and off-campus, offering full text journals and books and other resources essential for course assignments. Go to <http://www.ivytech.edu/library/> and choose the link for your campus.

Minimum Faculty Credentials

Refer to Academic Standards and Operation Manual (ASOM) Faculty Credential Standard to determine the appropriate credentialing statement for the course.

Attendance Statement

Students are expected to attend and participate regularly in class meetings, online learning activities and other activities assigned as a part of a course of instruction. Faculty are required to report student participation in compliance with institutional policies and federal financial aid guidelines. Faculty and staff shall be sensitive to students' religious beliefs and observances, including an expectation that instructors make reasonable arrangements when a student must miss an exam or other academic exercise due to their religious observance. When notified in advance, and when possible, faculty will make allowances for students to make up missed work.

Academic Honesty Statement

The College is committed to academic integrity in all its practices. The faculty value intellectual integrity and a high standard of academic conduct. Activities that violate academic integrity undermine the quality and diminish the value of educational achievement.

Cheating on papers, tests or other academic works is a violation of College rules. No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work. This includes students who aid and abet as well as those who attempt such behavior.

Copyright Statement

Students shall adhere to the laws governing the use of copyrighted materials. They must ensure that their activities comply with fair use and in no way infringe on the copyright or other proprietary rights of others and that the materials used and developed at Ivy Tech Community College contain nothing unlawful, unethical, or libelous and do not constitute any violation of any right of privacy.

Ada Statement

Ivy Tech Community College seeks to provide reasonable accommodations for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, please contact the Office of Disability Support Services.

If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classroom.

Title IX Statement

Ivy Tech Community College is committed to providing all members of the College community with a learning

and work environment free from sexual harassment and assault. Ivy Tech students have options for getting help if they have experienced sexual assault, relationship violence, sexual harassment or stalking. This information can be found at <https://www.ivytech.edu/prevent-sexual-violence/index.html>.

If students write or speak about having survived sexual violence, including rape, sexual assault, dating violence, domestic violence, or stalking, federal law and Ivy Tech policies require that instructors share this information with the Campus Title IX Coordinator. The Campus Title IX Coordinator will contact students to let them know about accommodations and support services at the College and in the community as well as options for holding accountable the person who harmed them. When contacted, students are not required to speak with the Campus Title IX Coordinator.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to their instructor, students can speak confidentially with certain individuals at the College or in the community. A list of these individuals can be found at <https://www.ivytech.edu/prevent-sexual-violence/index.html> under Confidential Employees and/or Community Resources.

Syllabus Content

Refer to Academic Standards and Operation Manual (ASOM) Program Curriculum Development and Maintenance Standard to determine appropriate information to include on the course syllabus.

Course Policies & Procedures

Method of Instructional Delivery

Traditional - students will attend class in person and instruction will occur in synchronously. Guided Notes, Class discussions with slide accompaniment, Artwork labs, Supplemental videos will be utilized.

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Students must follow Springs Valley Community Schools attendance policy. See the student handbook on the corporation website for details. If a student has an excused or waived absence, the student has one day to complete missed assignments/tests for each day missed. Students are not able to make up missed assignments/tests from unexcused absences.

Make-Up Policy

Assignments must be submitted by the due date. If a student has an excused or waived absence, the student has one day to complete missed assignments/tests for each day missed. Students are not able to make up missed assignments/tests from unexcused absences. A student may turn in a late assignment for half credit during the grading period.

Failure to Attend – Don’t Get Dropped from Class!

Early in the semester, Ivy Tech performs administrative drops for students who have not attended class. To avoid being dropped for non-attendance, you must attend class at least once prior to the Attendance Drop Deadline listed below.

Attendance Drop Deadline: February 24, 2025

To withdraw, you are responsible for completing an official withdrawal form on the Dual Enroll website: <https://ivytech.dualenroll.com/login>

Drop Process And Responsibility:

Students are responsible for dropping or withdrawing from the class by logging into Ivy Tech’s DualEnroll. See your teacher or guidance counselor for advice on when to drop or withdraw from a dual credit class.

Assignments & Grading

Evaluation Methods and Grading Criteria

Homework	50%	(guided notes on assigned readings, ID notecards, projects and presentations) and Participation (participation in class discussions and activities)
Quizzes	30%	
Quarter Finals	20%	

For Student’s Springs Valley grade in Skyward, grades will be calculated using weighted categories: 60% Assignments/Participation, 40% Quizzes for each 9 Weeks Grade. The Quarter 1 and 2 Finals will count at Springs Valley Semester 1 Final Exam, and the Quarter 2 and 3 Finals will count as Springs Valley Semester 2 Final, both of which count as 10% of the Semester Grade for Springs Valley High School.

Grading Scale

Ivy Tech Grading Scale must be followed for grades submitted for the students dually enrolled in the high school and Ivy Tech course:

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

Accessing Grades

Course grades are available for students by logging into Ivy Tech’s online student system called, [MyIvy](https://myivy.ivytech.edu/), at the following address: <https://myivy.ivytech.edu/>. Ivy Tech will not distribute grades by mail, you will need to look up your grades in your MyIvy account. There may be a waiting period of 30 days from the end of the high school semester to obtain grades through MyIvy. If you’d like to order an official transcript, check your unofficial transcript first and the order your official Ivy Tech transcript through MyIvy by taking the following steps:

- Step 1: Login into your MyIvy account (myivy.ivytech.edu)
- Step 2: Select “**Student**” on the left hand side.
- Step 3: Select “**Course Info**”
- Step 4: Then select “**Request Official Transcripts**”

If you no longer have access to MyIvy because you have not attended in two or more years, click here (https://exchange.parchment.com/send/adds/index.php?main_page=login&s_id=9Su8AzIbYotFXfOT) to

request your transcript online. You will need to **Create an Account with Parchment Exchange** if you haven't already done so. Should you need to reset your password, you will click on "**Forgot Your Password.**"

Course Calendar

See the end of this document.

College Policies

You are strongly encouraged to review all standard College policies and information on academic support services at the following address:

<https://ivylearn.ivytech.edu/courses/824679/pages/college-policies-and-support-services>

Student Behavior Statement

Students should always conduct themselves in a respectful manner.

No conduct will be tolerated that might endanger or threaten anyone in the class.

Disruptive behavior, substance abuse, downgrading or disparaging remarks, and any other behavior that shows a lack of respect for the instructor or other students, will not be tolerated.

At the instructor's discretion, a student causing problems may be asked to leave the class for the session. If a student persists in causing problems, further disciplinary action may be taken, up to and including dismissal from class and/or the College.

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Right Of Revision

The college reserves the right to change any statements, policies or scheduling as necessary. Students will be informed promptly of any and all changes.

Bloomington IvyTech Resources

IvyCares and IvyAssist

Visit ivyassist.auntbertha.com to find local organizations which can assist with food insecurity, housing needs, transportation, health resources, financial assistance, education options, legal services and so much more.

To find local Ivy Tech staff who can connect you to campus and community services, visit IvyCares at <https://www.ivytech.edu/33683.html>. IvyCares focuses on providing assistance in four major areas: transportation, food insecurity, mental health, and emergency funds.

Student Success Center

The Student Success Center is now offering virtual tutoring sessions. For more information visit <https://www.ivytech.edu/bloomington/tutoring/> or contact the Student Success Center at BL-Retention@ivytech.edu.

Library

The Ivy Tech Library is available to students on- and off-campus, offering full text journals, books, and other resources essential for course assignments. The Library can be accessed from the “Library” tab in MyIvy. You can access the Bloomington campus library’s website at <https://library.ivytech.edu/bloomington3>.

Career Center

For assistance with resume writing, interview practice and job searches, contact Kayla Dusseau in the Career Center. Email kdusseau@ivytech.edu or call (812) 330-6018.

Course Calendar

Grayed text denotes activities that are only completed if time allows.

Pacing	Unit	Essential Questions/Topics/Activities	Vocab	Mediums/Tools/met hods
Week 1	The Nature of Art and Creativity	<p>What is art and how it is made? What is creativity? What are the intellectual, cultural, and skills backgrounds of artists? What is form and content in art? Define the terms representational, abstract, nonrepresentational, and iconography used to discuss art.</p> <p>Activities: Guided notes <i>-What is art?</i> activity. <i>-What is creativity?</i> Activity Class discussions</p>	work of art Medium Mixed media creativity content folk artists outsider artists representational art abstract art nonrepresentational art figurative art subjects nonobjective form content iconography	
Week 1	The Purposes and Functions of Art	<p>What are functions of art? How does aesthetic and emotional appeal of art give pleasure/delight? Consider the historical shift toward greater self-expression through art. Identify and explain examples that reveal art's different functions in society.</p> <p>Activities: Guided notes Socratic Seminar Chapter Test</p>	aesthetics classical prints Impressionist painterly idealism assemblage	
Week 2	Elements of Design	<p>Describe the visual elements used in the production and analysis of art. Indicate how artists use visual elements to create optical and illusionistic effect. Explain technical devices used to render space and volume in</p>	Line Implied line Shape Geometric shape Organic shape	

		<p>painting. Discuss the physical properties and relationships of color. Show how visual elements convey expressive and symbolic meaning in a work of art. Use basic tools of visual analysis to explain a work of art.</p> <p>Activities: -Elements mind map-complete definitions and small art project examples of elements of art utilizing a variety of mediums. -Chapter Test</p>	<p>Picture plane figure/ground negative/positive shapes Mass/form open/closed form Space Depth Linear perspective Vantage points Linear perspective atmospheric/linear perspective time/motion Implied motion Actual motion (kinetic art) Light/value Chiaroscuro Color hue/value/intensity (saturation) primary/secondary/intermediate color warm/cool colors Color schemes (monochromatic/analogous/complementary) Representational Figurative Trompe L'oeil Abstract Non-Representational (non-objective) Aesthetics Form Function Content Context Iconography</p>	
Week 3	Principles of Design	<p>What are formal properties of art? Discuss and differentiate principles of design. Evaluating Art (Preble's pg 206-213)</p>	<p>Composition Design Unity</p>	

		<p>Activities:</p> <ul style="list-style-type: none"> -Class competitions: create small projects that demonstrate an understanding of the principles of design. <p>Unity: create a design that demonstrates unity, variety and pattern</p> <p>Balance: bring in 2 identical items, class activity to create a composition that is symmetrically balanced and asymmetrically balanced.</p> <p>Emphasis; bring in a paper shape/cutout of a focal point that will be the most emphasized in a class composition.</p> <p>Directional Force: Diagram an artwork of choosing to show directional forces at work in the art</p> <p>Fun with scale: create a design that plays with scale</p> <p>Repetition and rhythm: create a design that creates repetition and rhythm</p> <p>-Chapter Test</p> <p>Write formal analysis of artwork of choosing.</p>	<p>Variety</p> <p>Pattern</p> <p>Balance</p> <p>Symmetrical balance</p> <p>Asymmetrical balance</p> <p>Emphasis/Subordination</p> <p>Focal Point</p> <p>Directional Force/movement</p> <p>Contrast</p> <p>Repetition</p> <p>Rhythm</p> <p>Scale</p> <p>Proportion</p> <p>Format</p>	
Week 4	Ancient Art	<p>-One Minute Art History -intro to styles</p> <p>Paleolithic</p> <p><i>Venus of Willendorf</i></p> <p>Great Hall of the Bulls</p> <p>Neolithic</p> <p><i>Earthenware Beaker</i>. Susa, Iran. c. 4000 B.C.E.</p> <p><i>Stonehenge</i></p> <p>Mesopotamia</p> <p><i>Ziggurat of Ur-Nammu</i></p> <p><i>Lyre</i>. from "The King's Grave" tomb RT 789. Ur. C. 2650-2550 B.C.E</p> <p>Egyptian</p> <p><i>The Great Pyramids</i></p> <p><i>King Menkaura and Queen Khamerernebtj</i></p> <p>Activities:</p> <ul style="list-style-type: none"> -discuss how to take notes and make ID note cards -assigned readings with guided notes 	<p>Petroglyphs</p> <p>Ziggurats</p> <p>Hierarchical scale</p>	<p>Stone</p> <p>Natural pigments</p> <p>Painted terra cotta</p> <p>Wood, gold, lapis lazuli</p> <p>Dry masonry</p> <p>Sculpture</p> <p>Architecture</p> <p>Painting</p> <p>Clay</p>

		<ul style="list-style-type: none"> -Lectures and class discussions -Unit quiz -Cave painting simulation -Attribution challenge: students choose an artwork not in textbook and switch to attribute the artwork to a cultural group. List formal and content clues that compare to the chosen group. 		
Week 4		Quarter 1 Test		
Week 5	Classical and Medieval Art	<p>Greek</p> <p><i>Euphronios Krater</i></p> <p><i>Kouros</i>. Statue of standing youth. Greek, Attic. Marble</p> <p><i>Spear Bearer</i>, Polykleitos</p> <p><i>Parthenon</i></p> <p>Roman</p> <p><i>Portrait Head of an Old Man</i></p> <p><i>The Colosseum</i></p> <p>Early Christian and Byzantine</p> <p><i>San Vitale</i></p> <p>Middle Ages</p> <p><i>Chi-Rho Monogram</i> from <i>Book of Kells</i></p> <p><i>Notre Dame de Chartres</i></p> <p><i>"Rose de France" Window</i></p> <p><i>Old Testament Prophet, Kings, and Queen</i></p> <p>Activities:</p> <ul style="list-style-type: none"> -assigned readings with guided notes -Lectures and class discussions -Unit quiz -Red-Figure simulation activity -Greek sculpture meme -Diagram Greek orders and Parthenon -Human architecture activity -Blog entry on Roman engineering -Draw a typical Greek temple plan and typical Christian basilica church plan. Compare and contrast the layouts in form, function, and context. -Socratic Seminar: discuss artworks that follow tradition and those that deviate from tradition -Who owns the Elgin Marbles debate 	<p>Krater</p> <p>Kouros/Kore</p> <p>Classical</p> <p>Contrapposto</p> <p>Entasis</p> <p>Pediment</p> <p>Capitals</p> <p>Doric/Ionic/Corinthian</p> <p>Post and Beam</p> <p>Arch</p> <p>Keystone</p> <p>Arcade</p> <p>Dome</p> <p>Catacomb</p> <p>Basilica</p> <p>Apse/Nave</p> <p>Iconoclasts</p> <p>tesserae</p> <p>Animal style</p> <p>Romanesque</p> <p>Gothic</p> <p>Gothic Arch</p> <p>(flying) buttresses</p>	<p>Terra cotta</p> <p>Marble</p> <p>Architecture</p> <p>Sculpture</p> <p>Clay</p> <p>Mosaic</p> <p>Illuminated manuscript</p>
Week 6	Renaissance	Renaissance	Humanism	Tempera

	and Baroque	<p> <i>David</i>. Donatello <i>Birth of Venus</i>. Botticelli <i>The Last Supper</i>. Leonardo da Vinci <i>David</i>. Michelangelo <i>Sistine Chapel</i>. Michelangelo <i>The Arnolfini Portrait</i>. Jan van Eyck </p> <p>Baroque</p> <p> <i>The Ecstasy of Saint Teresa</i>. Bernini <i>The Maids of Honor (Las Meninas)</i>. Diego Velázquez de Silva. <i>The Kitchen Maid</i>. Vermeer. <i>The Swing</i>. Fragonard. </p> <p>Activities:</p> <ul style="list-style-type: none"> -assigned readings with guided notes -Lectures and class discussions -Unit quiz -Virtual tourist tour activity -Battle of the Boring-students pair up, receive an artwork and have a debate about how their artwork is the most interesting and exciting painting -New Medium - oil painting lab -The Arnolfini Portrait debate: in teams, students are presented with and then debate possible theories about the portrait -Find and analyze 2 different interpretations of a work of art. What evidence do the critics use to support their views? Which whom do you agree? 	<p> Medici Family Linear perspective Protestant Reformation and Counter-Reformation </p>	<p> Sculpture Fresco Oil painting on canvas </p>
Week 7	Asia	<p>India</p> <p> <i>Great Stupa</i> and eastern gate <i>Nataraja, Shiva as King of Dance</i> </p> <p>Southeast Asia</p> <p><i>Borobudur</i></p> <p>China</p> <p> <i>Terra Cotta Warriors</i> <i>Travelers Among Mountains and Streams</i>. Fan Kuan </p> <p>Japan</p> <p> <i>Horyuji Temple</i> <i>Night attack on the Sanjo Palace</i> </p> <p>Activities:</p> <ul style="list-style-type: none"> -assigned readings with guided notes -Lectures and class discussions 	<p> Buddhist influence on art-khan academy Hindu influence on art--khan academy stupa </p>	<p> Ink painting on scroll architecture </p>

		<ul style="list-style-type: none"> -Unit quiz -Calligraphy lab 		
Week 8		Quarter 2 Test		
Week 9	Islamic World	<p><i>The Great Mosque</i>. Kairouan, Tunisia</p> <p><i>Text of Koran</i>, North Africa or Spain. 11th century</p> <p><i>Taj Mahal</i></p> <p>Activities:</p> <ul style="list-style-type: none"> -assigned readings with guided notes -Lectures and class discussions -Unit quiz -Group research presentation on a thematically related artworks across cultures and time periods. Include at least 2 non-Western artworks. Annenberglearner.org 	mihrab	Architecture calligraphy
Week 9-10	Africa, Oceania, and Americas	<p>Africa</p> <p><i>Large Dance Headdress</i>. Bamenda area, Cameroon, Africa</p> <p><i>Mangaaka Power Figure</i>. 19th century. Yombe people, Republic of Congo.</p> <p>Oceania and Australia</p> <p><i>Female Figure</i>. Nukuoro Atoll, Central Carolines. 19th century. Wood.</p> <p>Moai. Easter Island. C. 1000-1500. Volcanic rock.</p> <p>Native North America</p> <p><i>Great Serpent Mound</i></p> <p>Pre-Columbian Central and South America</p> <p><i>Lintel 24</i>. Yaxchilan. Maya. 709 CE Limestone.</p> <p><i>Machu Picchu</i>. Inca. Peru.</p> <p>Activities:</p> <ul style="list-style-type: none"> -assigned readings with guided notes -Lectures and class discussions -Unit quiz -Create a timeline of works for this semester. Choose 4 works to illustrate in depth and how historical context influenced these works. -Art Detective Game: students are presented with 20 unknown artworks; using your knowledge, justify your attributions and return them to the correct museum display 		Wood carving (subtractive) Earthworks tapestry
Week 10	18th-19th Centuries	<p>Neoclassicism</p> <p><i>Oath of Horatii</i>. Jacques-Louis David. 1784</p>	Painterly Daguerreotype	Oil painting on canvas

		<p>Romanticism <i>The Third of May</i>. Francisco Goya <i>The Burning of the Houses of Lords and Commons</i>. Turner</p> <p>Photography</p> <p>Realism <i>The Stone Breakers</i>. Gustave Courbet <i>Luncheon on the Grass</i>. Edouard Manet.</p> <p>Impressionism <i>Arrival of the Normandy Train, Gare St. Lazare</i>. Claude Monet <i>The Thinker</i>. Auguste Rodin</p> <p>Post-Impressionism <i>A Sunday on la Grande Jatte</i>. Georges Seurat <i>Mont Sainte-Victoire</i>. Paul Cezanne <i>The Starry Night</i>. Vincent van Gogh <i>The Vision After the Sermon</i>. Paul Gauguin <i>The Scream</i>. Edvard Munch</p> <p>Activities: -assigned readings with guided notes -Lectures and class discussions -Unit quiz</p>	<p>Academic art Juxtaposition Post Impressionism Pointillism Optical color mixing Symbolism Avant-garde divisionism Expressionist Art Nouveau</p>	<p>Photography Bronze sculpture Casein on paper</p>
Week 11-12	Early 20th Century	<p>Fauves and Expressionism <i>Harmony in Red (the Red Room)</i>. Henri Matisse <i>Composition IV</i>. Wassily Kandinsky</p> <p>Cubism <i>Les Femmes d'Alger (O.J. Version O)</i>. Pablo Picasso <i>The Portuguese</i>. Georges Braque</p> <p>Toward Abstract Sculpture <i>Bird in Space</i>. Constantin Brancusi.</p> <p>Modern Spirit in America <i>The Steerage</i>. Alfred Stieglitz</p> <p>Futurism <i>Unique Forms in Continuity in Space</i>. Umberto Boccioni. <i>Nude Descending a Staircase</i>. Marcel Duchamp</p> <p>Activities: -assigned readings with guided notes -Lectures and class discussions -Unit quiz -Youtube video explaining 1 modernist movement to be played on morning announcements.</p>	<p>Fauvism Expressionism Cubism collage</p>	<p>Oil painting Collage Photography Cast Bronze</p>

		-Art Project in the style of an “ism”		
Week 12		Quarter 3 Test		
Week 13	Between World Wars	<p>Dada <i>Fountain</i>. Marcel Duchamp</p> <p>Surrealism <i>The Persistence of Memory</i>. Salvador Dali</p> <p>Cubism’s influence <i>Tableau 2, with Yellow, Black, Blue, Red, and Grey</i>. Piet Mondrian</p> <p>International Style Architecture <i>Schroder House</i>. Gerrit Rietveld</p> <p>Political Expressions <i>The Liberation of the Peon</i>. Diego Rivera</p> <p>Latin American Modernism <i>The Two Fridas</i>. Frida Kahlo</p> <p>American regionalism <i>American Gothic</i>. Grant Wood</p> <p>African-American Modernists <i>General Toussaint l’Ouverture Defeats the English at Saline</i>. Jacob Lawrence</p> <p>Organic Abstraction <i>Recumbent Figure</i>. Henry Moore</p> <p>Activities: -assigned readings with guided notes -Lectures and class discussions -Unit quiz -Dada Photo-montage - Art and Controversy activity -Living Art Project: in groups, students reenact an artwork with props -Role-playing: with partners, choose an artist from this unit. One student will play the artist, the other will be the interviewer. -Museum tour: choose 5 artworks and explain how they are demonstrating art traditions or challenging prevailing conditions.</p>	<p>Readymades Photomontage Automaticism Constructivism International Style Architecture De Stijl Bauhaus Curtain walls Social realism</p>	<p>Readymades Photomontage Steel, plate glass, and reinforced concrete architecture fresco</p>
Week 14	Post War Modern Movements	<p>The New York School <i>Autumn Rhythm</i>. Jackson Pollock <i>Mountains and Sea</i>. Helen Frankenthaler</p> <p>Architecture at Mid-Century Lever House. Skidmore, Owings, and Merrill</p>	<p>Abstract Expressionism Action painting Color field Assemblages Happening</p>	<p>Acrylic painting Steel-frame construction Kinetic sculpture Mixed media</p>

		<p>Assemblage <i>Target with Four Faces.</i> Jasper Johns</p> <p>Events and Happenings <i>Homage to New York: A Self-Destructing Work of Art.</i> Jean Tinguely</p> <p>Pop Art <i>Marilyn Diptych.</i> Andy Warhol</p> <p>Minimal Art <i>Untitled.</i> Donald Judd.</p> <p>Conceptual Art <i>One and Three Chairs.</i> Joseph Kosuth</p> <p>Site Works and Earthworks <i>Running Fence.</i> Christo and Jeanne-Claude <i>Spiral Jetty.</i> Robert Smithson</p> <p>Installations and Environments <i>Infinity Mirror Room: Phalli's Field.</i> Yayoi Kusama</p> <p>Early Feminism <i>The Dinner Party</i> Judy Chicago</p> <p>Performance Art <i>I Like America and America Likes Me.</i> Joseph Beuys</p> <p>Activities: -assigned readings with guided notes -Lectures and class discussions -Unit quiz</p>	<p>Pop art Minimalists Conceptual art Earthworks site-specific Feminists Performance Art</p>	<p>Conceptual art Earthworks Installation</p>
Week 15	Postmodernit y and Global Art	<p>Postmodern Architecture <i>Guggenheim Museum Bilbao.</i> Frank O. Gehry</p> <p>Painting <i>Osiris and Isis.</i> Anselm Kiefer <i>Better Homes Better Gardens.</i> Kerry James Marshall</p> <p>Photography <i>Untitled Film Still #48.</i> Cindy Sherman</p> <p>Sculpture <i>To Reflect an Intimate Part of the Red</i> Anish Kapoor</p> <p>Public Art <i>Vietnam Veterans Memorial.</i> Maya Lin</p> <p>Issue-Oriented Art and Words <i>Untitled (I Shop Therefore I Am).</i> Barbara Kruger</p> <p>Street Art <i>Stone Age Waiter.</i> Banksy</p> <p>The Global Present</p>	<p>Postmodern neo-expressionists</p>	<p>Architecture Mixed media paint Photography Craft New media Digital video projector</p>

		<p><i>Sasa. El Anatsui.</i></p> <p>-1 minute presentation on a recent newspaper or journal visual arts article. Relate the article back to something we have been studying in class.</p>		
		<p>Art Talks: students present an art talk based on a topic of their choosing (ex. Art theft, Japanese calligraphy, art history in Hollywood films)</p> <p>Review for Semester exam</p>		
Week 16		Quarter 4 Test		