



# PISCATAWAY TOWNSHIP SCHOOLS

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Superintendent of Schools

**Dr. William Baskerville**  
Assistant Superintendent

## AP Art History

**Content Area:** AP Art History  
**Grade Span:** 11-12  
**Revised by:** Samantha Knierim  
**Presented by:** Rebekah Sterlacci  
**Approval date:** August 2023

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## COURSE OVERVIEW

Description	
<p>Students will study the history of the world using art as evidence, building analytical and research skills that will be useful across many subjects. The primary focus of the class will be learning AP Art History course content from Global Prehistory to Global Contemporary art, preparing students to take the AP exam in the spring. Students will learn how to analyze artworks and understand them in cultural and historical context.</p>	
Goals	
Big Ideas	
BIG IDEA 1: CULTURE	Cultural practices or belief systems often affect art and art making.
BIG IDEA 2: INTERACTIONS WITH OTHER CULTURES	Interactions with other cultures affect art and art making.
BIG IDEA 3: THEORIES AND INTERPRETATIONS	Theories and interpretations of art are affected by other disciplines, technology, or the availability of evidence.
BIG IDEA 4: MATERIALS, PROCESSES, AND TECHNIQUES	Use of and access to materials, processes, and techniques affect art and art making.
BIG IDEA 5: PURPOSE AND AUDIENCE	Purpose, intended audience, or patron often affect art and art making.
Art Historical Thinking Skills	
Skill 1:	Visual Analysis
Skill 2:	Contextual Analysis
Skill 3:	Comparison of Works of Art
Skill 4:	Artistic Traditions
Skill 5:	Visual Analysis of Unknown Works,
Skill 6:	Attribution of Unknown Works
Skill 7:	Art Historical Interpretations
Skill 8:	Argumentation

**Exam**

The AP Art History Exam is 3 hours long and consists of 80 multiple choice questions, four short answer questions, and two essay questions. It assesses the students' understanding of the content and skills outlined in the curricular framework.

**Scope and Sequence**

Unit	Topic	Length
Unit 1	Global Prehistory, 30,000–500 bce	~3 days
Unit 2	Ancient Mediterranean, 3500 bce–300 ce	~8 days
Unit 3	Early Europe and Colonial Americas, 200–1750 ce	~12 days
Unit 4	Later Europe and Americas, 1750–1980 ce	~14 days
Unit 5	Indigenous Americas, 1000 bce–1980 ce	~4 days
Unit 6	Africa, 1100–1980 ce	~4 days
Unit 7	West and Central Asia, 500 bce–1980 ce	~4 days
Unit 8	South, East, and Southeast Asia, 300 bce–1980 ce	~6 days
Unit 9	The Pacific, 700–1980 ce	~3 days
Unit 10	Global Contemporary, 1980 ce to Present	~7 days

**Resources****Core Text:**

- *Gardner's Art Through the Ages*, 16th edition, by Fred S. Kleiner

**Suggested Resources:**

- Digital projector and screen for viewing and discussing works of art as a class
- Instructional materials that support the formulation of a creative problem and its comprehensive investigation, including, but not limited to, art and design books, periodicals, reproductions, digital images, and online and resources
- AP Art History Course Exam and Description

## UNIT 1: Global Prehistory, 30,000–500 bce

<b>Summary and Rationale</b>	
<p>Global Prehistory covers art of human societies before the emergence of written records. This unit explores the earliest examples of human-made objects, such as tools, figurines, complex cave paintings, and monumental structures of both Paleolithic and Neolithic civilizations.</p> <p>The rationale for studying this unit is to understand that nothing can be known for certain about prehistoric civilizations without a written record of historical events.</p>	
<b>Recommended Pacing</b>	
<p>Students will study 10 artworks over a span of about three class periods.</p>	
<b>State Standards</b>	
<b>Standard</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12prof.Pr4a	Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12acc.Pr6a	Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• The meaning and interpretation of art can change over time and across cultures.</li> <li>• The depiction of the human form in art has varied throughout history, reflecting changing attitudes towards the body and identity.</li> <li>• Artists use a variety of formal elements and techniques to create meaning in their artworks.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How have artists depicted the human form, and how has this representation changed over time?</li> <li>• How have artistic techniques and styles developed and changed over time?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the basic concepts and terminology of prehistoric art, including the different periods and styles.</li> </ul>	

- Analyze the cultural and religious significance of prehistoric art and artifacts, and how they reflect the beliefs and practices of early human societies.
- Compare and contrast the artistic techniques and materials used in prehistoric art across different regions and time periods.
- Evaluate the impact of technological advancements on prehistoric art, and how it influenced the development of other art forms in later civilizations.
- Examine the relationship between prehistoric art and the natural environment, and how it was used to express a connection with nature and the spiritual world.
- Critically evaluate the legacy of prehistoric art and its influence on contemporary art and culture.

## Resources

**Core Text:** *Gardner's Art Through the Ages*,  
16th edition, by Fred S. Kleiner

**Suggested Resources:**

<https://www.metmuseum.org/toah>

<https://www.khanacademy.org/>

<https://smarthistory.org/>

## UNIT 2: Ancient Mediterranean, 3500 bce–300 ce

<b>Summary and Rationale</b>	
<p>This unit focuses on the art made by ancient societies surrounding the Mediterranean, specifically Mesopotamian civilizations, as well as those of Egypt, Greece, and Rome.</p> <p>The rationale for studying this unit is to gain an understanding of how these ancient societies’ social, political, and religious systems can be seen in their art and architecture.</p>	
<b>Recommended Pacing</b>	
<p>Students will study 36 artworks over a span of about eight class periods.</p>	
<b>State Standards</b>	
<b>Standard</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12acc.Pr6a	Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• The depiction of the human form in art has varied throughout history, reflecting changing attitudes towards the body and identity.</li> <li>• Art is a reflection of culture and society, and studying art can provide insight into the values and beliefs of different historical periods.</li> <li>• The meaning and interpretation of art can change over time and across cultures.</li> <li>• Artists use a variety of formal elements and techniques to create meaning in their artworks.</li> <li>• The production and patronage of art are deeply tied to political, economic, and social structures.</li> </ul>	
<b>Unit Essential Questions</b>	

- How has art been used to communicate cultural and political messages throughout history?
- What role has religion played in the creation of art over time, and how have these representations changed?
- How have artists responded to the social and political movements of their time?

### Objectives

#### Students will be able to:

- Understand the basic historical and cultural context of ancient Mediterranean art, including the political, social, and religious structures that influenced artistic production.
- Analyze the formal characteristics of ancient Mediterranean art, including style, composition, and iconography, and their relationship to cultural beliefs and values.
- Compare and contrast the artistic achievements of different civilizations in the Mediterranean region, such as Egypt, Mesopotamia, Greece, Rome, and others.
- Evaluate the role of ancient Mediterranean art in shaping later artistic traditions and movements, including the development of Western art.
- Examine the ways in which ancient Mediterranean art was used to communicate power, authority, and ideology, both within and beyond its original context.
- Critically evaluate the legacy of ancient Mediterranean art and its impact on contemporary art and culture, including issues of appropriation, interpretation, and representation.

### Resources

**Core Text:** *Gardner's Art Through the Ages*, 16th edition, by Fred S. Kleiner

#### Suggested Resources:

<https://www.metmuseum.org/toah>

<https://www.khanacademy.org/>

<https://smarthistory.org/>

## UNIT 3: Early Europe and Colonial Americas, 200–1750 ce

<b>Summary and Rationale</b>	
This unit explores the art and architecture of Early Europe and Colonial Americas, specifically the cultural and historical art of the Early Christian period, Byzantine, Romanesque, Gothic styles, the impact of the Renaissance on European art and architecture, as well as the Baroque and Rococo periods.	
<b>Recommended Pacing</b>	
Students will study 51 artworks over a span of about 12 class periods.	
<b>State Standards</b>	
<b>Standard</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12acc.Pr6a	Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.
1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	



- Artistic movements and styles develop in response to cultural, historical, and technological changes.
- The study of art requires attention to both formal qualities and contextual factors such as artist biography, patronage, and reception.
- The depiction of the human form in art has varied throughout history, reflecting changing attitudes towards the body and identity.
- Religious beliefs and practices have had a significant impact on the creation and interpretation of art throughout history.
- Art can be used as a tool for rebellion or resistance against dominant cultural or political ideologies.
- Technology has had a profound impact on the production, dissemination, and preservation of art throughout history.

### Unit Essential Questions

- How has art been used to communicate cultural and political messages throughout history?
- What role has religion played in the creation of art over time, and how have these representations changed?
- How have artists responded to the social and political movements of their time?
- How have artistic techniques and styles developed and changed over time?
- In what ways do artworks reflect the values and beliefs of the societies in which they were created?
- How have artists depicted the human form, and how has this representation changed over time?
- What is the relationship between art and power?
- How has technology impacted the production and reception of art throughout history?
- How have different cultures influenced each other through art?
- In what ways has the meaning and interpretation of art changed over time?

### Objectives

#### Students will be able to:

- Understand the major artistic movements and styles that emerged in Europe and the Americas from the medieval period to the 16th century, including Romanesque, Gothic, Renaissance, and Baroque.
- Analyze key works of art from this period in terms of their formal qualities, iconography, symbolism, and historical context, and explain how they reflect the political, social, and cultural conditions of their time.
- Identify significant artists and architects who contributed to the development of these styles, such as Giotto, Sandro Botticelli, Leonardo da Vinci, Michelangelo, Jan van Eyck, Albrecht Dürer, Diego Velázquez, and Peter Paul Rubens.
- Recognize the influence of global exploration, colonization, and trade on art during this period, particularly in terms of the exchange of ideas, techniques, and materials between Europe and the Americas.
- Evaluate the role of art institutions, such as churches, courts, and guilds, in shaping artistic production, dissemination, and reception during this period.
- Discuss the ways in which art from this period has been interpreted and appropriated by later generations, and consider how its meanings and values have evolved over time.

### Resources

**Core Text:** *Gardner's Art Through the Ages*, 16th edition, by Fred S. Kleiner

#### Suggested Resources:

<https://www.metmuseum.org/toah>  
<https://www.khanacademy.org/>  
<https://smarthistory.org/>

## UNIT 4: Later Europe and Americas, 1750–1980 ce

<b>Summary and Rationale</b>	
<p>Art during this period reflects the social, political, and economic changes that occurred in Europe and the Americas in the given time frame. This unit gives students the opportunity to study the complex relationships between art, culture, politics, and society in Europe and America during this critical time period.</p>	
<b>Recommended Pacing</b>	
<p>Students will study 54 artworks over a span of about 14 class periods.</p>	
<b>State Standards</b>	
<b>Standard</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12acc.Pr6a	Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.
1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	

- Art is a reflection of culture and society, and studying art can provide insight into the values and beliefs of different historical periods.
- The meaning and interpretation of art can change over time and across cultures.
- Artists use a variety of formal elements and techniques to create meaning in their artworks.
- The production and patronage of art are deeply tied to political, economic, and social structures.
- Artistic movements and styles develop in response to cultural, historical, and technological changes.
- The study of art requires attention to both formal qualities and contextual factors such as artist biography, patronage, and reception.
- The depiction of the human form in art has varied throughout history, reflecting changing attitudes towards the body and identity.
- Religious beliefs and practices have had a significant impact on the creation and interpretation of art throughout history.
- Art can be used as a tool for rebellion or resistance against dominant cultural or political ideologies.
- Technology has had a profound impact on the production, dissemination, and preservation of art throughout history.

### Unit Essential Questions

- How has art been used to communicate cultural and political messages throughout history?
- What role has religion played in the creation of art over time, and how have these representations changed?
- How have artists responded to the social and political movements of their time?
- How have artistic techniques and styles developed and changed over time?
- In what ways do artworks reflect the values and beliefs of the societies in which they were created?
- How have artists depicted the human form, and how has this representation changed over time?
- What is the relationship between art and power?
- How has technology impacted the production and reception of art throughout history?
- How have different cultures influenced each other through art?
- In what ways has the meaning and interpretation of art changed over time?

### Objectives

#### Students will be able to:

- Understand the major artistic movements and styles that emerged in Europe and the Americas from the 16th to 19th centuries, including Baroque, Rococo, Neoclassicism, Romanticism, and Realism.
- Analyze key works of art from this period in terms of their formal qualities, iconography, symbolism, and historical context, and explain how they reflect the political, social, and cultural conditions of their time.
- Identify significant artists and architects who contributed to the development of these styles, such as Gian Lorenzo Bernini, Francisco de Goya, Jacques-Louis David, Eugène Delacroix, and Gustave Courbet.
- Recognize the influence of global exploration, colonization, and trade on art during this period, particularly in terms of the exchange of ideas, techniques, and materials between Europe and the Americas.
- Evaluate the role of art institutions, such as academies, museums, and galleries, in shaping artistic production, dissemination, and reception during this period.
- Discuss the ways in which art from this period has been interpreted and appropriated by later generations, and consider how its meanings and values have evolved over time.

### Resources

**Core Text:** *Gardner's Art Through the Ages*,  
16th edition, by Fred S. Kleiner

**Suggested Resources:**

<https://www.metmuseum.org/toah>

<https://www.khanacademy.org/>

<https://smarthistory.org/>

## UNIT 5: Indigenous Americas, 1000 bce–1980 ce

<b>Summary and Rationale</b>	
<p>This unit focuses on the art and culture of Indigenous Americas, covering art of civilizations such as the Maya, Aztec, and Inca, and continues to Modern Indigenous artists. Students have the opportunity to gain an understanding of the diversity and complexity of Indigenous cultures and their artistic traditions.</p>	
<b>Recommended Pacing</b>	
<p>Students will study 14 artworks over a span of about four class periods.</p>	
<b>State Standards</b>	
<b>Standard</b>	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Pr4a	Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12acc.Pr6a	Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.
1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Artistic movements and styles develop in response to cultural, historical, and technological changes.</li> <li>• The study of art requires attention to both formal qualities and contextual factors such as artist biography, patronage, and reception.</li> <li>• The depiction of the human form in art has varied throughout history, reflecting changing attitudes towards the body and identity.</li> <li>• Religious beliefs and practices have had a significant impact on the creation and interpretation of art throughout history.</li> </ul>	
<b>Unit Essential Questions</b>	

- How have artistic techniques and styles developed and changed over time?
- In what ways do artworks reflect the values and beliefs of the societies in which they were created?
- How have artists depicted the human form, and how has this representation changed over time?
- What is the relationship between art and power?

### Objectives

#### Students will be able to:

- Understand the diversity of indigenous cultures and artistic traditions in the Americas prior to European contact, including those of the Maya, Aztecs, Inca, Mississippian, and Northwest Coast peoples.
- Analyze key works of art from these cultures in terms of their formal qualities, iconography, symbolism, and historical context, and explain how they reflect the beliefs, values, and practices of their makers and users.
- Identify significant artists and artisans who contributed to the development of these traditions, such as the Olmec sculptors, the Moche potters, the Navajo weavers, and the Haida carvers.
- Recognize the influence of environmental, economic, and social factors on indigenous art production, particularly in terms of access to resources, labor, and trade networks.
- Evaluate the impact of European colonization and missionization on indigenous art and culture, including the introduction of new materials, techniques, and iconographies, as well as the suppression of traditional practices and beliefs.
- Discuss the ways in which contemporary indigenous artists have drawn on and transformed their cultural heritage in response to ongoing cultural exchange, globalization, and political struggles for self-determination.

### Resources

**Core Text:** *Gardner's Art Through the Ages*,  
16<sup>th</sup> edition, by Fred S. Kleiner

#### Suggested Resources:

<https://www.metmuseum.org/toah>

<https://www.khanacademy.org/>

<https://smarthistory.org/>

## UNIT 6: Africa, 1100–1980 ce

<b>Summary and Rationale</b>	
<p>In this unit, students study artwork from a diverse range of cultures across the African continent. Students learn about a variety of traditions and cultures, and how different cultures have used and interacted with art in the given time period. Students can learn about the ongoing impact of colonialism and cultural Imperialism on African communities.</p>	
<b>Recommended Pacing</b>	
<p>Students will study 14 artworks over a span of about four class periods.</p>	
<b>State Standards</b>	
<b>Standard</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12acc.Pr6a	Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Art is a reflection of culture and society, and studying art can provide insight into the values and beliefs of different historical periods.</li> <li>• The meaning and interpretation of art can change over time and across cultures.</li> <li>• Artists use a variety of formal elements and techniques to create meaning in their artworks.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How has art been used to communicate cultural and political messages throughout history?</li> </ul>	



- What role has religion played in the creation of art over time, and how have these representations changed?
- How have artists responded to the social and political movements of their time?
- How have artistic techniques and styles developed and changed over time?

### Objectives

#### Students will be able to:

- Understand the diversity of African cultures and artistic traditions, including those of West Africa, East Africa, Central Africa, and Southern Africa.
- Analyze key works of art from these cultures in terms of their formal qualities, iconography, symbolism, and historical context, and explain how they reflect the beliefs, values, and practices of their makers and users.
- Identify significant artists and artisans who contributed to the development of these traditions, such as the Benin bronze casters, the Yoruba sculptors, the Kongo nail smiths, and the Kuba textile weavers.
- Recognize the influence of environmental, economic, and social factors on African art production, particularly in terms of access to resources, labor, and trade networks.
- Evaluate the impact of colonialism and globalization on African art and culture, including the introduction of new materials, techniques, and iconographies, as well as the suppression of traditional practices and beliefs.
- Discuss the ways in which contemporary African artists have responded to and transformed their cultural heritage in response to ongoing cultural exchange, political struggles, and transnational identities.

### Resources

**Core Text:** *Gardner's Art Through the Ages*, 16th edition, by Fred S. Kleiner

#### Suggested Resources:

<https://www.metmuseum.org/toah>

<https://www.khanacademy.org/>

<https://smarthistory.org/>

## UNIT 7: West and Central Asia, 500 bce–1980 ce

<b>Summary and Rationale</b>	
<p>This unit gives students the opportunity to study the art and culture of West and Central Asian cultures spanning from ancient civilizations such as Persia and Mesopotamia, to the Islamic world and contemporary works from this region. They also learn about the ways in which religion, politics, and social norms have influenced artistic productions throughout history.</p>	
<b>Recommended Pacing</b>	
<p>Students will study 11 artworks over a span of about four class periods.</p>	
<b>State Standards</b>	
<b>Standard</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12acc.Pr6a	Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12acc.Pr6a	Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Religious beliefs and practices have had a significant impact on the creation and interpretation of art throughout history.</li> <li>• Art can be used as a tool for rebellion or resistance against dominant cultural or political ideologies.</li> </ul>	

- Technology has had a profound impact on the production, dissemination, and preservation of art throughout history.

### Unit Essential Questions

- What is the relationship between art and power?
- How has technology impacted the production and reception of art throughout history?
- How have different cultures influenced each other through art?
- In what ways has the meaning and interpretation of art changed over time?

### Objectives

#### Students will be able to:

- Understand the diversity of West and Central Asian cultures and artistic traditions, including those of ancient Persia, Islamic empires, and contemporary nations such as Iran and Turkey.
- Analyze key works of art from these cultures in terms of their formal qualities, iconography, symbolism, and historical context, and explain how they reflect the beliefs, values, and practices of their makers and users.
- Identify significant artists and architects who contributed to the development of these traditions, such as the Safavid painters, the Mughal miniaturists, the Ottoman calligraphers, and the contemporary Iranian photographers.
- Recognize the influence of environmental, economic, and social factors on West and Central Asian art production, particularly in terms of access to resources, labor, and cultural exchange networks.
- Evaluate the impact of colonialism, modernization, and political upheaval on West and Central Asian art and culture, including the introduction of new materials, techniques, and ideologies, as well as the preservation or destruction of traditional practices and beliefs.
- Discuss the ways in which contemporary West and Central Asian artists have responded to and transformed their cultural heritage in response to ongoing political struggles, globalization, and transnational identities.

### Resources

**Core Text:** *Gardner's Art Through the Ages*, 16th edition, by Fred S. Kleiner

#### Suggested Resources:

- <https://www.metmuseum.org/toah>
- <https://www.khanacademy.org/>
- <https://smarthistory.org/>

## UNIT 8: South, East, and Southeast Asia, 300 bce–1980 ce

<b>Summary and Rationale</b>	
<p>In this unit, students study the art and architecture of South, East, and Southeast Asia from 300 bce to 19080 ce. This period saw significant cultural and artistic development in the region, with influences from Hinduism, Buddhism, and Islamic cultures. This unit allows students to develop critical thinking and analytical skills by examining how artistic forms and styles reflect broader historical, religious, and social contexts.</p>	
<b>Recommended Pacing</b>	
<p>Students will study 21 artworks over a span of about six class periods.</p>	
<b>State Standards</b>	
<b>Standard</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to global issues, including climate change.
1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
1.5.12adv.Pr5a	Investigate, compare, and contrast methods for preserving and protecting art.
1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• The depiction of the human form in art has varied throughout history, reflecting changing attitudes towards the body and identity.</li> <li>• Religious beliefs and practices have had a significant impact on the creation and interpretation of art throughout history.</li> <li>• Art can be used as a tool for rebellion or resistance against dominant cultural or political ideologies.</li> </ul>	

- Technology has had a profound impact on the production, dissemination, and preservation of art throughout history.

### Unit Essential Questions

- What is the relationship between art and power?
- How has technology impacted the production and reception of art throughout history?
- How have different cultures influenced each other through art?
- In what ways has the meaning and interpretation of art changed over time?

### Objectives

#### Students will be able to:

- Analyze the religious and cultural significance of Hindu and Buddhist art in South and Southeast Asia.
- Evaluate the stylistic characteristics of the Gandhara style in Indian art and its influence on the development of Buddhist art.
- Compare and contrast Chinese and Japanese ink painting techniques and styles.
- Assess the role of art and architecture in the spread of Islam throughout the Islamic world, including South and Southeast Asia.
- Explain the importance of calligraphy and manuscript illumination in Islamic art.
- Interpret the symbolism and iconography in traditional Korean art, including pottery, sculpture, and painting.

### Resources

**Core Text:** *Gardner's Art Through the Ages*,  
16th edition, by Fred S. Kleiner

#### Suggested Resources:

<https://www.metmuseum.org/toah>

<https://www.khanacademy.org/>

<https://smarthistory.org/>

## UNIT 9: The Pacific, 700–1980 ce

<b>Summary and Rationale</b>	
<p>In this unit, students study art and architecture from a variety of cultural traditions in Oceania, including Polynesia, Melanesia, and Micronesia. Students start by looking at early art forms of the Pacific, and then move on to explore the complex social and religious structures of Polynesian societies, and then the impact of European colonization on the region.</p>	
<b>Recommended Pacing</b>	
<p>Students will study 11 artworks over a span of about three class periods.</p>	
<b>State Standards</b>	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12prof.Pr4a	Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
1.5.12prof.Pr5a	Analyze and evaluate the reasons and ways an exhibition is presented.
1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
<b>Instructional Focus</b>	
Unit Enduring Understandings	
<ul style="list-style-type: none"> <li>• The study of art requires attention to both formal qualities and contextual factors such as artist biography, patronage, and reception.</li> <li>• The depiction of the human form in art has varied throughout history, reflecting changing attitudes towards the body and identity.</li> <li>• Religious beliefs and practices have had a significant impact on the creation and interpretation of art throughout history.</li> </ul>	
Unit Essential Questions	
<ul style="list-style-type: none"> <li>• How have artists responded to the social and political movements of their time?</li> <li>• How have artistic techniques and styles developed and changed over time?</li> <li>• In what ways do artworks reflect the values and beliefs of the societies in which they were created?</li> <li>• How have artists depicted the human form, and how has this representation changed over time?</li> <li>• What is the relationship between art and power?</li> </ul>	
Objectives	

**Students will be able to:**

- Analyze the stylistic and cultural characteristics of Oceanic art, including the use of materials such as wood, feather, and shell.
- Evaluate the role of art and architecture in the religious and cultural practices of Pacific Island societies.
- Compare and contrast the art of the different regions within the Pacific, including Polynesia, Melanesia, and Micronesia.
- Explain the importance of tattooing as a form of body art and social identification in Pacific cultures.
- Interpret the symbolism and iconography in traditional Pacific Islander art, including masks, sculptures, and textiles.
- Assess the ongoing impact of colonization and globalization on contemporary Pacific Islander art and its representation in the global art world.

**Resources**

**Core Text:** *Gardner's Art Through the Ages*,  
16th edition, by Fred S. Kleiner

**Suggested Resources:**

<https://www.metmuseum.org/toah>

<https://www.khanacademy.org/>

<https://smarthistory.org/>

## UNIT 10: Global Contemporary, 1980 ce to Present

<b>Summary and Rationale</b>	
<p>In this unit, students begin to study how the artistic traditions have developed into contemporary art. This unit covers the rise of globalization, digital media, and new forms of artistic expression. Students will have the opportunity throughout this unit to make connections to previously studied artworks, and how contemporary artists use art as a form of activism.</p>	
<b>Recommended Pacing</b>	
<p>Students will study 27 artworks over a span of about seven class periods.</p>	
<b>State Standards</b>	
<b>Standard</b>	
CPI #	Cumulative Progress Indicator (CPI)
1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
1.5.12adv.Pr5a	Investigate, compare, and contrast methods for preserving and protecting art.
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Art can be used as a tool for rebellion or resistance against dominant cultural or political ideologies.</li> <li>• Technology has had a profound impact on the production, dissemination, and preservation of art throughout history.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How has technology impacted the production and reception of art throughout history?</li> <li>• How have different cultures influenced each other through art?</li> <li>• In what ways has the meaning and interpretation of art changed over time?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Analyze the various styles and techniques used by contemporary artists to critique and reflect on issues of globalization, identity politics, and cultural heritage.</li> <li>• Evaluate the impact of technological advancements and new media on contemporary art, including digital art, video installation, and performance art.</li> </ul>	



- Compare and contrast the different approaches to abstraction and representation in contemporary art, from minimalism and conceptual art to figurative painting and sculpture.
- Explain the role of museums and galleries in shaping the discourse around global contemporary art, including issues of curation, exhibition design, and the market for contemporary artworks.
- Interpret the social and political commentary present in contemporary art from different regions of the world, including the Middle East, Africa, Latin America, and Asia.
- Assess the role of contemporary art in addressing pressing global issues, such as climate change, immigration, and social justice, and its potential to inspire activism and social change.

## Resources

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16th edition, by Fred S. Kleiner

**Suggested Resources:**

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<https://www.khanacademy.org/>

<https://smarthistory.org/>