

Structures in the Arts

Understanding of the various structural components of the arts is critical to the development of other larger concepts in the arts. Structures that artists use include elements and principles of each art form, tools media and subject matter that impact artistic products and specific styles and genre that provide a context for creating works. It is the artist's choice of these in the creative process that results in a distinctively expressive work. Students make choices about how to use structural organizers to create meaningful works of their own. The more students understand, the greater their ability to produce, interpret or critique artworks from other artists, cultures and historical periods.

Structures in the arts

<p>AH-EP-1.4.1</p>	<p>AH-04-1.4.1 Students will identify or describe elements of art and principles of design in works of art. DOK 2</p> <p><u>Elements of art:</u> Line: Shape: Texture: Color:</p> <p>*Each element will be explained to the students and the works of Frederick Hart will be used to help the students understand the concept/artistic definition of each element.</p> <p><u>Principles of Design:</u> Organization of visual compositions: Emphasis (focal point): Pattern: Balance (symmetry): Contrast (e.g., black/white, rough/smooth):</p> <p>*Each principle of design will be explained to the students and the works of Frederick Hart will be used as an example to help the students understand the principle.</p>	<p>AH-05-1.4.1 Students will analyze or explain the use of elements of art and principles of design in works of art.</p> <p><u>Elements of art:</u> Line: Shape: Texture: Color:</p> <p>*Each element will be explained to the students and the works of Frederick Hart will be used to help the students understand the concept/artistic definition of each element.</p> <p><u>Principles of Design:</u> Organization of visual compositions: Emphasis (focal point): Pattern: Balance (symmetry): Contrast (e.g., black/white, rough/smooth):</p> <p>*Each principle of design will be explained to the students and the works of Frederick Hart will be used as an example to help the students understand the principle.</p>
<p>Visual Arts</p>		

	<p>AH-04-1.4.2 Students will identify or describe how an artist uses various media and processes.</p> <p><u>Media (plural) / medium (singular):</u> (used to produce artworks)</p> <p><u>Two-dimensional-</u> crayon, pencil, paint, fabric, yarn, paper</p> <p><u>Three-dimensional-</u> clay, paper-mache</p> <p>*Students will be taught the differences between two-dimensional and three dimensional media. Frederick Hart’s three-dimensional works will be used to help the students understand the differences between two-dimensional and three-dimensional artworks.</p> <p>----- <u>Art processes:</u></p> <p><u>Two-dimensional-</u> drawing, painting, fiber art (e.g., fabric printing, stamping), collage</p> <p><u>Three dimensional-</u> pottery, sculpture, fiber art (e.g., constructing with fiber, weaving, quilting)</p> <p><u>Subject matter:</u> (e.g., landscapes, portrait, still life)</p> <p>*Students will be taught the difference between media</p>	<p>AH- 05-1.4.2 Students will identify or describe how an artist uses various media and processes.</p> <p><u>Media (plural) / medium (singular):</u> (used to produce artworks)</p> <p><u>Two-dimensional-</u> crayon, pencil, paint, fabric, yarn, paper</p> <p><u>Three-dimensional-</u> clay, paper-mache</p> <p>*Students will be taught the differences between two-dimensional and three dimensional media. Frederick Hart’s three-dimensional works will be used to help the students understand the differences between two-dimensional and three-dimensional artworks.</p> <p>----- <u>Art processes:</u></p> <p><u>Two-dimensional-</u> drawing, painting, fiber art (e.g., fabric printing, stamping), collage</p> <p><u>Three dimensional-</u> pottery, sculpture, fiber art (e.g., constructing with fiber, weaving, quilting)</p> <p><u>Subject matter:</u> (e.g., landscapes, portrait, still life)</p> <p>*Students will be taught the difference between media</p>
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	<p>and process and how different media is used to create two-dimensional versus three-dimensional artwork. Students will also be taught the basic categories of subject matter and how these categories of subject matter can and is represented in two-dimensional artwork and three-dimensional artwork. Frederick Hart's works will be used to show the difference in two-dimensional versus three-dimensional artwork.</p>	<p>and process and how different media is used to create two-dimensional versus three-dimensional artwork. Students will also be taught the basic categories of subject matter and how these categories of subject matter can and is represented in two-dimensional artwork and three-dimensional artwork. Frederick Hart's works will be used to show the difference in two-dimensional versus three-dimensional artwork.</p>
Visual Arts		

Humanity in the Arts

The arts reflect the beliefs, feelings and ideas of those who create them. Experiencing the arts allows one to experience time, place and/or personality. By experiencing the arts of various cultures, students can actually gain insight into the beliefs, feelings and ideas of those cultures. Students also have the opportunity to experience how arts can influence society through analysis of the arts in their own lives and the arts of other cultures and historical periods. Studying the historical and cultural stylistic periods in the arts offers students an opportunity to understand the world past and present and to learn to appreciate their own cultural heritage. Looking at the interrelationships of multiple arts disciplines across cultures and historical periods is the focus of humanities in the arts.

Humanity in the Arts

	<p>Ah-04-2.1.1 Students will identify how visual art has been a part of cultures and time periods throughout history. DOK 2</p> <p>Cultures: Students will be taught the basic ideas behind art history. That art has been a part of human culture from the beginning of human existence to the present and that all cultures throughout time have created art.</p> <p>Periods: A general outline of cultural/artistic time periods will be presented to the students. The work of Frederick Hart will be used as an example of art from the 20th century.</p>	<p>AH-05-2.1.1 Students will describe or explain how visual art has been a part of cultures and time periods throughout history. DOK 2</p> <p>Cultures: Students will be taught the basic ideas behind art history. That art has been a part of human culture from the beginning of human existence to the present and that all cultures throughout time have created art.</p> <p>Periods: A general outline of cultural/artistic time periods will be presented to the students. The work of Frederick Hart will be used as an example of art from the 20th century.</p>
Visual Arts		

Purposes for Creating the Arts

The arts have played a major role throughout the history of humans. As the result of the power of the arts to communicate on a basic human level, they continue to serve a variety of purposes to society. The arts are used for artistic expression to portray specific emotions or feelings, to tell stories in a narrative manner, to imitate nature and to persuade others. The arts bring meaning to ceremonies, rituals, celebrations and commemorations. Additionally, they are used for recreation and to support recreational activities. Students experience the arts in a variety of roles through their own creations and performances and through those of others. Through their activities and observations, students learn to create arts and use them for a variety of purposes in society.

Purposes for Creating the Arts

	<p>AH-04-03.1.14 Students will identify how art fulfills a variety of purposes.</p> <p>Purposes of art: (different roles of art)</p> <p><u>Ceremonial:</u> Ritual: Celebration: Art works created to support worship ceremonies (e.g., ceremonial masks):</p> <p><u>Artistic expression-</u> artwork to express or communicate- Emotions: Ideas: Feelings (e.g., for self-expression, to decorate or beautify objects):</p> <p><u>Narrative:</u> Artworks that tell stories: Describe and illustrate experiences: Communicate ideas or information: Art to document important or historical events:</p> <p><u>Functional:</u> artistic objects used in everyday life (e.g., pottery, quilts, baskets)</p> <p>*The students will be taught the various purposes for which humans create art.</p>	<p>AH-05-03.4.1 Students will identify how art fulfills a variety of purposes.</p> <p>Purposes of art: (different roles of art)</p> <p><u>Ceremonial:</u> Ritual: Celebration: Art works created to support worship ceremonies (e.g., ceremonial masks):</p> <p><u>Artistic expression-</u> artwork to express or communicate- Emotions: Ideas: Feelings (e.g., for self-expression, to decorate or beautify objects):</p> <p><u>Narrative:</u> Artworks that tell stories: Describe and illustrate experiences: Communicate ideas or information: Art to document important or historical events:</p> <p><u>Functional:</u> artistic objects used in everyday life (e.g., pottery, quilts, baskets)</p> <p>*The students will be taught the various purposes for which humans create art.</p>
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	The artwork of Frederick Hart will be used to show how art is used for each purpose.	The artwork of Frederick Hart will be used to show how art is used for each purpose.
Visual Arts		

Processes in the Arts

There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes and responding to artworks. Each process is critical and relies on the others for completion. Artists create works to express ideas, feelings or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artist past and present and for the value of artistic expression.

Processes in the Arts

	AH-04-4.4.1 Students will create artwork using the elements of art and principles of design.	Ah-05-4.4.1 Students will create artwork using the elements of art and principles of design.
Visual Arts		

	AH-04-4.4.2 Students will use a variety of media and art processes to produce two-dimensional (2D) and three-dimensional (3D) artwork.	AH-05-4.4.2 Students will use a variety of media and art processes to produce two-dimensional (2D) and three-dimensional (3D) artwork.
Visual Arts		

Structures in the Arts

Understanding of the various structural components of the arts is critical to the development of other larger concepts in the arts. Structures that artists use include elements and principles of each art form, tools media and subject matter that impact artistic products and specific styles and genre that provide a context for creating works. It is the artist's choice of these in the creative process that results in a distinctively expressive work. Students make choices about how to use structural organizers to create meaningful works of their own. The more students understand, the greater their ability to produce, interpret or critique artworks from other artists, cultures and historical periods.

Structures in the Arts

<p>AH-06-1.4.1 Student will analyze works of art using elements of art and principles of design.</p> <p><u>Elements of art:</u> Line: Shape: Color properties (hue, value, intensity) Color schemes/groups (monochromatic): Form: Texture: Space positive/negative, perspective (e.g., 1 point linear perspective): Value (darkness or lightness, tints or shades)</p> <p>*Each element will be explained to the students and the works of Frederick Hart will be used to help the students understand the concept/artistic definition of each element. Students will also use the artwork of Frederick Hart to analyze each element and explain their understanding of each elemental concept.</p>	<p>AH-07-1.4.1 Student will analyze works of art using elements of art and principles of design.</p> <p><u>Elements of art:</u> Line: Shape: Color properties (hue, value, intensity) Color schemes/groups (monochromatic): Form: Texture: Space positive/negative, perspective (e.g., 1 point linear perspective): Value (darkness or lightness, tints or shades)</p> <p>*Each element will be explained to the students and the works of Frederick Hart will be used to help the students understand the concept/artistic definition of each element. Students will also use the artwork of Frederick Hart to analyze each element and explain their understanding of each elemental concept.</p>	<p>AH-08-1.4.1 Student will analyze works of art using elements of art and principles of design.</p> <p><u>Elements of art:</u> Line: Shape: Color properties (hue, value, intensity) Color schemes/groups (monochromatic): Form: Texture: Space positive/negative, perspective (e.g., 1 point linear perspective): Value (darkness or lightness, tints or shades)</p> <p>*Each element will be explained to the students and the works of Frederick Hart will be used to help the students understand the concept/artistic definition of each element. Students will also use the artwork of Frederick Hart to analyze each element and explain their understanding of each elemental concept.</p>
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<p><u>Principles of design:</u> Repetition: Pattern: Balance (symmetrical/asymmetrical) Emphasis (focal point): Contrast (e.g., black/white, rough/smooth): Rhythm: Proportion: Movement:</p> <p>*Each principle of design will be explained to the students and the works of Frederick Hart will be used as an example to help the students understand the principle. Students will use Frederick Hart's artwork to explain their understanding of each principle.</p>	<p><u>Principles of design:</u> Repetition: Pattern: Balance (symmetrical/asymmetrical): Emphasis (focal point): Contrast (e.g., black/white, rough/smooth): Rhythm: Proportion: Movement:</p> <p>*Each principle of design will be explained to the students and the works of Frederick Hart will be used as an example to help the students understand the principle. Students will use Frederick Hart's artwork to explain their understanding of each principle.</p>	<p><u>Principles of design:</u> Repetition: Pattern: Balance (symmetrical/asymmetrical): Emphasis (focal point): Contrast (e.g., black/white, rough/smooth): Rhythm: Proportion: Movement:</p> <p>*Each principle of design will be explained to the students and the works of Frederick Hart will be used as an example to help the students understand the principle. Students will use Frederick Hart's artwork to explain their understanding of each principle.</p>
<p>Visual Arts</p>		

<p>AH-06-1.4.2 Students will describe a variety of art media and art processes.</p> <p><u>Media (plural)/ Medium (Singular):</u> (properties of media need to be known in order to respond to artworks) <u>Media (plural) / medium (singular):</u> (used to produce artworks)</p> <p><u>Two-dimensional-</u> crayon, pencil, paint, fabric, yarn, paint (tempura, watercolor), ink, pastel</p> <p><u>Three-dimensional-</u> clay, paper-mache, found objects (assemblages)</p> <p>----- <u>Art processes:</u></p> <p><u>Two-dimensional-</u> drawing, painting, fiber art (e.g., fabric printing, stamping, tie-dye), printmaking:</p> <p><u>Three dimensional-</u> ceramics, sculpture, fiber art (e.g., constructing with fiber, weaving, quilting)</p> <p><u>Subject matter:</u></p> <p>Representational(e.g., landscapes, portrait, still life):</p> <p>Nonrepresentational (e.g., abstract, non-objective):</p> <p>*Students will be taught the difference between media and process and how different media is used to</p>	<p>AH-07-1.4.2 Students will describe a variety of art media and art processes.</p> <p><u>Media (plural)/ Medium (Singular):</u> (properties of media need to be known in order to respond to artworks) <u>Media (plural) / medium (singular):</u> (used to produce artworks)</p> <p><u>Two-dimensional-</u> crayon, pencil, paint, fabric, yarn, paint (tempura, watercolor), ink, pastel</p> <p><u>Three-dimensional-</u> clay, paper-mache, found objects (assemblages)</p> <p>----- <u>Art processes:</u></p> <p><u>Two-dimensional-</u> drawing, painting, fiber art (e.g., fabric printing, stamping, tie-dye), printmaking:</p> <p><u>Three dimensional-</u> ceramics, sculpture, fiber art (e.g., constructing with fiber, weaving, quilting)</p> <p><u>Subject matter:</u></p> <p>Representational(e.g., landscapes, portrait, still life):</p> <p>Nonrepresentational (e.g., abstract, non-objective):</p> <p>*Students will be taught the difference between media and process and how different media is used to</p>	<p>Ah-08-1.4.2 Students will describe a variety of art media and art processes.</p> <p><u>Media (plural)/ Medium (Singular):</u> (properties of media need to be known in order to respond to artworks) <u>Media (plural) / medium (singular):</u> (used to produce artworks)</p> <p><u>Two-dimensional-</u> crayon, pencil, paint, fabric, yarn, paint (tempura, watercolor), ink, pastel</p> <p><u>Three-dimensional-</u> clay, paper-mache, found objects (assemblages)</p> <p>----- <u>Art processes:</u></p> <p><u>Two-dimensional-</u> drawing, painting, fiber art (e.g., fabric printing, stamping, tie-dye), printmaking:</p> <p><u>Three dimensional-</u> ceramics, sculpture, fiber art (e.g., constructing with fiber, weaving, quilting)</p> <p><u>Subject matter:</u></p> <p>Representational(e.g., landscapes, portrait, still life):</p> <p>Nonrepresentational (e.g., abstract, non-objective):</p> <p>*Students will be taught the difference between media and process and how different media is used to</p>
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<p>Visual Arts</p>		

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Humanity in the Arts

<p>AH-06-2.4.1 Students will analyze or explain how diverse cultures and time periods are reflected in visual arts.</p> <p>Cultures: European and North American</p> <p>*Students will be taught the basic ideas behind art history. That art has been a part of human culture from the beginning of human existence to the present and that all cultures throughout time have created art.</p>	<p>AH-07-2.4.1 Students will analyze or explain how diverse cultures and time periods are reflected in visual arts.</p> <p>Periods: Classical Greece Ancient Rome 20th Century American</p> <p>*Students will be taught the basic ideas behind art history. That art has been a part of human culture from the beginning of human existence to the present and that all cultures throughout time have created art. The sculptural art from Classical Greece, Ancient Rome and 20th Century America will be compared. The use of the human form in sculpture will be discussed. Frederick Hart's artworks will be used to exemplify the 20th century use of Classical Greece and Ancient Roman techniques in the sculpture of the human figure.</p>	<p>AH-08-2.4.1 Students will analyze or explain how diverse cultures and time periods are reflected in visual arts.</p> <p>Cultures/Periods: Classical Greece Ancient Rome 20th Century American</p> <p>*Students will be taught the basic ideas behind art history. That art has been a part of human culture from the beginning of human existence to the present and that all cultures throughout time have created art. A general outline of cultural/artistic time periods will be presented to the students. The work of Frederick Hart will be used as an example of art from the 20th century. The sculptural art from Classical Greece, Ancient Rome and 20th Century America will be compared. The use of the human form in sculpture will be discussed. Frederick Hart's artworks will be used to exemplify the 20th century use of Classical Greece and Ancient Roman sculpture of the human figure.</p>
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Visual Arts		
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Purposes for Creating the Arts

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Purposes for Creating the Arts

<p>AH-06-3.4.1 Students will identify or explain how art fulfills a variety of purposes.</p> <p>Purposes of art: (different roles of art)</p> <p><u>Ceremonial</u>: Ritual: Celebration: Art works created to support worship ceremonies:</p> <p><u>Artistic expression</u>- artwork to express or communicate- Emotions: Ideas: Feelings (e.g., for self-expression, to decorate or beautify objects):</p> <p><u>Narrative</u>: Artworks that tell stories: Describe and illustrate experiences: Communicate ideas or information: Art to document important or historical events:</p> <p><u>Functional</u>: artistic objects used in everyday life (e.g., pottery, quilts, baskets)</p> <p><u>Persuasive</u>: artworks that promote... Ideas:</p>	<p>AH-07-3.4.1 Students will identify or explain how art fulfills a variety of purposes.</p> <p>Purposes of art: (different roles of art)</p> <p><u>Ceremonial</u>: Ritual: Celebration: Art works created to support worship ceremonies:</p> <p><u>Artistic expression</u>- artwork to express or communicate- Emotions: Ideas: Feelings (e.g., for self-expression, to decorate or beautify objects):</p> <p><u>Narrative</u>: Artworks that tell stories: Describe and illustrate experiences: Communicate ideas or information: Art to document important or historical events:</p> <p><u>Functional</u>: artistic objects used in everyday life (e.g., pottery, quilts, baskets)</p> <p><u>Persuasive</u>: artworks that promote... Ideas:</p>	<p>AH-08-3.4.1 Students will identify or explain how art fulfills a variety of purposes.</p> <p>Purposes of art: (different roles of art)</p> <p><u>Ceremonial</u>: Ritual: Celebration: Art works created to support worship ceremonies:</p> <p><u>Artistic expression</u>- artwork to express or communicate- Emotions: Ideas: Feelings (e.g., for self-expression, to decorate or beautify objects):</p> <p><u>Narrative</u>: Artworks that tell stories: Describe and illustrate experiences: Communicate ideas or information: Art to document important or historical events:</p> <p><u>Functional</u>: artistic objects used in everyday life (e.g., pottery, quilts, baskets)</p> <p><u>Persuasive</u>: artworks that promote... Ideas:</p>
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<p>Philosophies: Products (e.g., advertising, marketing, propaganda, ideology, etc.):</p> <p>*The students will be taught the various purposes for which humans create art. The artwork of Frederick Hart will be used to show how art is used for each purpose. The students will also use Frederick Hart's work to explain the various purposes for art that his works have been used for.</p>	<p>Philosophies: Products (e.g., advertising, marketing, propaganda, ideology, etc.):</p> <p>*The students will be taught the various purposes for which humans create art. The artwork of Frederick Hart will be used to show how art is used for each purpose. The students will also use Frederick Hart's work to explain the various purposes for art that his works have been used for.</p>	<p>Philosophies: Products (e.g., advertising, marketing, propaganda, ideology, etc.):</p> <p>*The students will be taught the various purposes for which humans create art. The artwork of Frederick Hart will be used to show how art is used for each purpose. The students will also use Frederick Hart's work to explain the various purposes for art that his works have been used for.</p>
<p>Visual Arts</p>		

Processes in the Arts

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Processes in the Arts

AH-06-4.4.1 Students will create art for specific purposes using the elements of art and principles of design to communicate ideas.	AH-07-4.4.1 Students will create art for specific purposes using the elements of art and principles of design to communicate ideas.	AH-08-4.4.1 Students will create art for specific purposes using the elements of art and principles of design to communicate ideas.
Visual Arts		

AH-06-4.4.2 Students will use a variety of art media, processes and subject matter to communicate ideas, feelings and experiences.	AH-07-4.4.2 Students will use a variety of art media, processes and subject matter to communicate ideas, feelings and experiences.	AH-08-4.4.2 Students will use a variety of art media, processes and subject matter to communicate ideas, feelings and experiences.
Visual Arts		

Structures in the Arts

Understanding of the various structural components of the arts is critical to the development of other larger concepts in the arts. Structures that artists use include elements and principles of each art form, tools media and subject matter that impact artistic products and specific styles and genre that provide a context for creating works. It is the artist's choice of these in the creative process that results in a distinctively expressive work. Students make choices about how to use structural organizers to create meaningful works of their own. The more students understand, the greater their ability to produce, interpret or critique artworks from other artists, cultures and historical periods.

Structures in the Arts

Visual Arts

AH-HS-1.4.1

Students will analyze or evaluate the use of the elements of art and principles of design in a variety of artworks.

(Incorporate knowledge about elements of art principles of design from primary through 8th grade)

Elements of art:

Line:

Shape:

Form:

Texture:

Space (perspective: aerial or atmospheric, two-point linear perspective)

Value (darkness or lightness, tints or shades):

Color (color theory- primary, secondary, intermediate hues, intensity-brightness and dullness, color schemes/groups-triadic, complementary, analogous):

*Students will use the artwork of Frederick Hart to analyze each element and explain their understanding of each elemental concept.

Principles of Design:

Repetition:

Pattern:

Rhythm:

Movement:

Contrast :

Proportion:

Balance

(symmetrical, asymmetrical, radial):

Emphasis (focal point):

Variety:

Unity:

*Students will use Frederick Hart's artwork to explain their understanding of each principle.

Humanity in the Arts

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Humanity in the Arts

Visual Arts

AH-HS-2.4.1

*Students will be taught the basic ideas behind art history. That art has been a part of human culture from the beginning of human existence to the present and that all cultures throughout time have created art. A general outline of cultural/artistic time periods will be presented to the students. The work of Frederick Hart will be used as an example of art from the 20th century. The sculptural art from Classical Greece, Ancient Rome and 20th Century America will be compared. The use of the human form in sculpture will be discussed. Frederick Hart's artworks will be used to exemplify the 20th century use of Classical Greece and Ancient Roman sculpture of the human figure.

The topic of the how to best represent the human form in art will be discussed. Frederick Hart continues the Classical Greek and Ancient Roman ideology of the human form as perfection in nature and that it should be depicted as such in art. Students will explore this ideology, comparing Hart's works to other ways the human form have been depicted in 20th century art.

Purposes for Creating the Arts

The arts have played a major role throughout the history of humans. As the result of the power of the arts to communicate on a basic human level, they continue to serve a variety of purposes to society. The arts are used for artistic expression to portray specific emotions or feelings, to tell stories in a narrative manner, to imitate nature and to persuade others. The arts bring meaning to ceremonies, rituals, celebrations and commemorations. Additionally, they are used for recreation and to support recreational activities. Students experience the arts in a variety of roles through their own creations and performances and through those of others. Through their activities and observations, students learn to create arts and use them for a variety of purposes in society.

Purpose for Creating Arts

Visual Arts

AH-HS-3.4.1

Students will explain how art fulfills a variety of purposes.

Purposes of art: (different roles of art)

Ceremonial:

Ritual:

Celebration:

Art works created to support worship ceremonies:

Artistic expression- artwork to express or communicate-

Emotions:

Ideas:

Feelings (e.g., for self-expression, to decorate or beautify objects):

Narrative:

Artworks that tell stories:

Describe and illustrate experiences:

Communicate ideas or information:

Art to document important or historical events:

Functional: artistic objects used in everyday life (e.g., pottery, quilts, baskets)

Persuasive: artworks that promote...

Ideas:

Philosophies:

Products (e.g., advertising, marketing, propaganda, ideology, etc.):

*The students will be taught the various purposes for which humans create art. The artwork of Frederick Hart will be used to show how art is used for each purpose. The students will also use Frederick Hart's work to explain the various purposes for art that his works have been used for. Student's will also discuss the validity and success of the use of Frederick Hart's work as a means to fulfill each purpose.

Processes in the Arts

There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes and responding to artworks. Each process is critical and relies on the others for completion. Artists create works to express ideas, feelings or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artist past and present and for the value of artistic expression.

Processes in the Arts

Visual Arts
AH-HS-4.4.1 Students will incorporate the elements of art and art principles of design to generate several solutions to a variety of visual art solutions.

Visual Arts	
AH-HS-4.4.2. Students will use media and processes, subject matter, symbols, ideas and themes to communicate cultural and aesthetic values.	

Visual Arts	
AH-HS-4.4.3 Students will identify skills and training necessary for a variety of careers in visual arts.	

Interrelationships Among the Arts

The arts share commonalities in structures, purposes, creative processes and their ability to express, ideas, feelings and emotions. Studying interrelationships among the arts enables students to get a broad view of the expressiveness of the art forms as a whole and helps to develop a full appreciation of the arts as a mirror of human kind.

Interrelationships Among the Arts

AH-HS-5.5.1

Students will compare one art form (e.g. music) to another (e.g. visual arts) from the same stylistic period in another arts discipline (e.g. Impressionism: ...)

Students will use the artworks of Frederick Hart as an example of visual arts to be compared to another art form.

AH-HS-5.5.2

Students will analyze and/or explain how ideas and emotions expressed in one art form (e.g. theatre) are similar or different to ideas and emotions expressed in another art form (e.g. dance).

Students will use the ideas and emotions in Frederick Harts artwork to be compared to that in another art form.