**Curriculum**

**Culture and Values**

**Course Overview**

Culture and Values is one of four courses that students may elect in order to satisfy the mandatory Humanities requirement. The class meets four times a week, throughout the year, and students successfully completing the course receive one credit which is necessary to graduate. This course is a chronological survey of the religious beliefs and philosophies of the major civilizations of Western Europe, and of the art and culture which reflect these values. There are six units of study: Ancient Greece, Rome/Early Christianity, the Medieval Era, the Renaissance, the Baroque Period, and the Modern Age (to the present). Classes involve taking lecture notes, viewing images of works of art, learning to look critically at art, listening to music, being involved in class discussions, and probing these issues in writing and in project work. Students take field trips to the Victoria and Albert Museum and Brompton Oratory, to Greece, to the British Museum, and to the National Gallery, and may visit other sites.

**Department Standards**

Develop an awareness of past and present cultures.

Develop an inter-curricular view of the world around them and of themselves.

Develop an appreciation of the arts.

Gain critical thinking skills.

Express ideas clearly in writing and orally.

Develop a deepening appreciation of their own values.

**Benchmarks**:

1.1 To develop an appreciation for cultural influences—the arts, particularly visual, values, and belief structures—both on civilization(s) and on the students themselves. (Technology Standards 1.1;2.1;2.2; and 2.4)

1.2 To develop a greater appreciation of their own views towards these cultural influences. (Technology Standards 1.1;2.1;2.2; and 2.4)

2.1 To cultivate an inter-curricular view of the world and of themselves, structured chronologically, including the art, music, science, philosophy and literature of each era.

3.1 To foster an appreciation of visual art in its historical and stylistic contexts. (Technology Standards 1.1;2.2;2.4; 4.1; and 4.3)

3.2 To cultivate an appreciation of the integration of the visual arts with other cultural and intellectual disciplines (e.g., music, science, philosophy). (Technology Standards 1.1;2.1;2.2;and 2.4)

4.1 To develop critical thinking skills. (Technology Standards 2.2;2.4; 3.1; 3.2;3.3;3.4; 4.1; 4.2; and 4.3)

4.2 To nurture the language for describing and analyzing visual phenomena. (Technology Standards 1.1 and 2.2)

5.1 To develop an ability to express ideas clearly in writing and orally. (Technology Standards 2.2 and 2.4)

5.2 To cultivate an appreciation for self-reflection.

6.1 To nurture a deepening appreciation of the relation between their own values and both contemporary and previous eras.

**Performance Indicators**

Students will be able to:

1.1a use, and continue to use, specific art and art history terminology when discussing course content.

1.1b identify stylistic trends in the art and architecture of various, historical time periods.

1.1c consider the role of various isms relevant to the time periods, such as "idealism" in ancient Greek society and culture or "stoicism/realism" in ancient Roman society and culture.

1.2a compare and contrast their own experience with previous historical beliefs or values.

2.1a identify stylistic or thematic similarities between art and other elements of culture (such as music or philosophy).

2.1b relate scientific and social changes to the changes of production in art, architecture, and music.

3.1a compare and contrast artistic trends and differences of artist techniques.

3.2a relate historical issues from earlier and other cultures to modern life.

3.2b relate regional religious affiliation with the production of art, architecture, music and science.

4.1a analyze works of art in their historical and cultural contexts.

4.1b reflect on their own aesthetic responses to art.

4.1c connect historical cultural events or ideas to contemporary situations.

4.2a describe, orally and in writing, works of art using appropriate terminology.

4.2b relate terminology, concepts and cultural differences to selected works from the various course-related excursions, such as the British Museum, the National Gallery or Greece.

5.1a describe, both in writing and orally, the composition of works of art.

5.1b compare and contrast, both in writing and orally, various works of art.

5.1b research and present, both in writing and orally, an in-depth study of an artist, his/her work and the time period in which the artist lived.

5.2a express personal views about the works and/or beliefs being considered.

6.1a consider their own world and global views in relation to values of previous or contemporary cultures.

**Assessments**

Assessments may include, but are not restricted to the following:

Worksheets based on field trips to the Brompton Oratory and Victoria and Albert Museum and to the British Museum, and to the National Gallery.

Travel Journals based on the relevant Travel Week excursion to Greece using assessment criteria used by all Humanities teachers.

Short essays.

Short Comparative Essays.

Short comparison/contrast essays.

Reflective essays on topics or themes being studied.

2500-3000 word research paper in the First Semester on some aspect of ancient Greece or ancient or Renaissance Italy.

2500 - 3000 word Second Semester research paper on a chosen painting in the National Gallery.

Oral presentation to the class while in front of the chosen work in the National Gallery.

In-class oral presentations, individual and small-group.

Class discussion.

Drawing exercises: 1) Three architectural orders with labels; 2) three modern examples of Greek art/architecture influence (at least one of which on campus and at least one of which off campus but in England which they actually see; 3) drawings of selected works from the various field trips.

Image identification and short-essay tests.

Essay tests.

First and Second Semester Examinations.

Introduction to Music (for example, Gregorian Chants, Bach, Handel, Purcell).

Introduction to scientific inquiry.

Philosophical and historical readings from the course textbook, handouts, or Boethius’ The Consolation of Philosophy.

**Core Topics**

**The Classical Era: Idealism versus Realism**

Ancient Greek art, the Athenian Greek temple, the Parthenon, the theories of numbers of the philosopher Pythagoras and Plato's ideal in "The Allegory of the Den" are compared to the Stoic realism and virtue of the Roman emperor Marcus Aurelius as well as sculpture from both the Republican and Imperial ages of ancient Rome.

The Classical Era: Idealism versus Realism, cont'd

**The Middle Ages: Does God Exist?**

The Romanesque philosopher St. Anselm and the Gothic university teacher Peter Abelard explore contrasting views about proof of God's existence. These differing attitudes are also expressed on the sculpted figures on the French Cathedrals of Notre Dame and St. Sernin in Toulouse.

**The Italian Renaissance: "Man, The Measure of All Things"**

The focus of this theme is the rise of Humanist thought in the Medici courts in Florence. After reading excerpts from the Humanist essays by Pico della Mirandola, "On the Dignity of Man", we will see examples of architecture, sculpture and painting which reflect these views. Among the artists represented will be Brunelleschi, Masaccio, Botticelli, Michelangelo, and da Vinci.

**Catholic Versus Protestant: The Battle for the Soul of Europe**

A study of contrasting views toward art in church between Catholic and Protestant. Examples from the Catholic camp will be Bernini, Caravaggio, and Rubens, while the Protestant views are Durer and Rembrandt.

**The Enlightenment: Head Versus Heart**

Using excerpts from the essays of Voltaire and Rousseau and painting of David, Delacroix, Goya, Turner and Constable, this theme will explore these opposing attitudes to life which influenced much of the politics and creative life of 19th century Europe.

**The Rise of Relativism: Einstein and the Cubists**

Looking at the influence which Einstein's views of physics had on the artist and writer, the focus will be on the idea of deconstructing reality. Particular emphasis will be on the early work of Picasso during his Cubist periods and the writing of the American expat Gertrude Stein.

**The Subconscious and the Surrealists**

The writings of Freud played a major role in man's defining himself during the 20th century through art and language. The works of Dali, Miro, Ernst and other surrealists will be studied as an expression of these new attitudes to the nature of man.

**Existential Angst and the Abstract Impressionists**

After reading Sartre's essay "Existentialism as Humanism" together we will apply these principles to the work of Pollock, Rothko, Gottlieb and painters of the New York School in the 1950s.

**Specific Content**

Students are introduced to the visual arts through a visit to the Brompton Oratory and the Victoria and Albert Museum.

Students learn to distinguish styles of Greek sculpture, pottery and architecture.

Students become familiar with Greek mythology, legend, drama and philosophy.

Students learn to distinguish styles of Roman Republican and Imperial sculpture and architecture and mosaics.

Students learn Roman advances in technology and engineering.

Students become familiar with Roman Stoicism and Early Christianity.

Students consider connections between Roman and Early Christian culture and their own.

Students have an opportunity to see relevant original objects studied in the First Semester.

Students study the development of church architecture from the Romanesque to the Gothic.

Students consider developments in Christian religious philosophy from monasticism to scholasticism.

Introduction to Gregorian Chants.

Students learn to identify major Renaissance, Baroque, Enlightenment, Romantic and Impressionist artists and artistic trends.

Students compare differing interpretations of the same subject by different artists.

Students understand the historical and contextual impact of social forces on art, architecture, and philosophy in several Italian city states.

Students appreciate the revival of Humanism in European thinking.

Students learn to appreciate the causes and conflicts of the Reformation and Counter-Reformation as represented in art, architecture, music and science.

Students are introduced to the Age of Reason philosophers.

Students learn to relate philosophical trends and scientific developments in understanding art and changes in society.

Students learn to appreciate the impact global warfare has on the arts and society.

Students apply previously learned art and art historical terminology to 20th and 21st century art and music.

**Resources**

*Culture and Values, Volume One*, Sixth Edition, by Cunningham and Reich, Wadsworth, 2006.

*Culture and Values, Volume Two,* Sixth Edition, by Cunningham and Reich, Wadsworth, 2006.

*The Consolation of Philosophy* by Boethius (optional)

Kenneth Clark's "Civilisation" series.

Jacob Bronowski's *The Ascent of Man* series, written and dvd.

Keynote presentations of relevant art and architecture.

Various music CDs

A selection of videos

Photocopy of excerpts from written sources.

Field Trip to Brompton Oratory and the Victoria and Albert Museum.

Travel Week Excursion to either Italy (Florence and Rome) or to Greece.

Field trip to the British Museum.

Field trip to the National Gallery.

Updated 25/11/2015