**Art History Research Project**

**ASSIGNMENT**: In this group research project, you will become familiar with major eras in art history. By completing an individual and group part of the project, you will see how many art movements are similar to each other and create a natural development over time.

 **6th Grade 7th Grade**

**ANCIENT CIVILIZATIONS** 3000 BC - 331 BC

Egyptian Art 3200 - 1070 BC
Amarna Art 1370 - 1340 BC
Mesopotamian Art 3500 - 331 BC
Sumerian/Akkadian 3500 - 1750 BC
Assyrian/Neo-Babylonian 1000 - 539 BC
Persian 539 - 331 BC
Aegean Art 3000 - 1100 BC
Minoan (Crete) 3000 - 1475 BC
Mycenean (Greece) 1650 - 1100 BC

**CLASSIC CIVILIZATIONS** 800 BC - 337 AD

Greek Art 800 - 323 BC
Etruscan Art 800-350 BC
Hellenistic Art 323-150 BC
Roman Art 509 BC - 337 AD

**MIDDLE AGES** 373 - 1453 AD

Celtic, Saxon, & Hiberno 200 - 732 AD
Byzantine Art 400 - 1453 AD
Justinian 527 - 565 AD
Islamic Art 622 - 900 AD
Carolingian Art 732 - 900 AD
Ottonian Art 900 - 1050 AD
Romanesque Style 1000 - 1140 AD
Gothic Style 1140 - 1500 AD

**RENAISSANCE** 1400 - 1800 AD

Renaissance: Italy 1400 - 1600 AD
Renaissance: Northern Europe 1500 - 1600 AD
Mannerism 1520-1580 AD
Baroque 1600 - 1700 AD
Rococo 1700 - 1750 AD

**PRE-MODERN** 1800 - 1880 AD

Neo-Classicism 1750 - 1880 AD
(USA: Federal/Greek Revival)
(Canada: Georgian Style)
Romanticism 1800 - 1880 AD
Realism 1830's - 1850's AD
Impressionism 1870's - 1890's AD

**MODERNISM** 1880 - 1945 AD

Post Impressionism 1880 - 1900 AD
Expressionism 1900 - 1920 AD
Fauvism 1900 - 1920 AD
Cubism 1907 - 1914 AD
Dada 1916 - 1922 AD
Bauhaus 1920s - 1940's AD
Harlem Renaissance 1920s - 1940's AD
Surrealism 1924 1920s - 1940's AD
International Style 1920s - 1940's AD

**MODERN & POST-MODERN** 1945 AD - Present

Abstract Expressionism 1945 - 1960 AD
Assemblage Art 1950s-1960s
Op Art 1960s AD
Pop Art 1960s AD
Minimal ism 1960s AD
Photo-realism 1960s-present
Conceptual Art 1970s - 1980s AD
Performance Art 1970s - 1980s AD
Installation Art 1970s-present
Neo-Expressionism 1980s - 1990s AD
Graphic Design 1980s - present
Post-Modern Classicism 1980s - 1990s AD
Graffiti Art 1980s-present

* You will be divided into groups for this project, one group per era (the eras are the bold words). Some groups will be larger than others depending on how many movements are listed for the era you are assigned.
* Within each group, appoint jobs:
	+ Time Watcher: keep everyone on track to meet time goals & alert group members near the end of class
	+ Computer Tech: create 2-3 slides about the era assigned to your group in a Google Docs presentation & make sure each movement is in chronological order
	+ The Boss: make sure everyone stays on task and that everyone works together to get all work completed on time
	+ Secretary: keep a list of which topics have been chosen within your group
* **EACH GROUP is responsible for**: producing a presentation that includes information about the art era and each movement chosen by the group members. You will also need to develop a quiz to give after the presentation with no more than 10 questions about your era & movements. You will teach the class about the art era as a group, but each individual is responsible for teaching his/her chosen movement.
* **EACH PERSON is responsible for**: choosing a style/ movement within the art era assigned to your group (no duplicates). You will do research on your movement (see questions sheet for what I will be looking for). You will create 3-4 slides about your movement, including at least 2 art examples, as part of the group presentation. You will print 2 art examples (you may use the ones chosen for your presentation) for the timeline.
* **TIMELINE** (100 pts): Each group will also produce a timeline that spans your era. Length of timeline may depend on the length of your era, but you can choose the time increments. For example, if your era spans 800 years, marks may be every 100 years, but if the era only spans 100 years, your marks may be every 10 years. It will include the dates of the movements and the prints of your art examples, no larger than 4x4”. The timeline will be hung in the classroom. Legibility, creativity and visual appeal are important.
* **QUIZ** (points vary by group): Each group will give a short quiz to measure the effectiveness of its teaching. These grades will count! I suggest you include easy-to-understand questions, such as multiple-choice, true/false, and matching. If you decide to use fill-in-the-blank, you must include a word bank. There must be 5-10 questions (at least 1 per group member), and any that are purposely simple (ex: “What class is this?”) or too difficult (ex: “Write a paragraph about Modern Art.”) will be thrown out. **INFORMATION TO INCLUDE IN YOUR PRESENTATION**

**ERA (Group Information):**

5 points each (25% of total grade, shared grade)

Work together with your group to answer these questions. 1 introduction slide, 1-2 info slides.

1. Include the name and dates of the era.
2. Where did this movement occur? (what country, countries or region)
3. Who is presenting each movement?
4. What do the movements have in common/ what is this era about?
5. What major event, cultural change, or discovery occurred that caused this era to begin?

**MOVEMENT (Individual Information):**

10 points each + 5 points speaking quality (75% of total grade, individual grade)

Answer these questions independently. Max of 4 slides. If you include an intro slide, there is one less for your info & pics! Be sure to write in YOUR OWN WORDS; don’t copy/ paste!

1. Include the name and dates of the movement.
2. Describe the style of the artwork. What are a few key ideas that make it unique?
3. Did anything important happen that began or ended the movement?
4. What current events were happening that the artists would have been living through? (you can try looking up historical time lines)
5. What are the main materials artists used and what types of art were produced (stone sculpture, video, fresco paintings, architecture, illuminated manuscripts, etc…)?
6. Who are major artists of the movement (no more than 3)? If there are *not* any major artists, why not?
7. Show at least two art examples. (This can be combined with #6!)

REMEMBER…

* Who are you teaching? If you use words from a website that you do not understand, your students will also not understand. (Again: rewrite the info in your own words!)
* Don’t turn your back to the class as you talk and SPEAK UP!! If your class can’t hear you, you can’t expect them to learn anything.
* It’s OK to keep separate notes or list bullet points to remind you what you want to say. Be familiar with what you want to say before the presentation.
* What kinds of questions do you want to ask on your quiz? Make sure you take your questions from the **most important** information you teach.

**Try these Resources:**

<http://www.historyforkids.org/learn/arts/index.htm>

<http://www.kids.gov/6_8/6_8_art_history.shtml>

<http://arthistory4kids.wordpress.com/>

<http://arthistoryresources.net/ARTHLinks5.html>

<http://accessarts.org/ArtKids/ArtHistory/>

http://www.arthistoryguide.com/

**Art Museums Online:**

Metropolitan Museum of Art: <http://www.metmuseum.org/collections/>

Museum of Modern Art (MOMA): <http://www.moma.org/explore/collection/index>

National Gallery of Art: <http://www.nga.gov/collection/>

The Louvre: <http://www.louvre.fr/en/moteur-de-recherche-oeuvres>

The British Museum: <http://www.britishmuseum.org/research/search_the_collection_database.aspx>

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(Print pages 1-4 for student packets)

\*\* set up google docs to share with group members in advance

Rough Plan:

Week 1

D1 students assigned to groups & decide jobs. Choose movements. Use classroom resources to read about era/ movement: student textbooks, art history textbooks, posters, etc

D2 computer lab: research. Create presentation in Google Docs

D3 computer lab: research. First 3 questions should be answered by end of class.

D4 computer lab: research. Print 4x4” images for timeline

D5 classroom: start timeline (using your printed examples, 4x4” max) as a group. Use 18x6” paper, students can tape pieces together as needed

Week 2

D1 classroom: work on timeline (using your printed examples, 4x4” max) as a group.

D2 computer lab: research. 5 questions should be answered.

D3 computer lab: research. Complete google docs presentation.

D4 computer lab: computer tech “proofread” presentation, add era questions. Type & print quiz

D5 wrap up loose ends: finish timeline, individuals go to library if needed to finish PPT or quiz

Week 3

D1- D4 PRESENTATIONS! 5 min to prep @ beginning of class, ~25-30 min for presentation, ~10 min to give & grade quiz. \*\* get grades before passing back quizzes!

 In case of absence, group members should still present info, but when student returns he/she will still have to present own research.

Essential Standards:

 6.CX.1.1  Understand the visual arts in relationship to the geography, history, and culture of world civilizations and societies from the beginning of human society to the emergence of the First Global Age (1450).

 6.CX.1  Understand the global, historical, societal, and cultural contexts of the visual arts.

 6.CX.1.2  Analyze art from various historical periods in terms of style, subject matter, and movements.

 7.CX.1.1  Understand the visual arts in relationship to the geography, history, and culture of modern societies from the emergence of the First Global Age (1450) to the present.

 7.CX.1.2  Analyze art from various historical periods in terms of style, subject matter, and movements.

21st Century Skills:

global awareness, systems thinking, synthesize & make connections, communicate clearly, collaborate (my principal is really, really, \*really\* pushing collaborative student teams), use & manage information, create media products, use technology, manage goals & time, work independently, self-directed learning, manage projects & produce results, be responsible to others