



- Foundation
- Creating
- Context
- Evaluation
- Connections

**Art History and Analysis AB**  
**(Annual Course in grades 10-12)**  
**No Prerequisite. Approved for UCICSU**

**20-01 -07 Art Hist A**  
**20-01 -08 Art Hist B**

**Course Description**

The purpose of this course is to provide a balanced visual arts program, which guides students to achieve the standards in the visual arts. In Art History and Analysis, students develop knowledge of the interrelationship of the visual arts and human history and further their aesthetic discrimination. Emphasis is placed on the analysis of visual images as they have been used to express the needs and ideals of society as well as those of the individual, in historical and contemporary times. The course requires extensive reading in addition to studio work.

**Standards: Visual Arts**

**Content knowledge and skills gained during this course will support student achievement of grade level Student Learning Standards In the Visual Arts.**

*Upon graduation from the LAUSD, students will be able to:*

1. Process, analyze, and respond to sensory information through the language and skills unique to the visual arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations. **Artistic Perception**
2. Create, perform, and participate in the visual arts. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. **Creative Expression**
3. Understand the historical contributions and cultural dimensions of the visual arts. Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists. **Historical and Cultural Context**
4. Respond to, analyze, and make judgments about works in the visual arts. Student analyze, assess,

and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities. **Aesthetic Valuing**

5. Connect and apply what is learned in the visual arts to other art forms and subject areas and to careers. Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts. **Connections, Relationships, Applications**

## Representative Objectives

Student *will* be able to:

- Compare, contrast, and analyze styles of art from a variety of times, places, and cultures.
- Comprehend how the visual arts and artists reflect, play a role in, and influence culture.
- Formulate informed judgments by applying the four steps of art criticism to his or her artwork and the work of others (describe the work, analyze the work in terms of the elements of art and principles of design, interpret the work in terms of ideas and emotions, and judge the work as to its success both technically and in terms of communicating an idea or emotion).
- Respond to a variety of works of art and talk about his or her interpretations of the artists' intentions.
- Integrate what he or she learns in art history to learning in other subject areas.
- Learn diverse ways in which practitioners of disciplines within and across the visual arts can communicate the same idea.
- Recognize, describe, analyze, discuss, and write about the visual characteristics of works of art, objects in nature, events, and the environment.
- Demonstrate an understanding of how to solve artistic problems in unique and expressive ways.

3/12/02

Working Copy of the Visual Arts Guidelines for Instruction, LAUSD

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## Representative Performance Skills

*In accordance with their individual capacity, students will grow in the ability to:*

- Identify artists who have achieved regional, national, or international recognition and recognize ways that their work reflects, plays a role in, and influences culture.
- Investigate a universal concept expressed in art and describe in visual and written form.
- Discriminate among and describe the purposes of art from major time periods and cultures.
- Develop chains of reasoning for his or her judgments about works of art that link the elements of art and principles of design, expressive characteristics, and technical qualities to the interpretation of meaning.
- Make sound critical judgments about the quality and success of artworks based on his or her experiences in and perceptions about the visual art forms.
- Demonstrate an understanding of the varied functions of an artist, art critic, art historian, art collector, and art philosopher (aesthete).
- Describe the use of the elements of art and principles of design as they relate to specific arts, styles, and periods of art.
- Discuss complex issues, such as distortion of shapes/form, space, advanced color theory, simplified and actual texture, scale, expressive content, and real vs. virtual.
- Describe and demonstrate how to solve an artistic problem in a unique and expressive way.

## Samples of Classroom Activities for Standard 2

Understand the historical contributions and cultural dimensions of the visual arts. Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Students will be able to:

Choose a universal concept, such as birth, death, war, family, nature or progress, and find in art history three to five examples of artwork related to that concept.

Write about the different presentations of that concept in the arts.

**Instructional Topics\***

Art in the Western World  
Development of Aesthetic Criteria  
Cross-Cultural Influences  
Folk, Outsider and Primitive Art  
Opportunities and Careers in the Visual Arts

Non-Western Art  
Elements of Visual Communication  
Architecture  
Contemporary Art

\*Topics should be presented in an integrated manner where possible; time spent on each topic is to be based upon the needs of the student, the instructional program, and the scheduling needs of the school.

**How Parents Can Help**

- Be involved. Know what is expected of your child. Help generate ideas for assignments. Proofread drafts.
- Read about some of the artists, or periods of art your child is studying.
- Visit together and discuss arts events and exhibits; and ask questions to help them extend, clarify and support their own opinions.