

## Art Planned Course: Fine Arts IV – Grades 9 - 12

Unit: **Advertising, Communication and Design**

Content Standard: **Set, pursue and readily adjust art making goals by recognizing the impact, importance and significance of advertising, communication and design.**

State Curriculum Standard:

**Arts and Humanities:** (Appendix A)

**9.1.12:**

**B (Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts)**

**C (Integrate and apply advanced vocabulary to the arts forms)**

**D (Demonstrate specific styles in combination through the production or performance of a unique work of art)**

**E (Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques)**

**G (Analyze the effect of rehearsal and practice sessions)**

**H (Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces)**

**I (Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission)**

**9.2.12:**

**E (Analyze how historical events and culture impact forms, techniques and purposes of works in the arts)**

**9.3.12:**

**A (Explain and apply the critical examination processes of works in the arts and humanities; compare and contrast, analyze, interpret, form and test hypotheses, evaluate and form judgments)**

**B (Determine and apply criteria to a person's work and works of others in the arts)**

**F (Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time)**

**9.4.12:**

**B (Describe and analyze the effects that works in the arts have on groups, individuals and the culture)**

**C (Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response)**

**D (Analyze and interpret a philosophical position identified in works in the arts and humanities)**

**Career, Education and Work: 13.1.11. G, 13.2.11.D** (Reference Appendix B)

**Mathematics: 2.3.11. C, 2.5.11.B** (Reference Appendix C)

**Reading, Writing, Speaking and Listening: 1.1.11. F, 1.5.11.B, 1.6.11.A, 1.6.11.D, 1.8.11.A** (Reference Appendix D)

**National Educational Technology Standards: 3.3, 3.6, 8.3, 8.5** (Reference Appendix E)

<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
A. Examine/Discuss Current Marketing Strategies/Trends and Product/Packaging Design	<ul style="list-style-type: none"><li>Read, write, speak and/or listen in response to advertising, communication and design</li></ul>	<i>Options include but are not limited to:</i> <ul style="list-style-type: none"><li>Textbook: <u>The Visual Experience</u> (Davis Publications, Inc. 2005)</li></ul>	<i>Options include but are not limited to:</i> <ul style="list-style-type: none"><li>Projects completed according to course content objectives</li></ul>

## Art Planned Course: Fine Arts IV – Grades 9 - 12

<p>B. Demonstrate Ability to Communicate and Illustrate Visual Aspect of Chosen Product</p> <p>C. Demonstrate Ability to Communicate Persuasive Interpretations of Advertising, Communication and/or Design, Showing Point of View and Paying Consistent Attention to Chosen Audience</p> <p>D. Demonstrate Mastery of Skill in Using Design Resources Tools and Materials Safely</p>	<ul style="list-style-type: none"> <li>• Examine and analyze the marketing strategies/trends and packaging/product design of a chosen product</li> <li>• Compare and contrast the marketing strategies/trends and packaging/product design of a chosen product with a product of similar origin in other countries</li> <li>• Utilize the knowledge gained from comparing and contrasting to develop and employ a fresh advertising, communication and/or design campaign for the chosen product. Refer to production, history, critical response and aesthetics of advertising, communication and design from Fine Arts I, II, and III</li> <li>• Assess oneself and develop a self-promotional advertising campaign and/or product packaging series</li> </ul>	<ul style="list-style-type: none"> <li>• Visual aides (posters, books, slides, periodicals, videos, power point documents, student/teacher artworks)</li> <li>• Teacher demonstrations</li> <li>• Library and references</li> <li>• Public resources</li> <li>• Worksheets</li> <li>• Architecture design: <ul style="list-style-type: none"> <li>• <a href="http://www.greatbuildings.com">www.greatbuildings.com</a></li> <li>• <a href="http://www.answers.com/topic/architecture">www.answers.com/topic/architecture</a></li> </ul> </li> <li>• Costume/fashion design: <ul style="list-style-type: none"> <li>• <a href="http://www.costumes.org/History/100pages/costhistpage.htm">www.costumes.org/History/100pages/costhistpage.htm</a></li> <li>• <a href="http://www.historyoffashion.com">www.historyoffashion.com</a></li> <li>• <a href="http://www.fashion-era.com">www.fashion-era.com</a></li> </ul> </li> <li>• Graphic design: <ul style="list-style-type: none"> <li>• <a href="http://www.en.wikipedia.org/wiki/Graphic_design">www.en.wikipedia.org/wiki/Graphic_design</a></li> </ul> </li> <li>• Visual communication: <ul style="list-style-type: none"> <li>• <a href="http://www.citrinitas.com/history_or_viscom/index.html">www.citrinitas.com/history_or_viscom/index.html</a></li> <li>• <a href="http://www.connected-earth.com/Galleries/Telecommunicationsage">www.connected-earth.com/Galleries/Telecommunicationsage</a></li> <li>• <a href="http://www.thefreedictionary.com/visual+communication">www.thefreedictionary.com/visual+communication</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Individual and/or group critiques</li> <li>• Peer and/or self-evaluations</li> <li>• Teacher observation</li> <li>• Tests</li> <li>• Quizzes</li> <li>• Teacher-developed rubric</li> <li>• Worksheets</li> <li>• Exhibiting artwork</li> <li>• ATB activities</li> </ul> <p><b><u>Remediation and Enrichment</u></b> Reference Appendix F</p>
---	--	--	---

## Art Planned Course: Fine Arts IV – Grades 9 - 12

### Unit: Critical Response

Content Standard: **Describe, analyze, interpret, judge, and compare/contrast personal and/or professional works of art at a mastery level.**

State Curriculum Standard:

#### **Arts and Humanities:**

##### **9.1.12:**

**B (Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts)**

**C (Integrate and apply advanced vocabulary to the arts forms)**

**D (Demonstrate specific styles in combination through the production or performance of a unique work of art)**

**F (Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition)**

**G (Analyze the effect of rehearsal and practice sessions)**

**H (Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces)**

**I (Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission)**

**K (Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities)**

##### **9.2.12:**

**A (Explain the historical, cultural and social context of an individual work in the arts)**

**B (Relate works in the arts chronologically to historical events)**

**C (Relate works in the arts to varying styles and genre and to the periods in which they were created)**

**D (Analyze a work of art from its historical and cultural perspective)**

**E (Analyze how historical events and culture impact forms, techniques and purposes of works in the arts)**

**F (Know and apply appropriate vocabulary used between social studies and the arts and humanities)**

**G (Relate works in the arts to geographic regions)**

**H (Identify, describe and analyze the work of Pennsylvania artists in dance, music, theatre and visual arts)**

**I (Identify, explain and analyze philosophical beliefs as they relate to works in the arts)**

**J (Identify, explain and analyze historical and cultural differences as they relate to works in the arts)**

**K (Identify, explain and analyze traditions as they relate to works in the arts)**

**L (Identify, explain and analyze common themes, forms and techniques from works in the arts)**

##### **9.3.12:**

**A (Explain and apply the critical examination processes of works in the arts and humanities; compare and contrast, analyze, interpret, form and test hypotheses,**

**evaluate and form judgments)**

**B (Determine and apply criteria to a person's work and works of others in the arts)**

**D (Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response)**

**G (Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique)**

##### **9.4.12:**

**B (Describe and analyze the effects that works in the arts have on groups, individuals and the culture)**

**C (Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response)**

**D (Analyze and interpret a philosophical position identified in works in the arts and humanities)**

**Reading, Writing, Speaking, & Listening: 1.1.11: A, C, D, E, F, H; 1.2.11:A; 1.4.11: B, C, D; 1.5.11: A, B, C, D, E, F, G; 1.6.11:A, B, C, D, E, F; 1.8.11: A, B, C (Reference Appendix D)**

**Career Education and Work: 13.1.11: A, B, C, D, E, F, G (Reference Appendix B)**

## Art Planned Course: Fine Arts IV – Grades 9 - 12

Course Content	Student Performance	Resources	Assessments
<p>A. Develop Mastery Understanding of Critically Responding to Art in Constructive and Thoughtful Manner</p> <p>B. Develop Mastery Understanding of Describing Art</p> <p>C. Develop Mastery Understanding of Analyzing Art</p> <p>D. Develop Mastery Understanding of Interpreting Art</p> <p>E. Develop Mastery Understanding of Judging Art</p> <p>F. Develop Mastery Understanding of Comparing and Contrasting Art</p>	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> <li>• Participate in class discussions, demonstrations, activities, presentations and projects at a mastery level</li> <li>• Identify key terms and demonstrate a mastery level understanding of critical response</li> <li>• Read, write, speak, and/or listen to critical response (NETS.S; 3 (3,6), 8 (3,5) Reference resource binder)</li> <li>• Practice the methods of responding critically to art</li> </ul>	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> <li>• Textbook: <u>The Visual Experience</u> (2005, Davis Publications, Inc.)</li> <li>• Visual aides (posters, slides, books, periodicals, videos, PowerPoints, student, teacher and professional work)</li> <li>• Teacher demonstrations</li> <li>• Library resources</li> <li>• Public resources</li> <li>• Art materials related to specific student performance or learning style</li> <li>• On – line resources (subject to change)</li> </ul>	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> <li>• Completion of projects according to course objectives</li> <li>• Individual and/or group critique</li> <li>• Peer and/or self – evaluations</li> <li>• Teacher observations</li> <li>• Developed rubric</li> <li>• Tests and/or quizzes</li> <li>• Worksheets</li> <li>• At – the- bell activities</li> <li>• Exhibiting artwork</li> </ul> <p><b><u>Remediation and Enrichment</u></b> Reference Appendix</p>

**Art Planned Course: Fine Arts IV – Grades 9 - 12**

## Art Planned Course: Fine Arts IV – Grades 9 - 12

### Unit: **Advanced Figure Drawing**

Content Standard: **Exploration of a diverse selection of drawing tools and methods for the production of personal and historical artworks.**

State Curriculum Standard:

**Arts and Humanities:** (Appendix A)

**9.2.12:**

**F (Know and apply appropriate vocabulary used between social studies and the arts and humanities)**

**K (Identify, explain and analyze traditions as they relate to works in the arts)**

**L (Identify, explain and analyze common themes, forms and techniques from works in the arts)**

**9.3.12:**

**A (Explain and apply the critical examination processes of works in the arts and humanities; compare and contrast, analyze, interpret, form and test hypotheses, evaluate and form judgments)**

**Career, Education and Work: 13.1.11. G, 13.2.11.D** (Reference Appendix B)

**Mathematics: 2.3.11. C, 2.5.11.B** (Reference Appendix C)

**Reading, Writing, Speaking and Listening: 1.1.11. F, 1.5.11.B, 1.6.11.A, 1.6.11.D, 1.8.11.A** (Reference Appendix D)

**National Educational Technology Standards: 3.3, 3.6, 8.3, 8.5** (Reference Appendix E)

<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
<p>A. Demonstrate Advanced Knowledge of Figure Drawing and Portraiture</p> <p>B. Apply Advanced Knowledge of Cultural and Historical Influences of Drawings to Create Artworks</p> <p>C. Identify Cultural/Historical References in Artworks of Others</p>	<p><i>Options include but are not limited to:</i></p> <ul style="list-style-type: none"> <li>• Participate in class discussions</li> <li>• Read/ speak/ write about the cultural and historical influences of figure drawings</li> <li>• View reproductions of figure drawings by various artists</li> <li>• Look at reproductions of figure drawings that were produced in a variety of media</li> <li>• Study the cultural influences of figure drawings in different societies</li> </ul>	<p><i>Options include but are not limited to:</i></p> <ul style="list-style-type: none"> <li>• Textbook: <u>The Visual Experience</u> (Davis Publications, Inc. 2005)</li> <li>• Visual aides (posters, books, slides, periodicals, videos, power point documents, student/teacher artworks)</li> <li>• Teacher demonstrations</li> <li>• Library and references</li> <li>• Public resources</li> <li>• Worksheets</li> <li>• <a href="http://www.brigantine.atlnet.org/gigapaletteGallery/websites/ARTiculationFina/MainPages/ElementsMain.htm">www.brigantine.atlnet.org/gigapaletteGallery/websites/ARTiculationFina/MainPages/ElementsMain.htm</a></li> </ul>	<p><i>Options include but are not limited to:</i></p> <ul style="list-style-type: none"> <li>• Projects completed according to course content objectives</li> <li>• Individual and/or group critiques</li> <li>• Peer and or self-evaluations</li> <li>• Teacher observation</li> <li>• Tests</li> <li>• Quizzes</li> <li>• Teacher-developed rubric</li> <li>• Worksheets</li> <li>• Exhibiting artwork</li> <li>• ATB activities</li> </ul>

**Art Planned Course: Fine Arts IV – Grades 9 - 12**

	<ul style="list-style-type: none"><li>• Demonstrate figure and facial proportions by drawing</li><li>• Draw studies of hands/feet in various positions</li><li>• Apply knowledge of portrait and figure to create thematic artwork that illustrates cultural or historical point of view:<ul style="list-style-type: none"><li>• Draw self-portrait in future or past setting</li><li>• Draw figure in surrealistic setting</li><li>• Draw self-portrait set within historical painting</li></ul></li><li>• Mat finished artwork in professional manner</li></ul>		<b><u>Remediation and Enrichment</u></b> Reference Appendix F
--	---	--	--

**Art Planned Course: Fine Arts IV – Grades 9 - 12**

--	--	--	--



## Art Planned Course: Fine Arts IV – Grades 9 - 12

Unit: **Elements and Principles of the Visual Arts**

Content Standard: **Production, history, and aesthetics of and critical response to the elements and principles of the visual arts.**

State Curriculum Standard:

**Arts and Humanities:** (Appendix A)

**9.1.12:**

**A (Know and use the elements and principles of each art form to create works in the arts and humanities)**

**B (Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts)**

**Career, Education and Work:** 13.1.11. G, 13.2.11.D (Reference Appendix B)

**Mathematics:** 2.3.11. C, 2.5.11.B (Reference Appendix C)

**Reading, Writing, Speaking and Listening:** 1.1.11. F, 1.5.11.B, 1.6.11.A, 1.6.11.D, 1.8.11.A (Reference Appendix D)

**National Educational Technology Standards:** 3.3, 3.6, 8.3, 8.5 (Reference Appendix E)

Course Content	Student Performance	Resources	Assessments
<p>A. Demonstrate Mastery of Elements of Visual Arts:</p> <ul style="list-style-type: none"> <li>Color</li> <li>Form</li> <li>Line</li> <li>Shape</li> <li>Space</li> <li>Texture</li> <li>Value</li> </ul>	<p><i>Options include but are not limited to:</i></p> <ul style="list-style-type: none"> <li>Manipulate compositional elements to illustrate a variety of principles i.e. Use similar subject matter in a succession of artworks that focus on different individual principles of art</li> </ul>	<p><i>Options include but are not limited to:</i></p> <ul style="list-style-type: none"> <li>Textbook: <u>The Visual Experience</u> (Davis Publications, Inc. 2005)</li> <li>Visual aides (posters, books, slides, periodicals, videos, power point documents, student/teacher artworks)</li> <li>Teacher demonstrations</li> <li>Library and references</li> <li>Public resources</li> <li>Worksheets</li> <li><a href="http://www.brigantine.atlnet.org/gigapaletteGallery/web sites/ARTiculationFina/MainPages/ElementsMain.htm">www.brigantine.atlnet.org/gigapaletteGallery/web sites/ARTiculationFina/MainPages/ElementsMain.htm</a></li> </ul>	<p><i>Options include but are not limited to:</i></p> <ul style="list-style-type: none"> <li>Projects completed according to course content objectives</li> <li>Individual and or group critiques</li> <li>Peer and or self-evaluations</li> <li>Teacher observation</li> <li>Tests</li> <li>Quizzes</li> <li>Teacher-developed rubric</li> <li>Worksheets</li> <li>Exhibiting artwork</li> <li>ATB activities</li> </ul>
<p>B. Demonstrate Mastery of Principles of Visual Arts:</p> <ul style="list-style-type: none"> <li>Unity</li> <li>Variety</li> <li>Emphasis</li> <li>Rhythm</li> <li>Movement</li> <li>Balance</li> <li>Pattern</li> </ul>	<ul style="list-style-type: none"> <li>Create an artwork that illustrates and informed and purposeful selection of elements and principles which best suit the subject of the finished piece</li> <li>Listen to direct instruction and participate in class activities</li> </ul>		

**Art Planned Course: Fine Arts IV – Grades 9 - 12**

<ul style="list-style-type: none"><li>• Proportion</li></ul> <p>C. Demonstrate Ability to Identify Use and Effectiveness of Elements and Principles of Visual Arts in Artwork as Well as Overall Effects Created as They Work Together to Unify Artwork in Both Two and Three Dimensional Artworks</p> <p>D. Examine Use of Elements and Principles of Visual Arts in Artwork of Others Throughout History</p>	<ul style="list-style-type: none"><li>• Apply in-depth knowledge of the elements and principles of the visual arts to read/write/discuss a collection of artworks by an individual artist or artistic movement</li></ul>		<b><u>Remediation/Enrichment</u></b> Reference Appendix F
--	--	--	--

## **Art Planned Course: Fine Arts IV – Grades 9 - 12**

Unit: **Art History**

Content Standard: **At a mastery level, study the role of art, artists, and/or architecture in shaping, embodying and interpreting cultures from the dawn of human history to the present.**

State Curriculum Standard:

**Arts and Humanities:** (Appendix A)

**9.1.12:**

**B (Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts)**

**C (Integrate and apply advanced vocabulary to the arts forms)**

**D (Demonstrate specific styles in combination through the production or performance of a unique work of art)**

**F (Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition)**

**G (Analyze the effect of rehearsal and practice sessions)**

**H (Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces)**

**I (Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission)**

**K (Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities)**

**9.2.12:**

**A (Explain the historical, cultural and social context of an individual work in the arts)**

**B (Relate works in the arts chronologically to historical events)**

**C (Relate works in the arts to varying styles and genre and to the periods in which they were created)**

**D (Analyze a work of art from its historical and cultural perspective)**

**E (Analyze how historical events and culture impact forms, techniques and purposes of works in the arts)**

**F (Know and apply appropriate vocabulary used between social studies and the arts and humanities)**

**G (Relate works in the arts to geographic regions)**

**H (Identify, describe and analyze the work of Pennsylvania artists in dance, music, theatre and visual arts)**

**I (Identify, explain and analyze philosophical beliefs as they relate to works in the arts)**

**J (Identify, explain and analyze historical and cultural differences as they relate to works in the arts)**

**K (Identify, explain and analyze traditions as they relate to works in the arts)**

**L (Identify, explain and analyze common themes, forms and techniques from works in the arts)**

**9.3.12:**

**A (Explain and apply the critical examination processes of works in the arts and humanities; compare and contrast, analyze, interpret, form and test hypotheses, evaluate and form judgments)**

**B (Determine and apply criteria to a person's work and works of others in the arts)**

**D (Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response)**

**G (Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique)**

**9.4.12:**

**B (Describe and analyze the effects that works in the arts have on groups, individuals and the culture)**

**C (Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response)**

**D (Analyze and interpret a philosophical position identified in works in the arts and humanities)**

**Reading, Writing, Speaking, & Listening:** 1.1.11: A, C, D, E, F, H; 1.2.11:A; 1.4.11: B, C, D; 1.5.11: A, B, C, D, E, F, G; 1.6.11:A, B, C, D, E, F; 1.8.11: A, B, C  
(Reference Appendix D)

**Career Education and Work:** 13.1.11: A, B, C, D, E, F, G (Reference Appendix B)

## Art Planned Course: Fine Arts IV – Grades 9 - 12

Course Content	Student Performance	Resources	Assessments
<p>A. At Mastery Level Explore/Examine Role of Art, Artists, and/or Architecture Throughout History; Independently and/or in Relation to Corresponding Unit</p> <p>B. At Mastery Level Respond Critically to Art, Artists and/or Architecture Throughout History</p> <p>C. At Mastery Level, Develop Understanding of Art, Artists and/or Architecture Throughout History and/or in Relation to Other Historical Events</p> <p>D. At Mastery Level Create Work of Art in Response or in Relation to an Artist, Artistic Style, Development and/or Movement, and/or Architecture</p>	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> <li>At a mastery level, participate in class discussions, activities, demonstrations, presentations and projects</li> <li>Identify key terms and demonstrate a mastery level understanding of concepts covered in art history</li> <li>Read, write, speak and/or listen in response to art history (NET.S: 3 (3,6); 8 (3.5) ) * Reference resource binder</li> </ul>	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> <li>Textbook: <u>The Visual Experience</u> (2005, Davis Publications, Inc.)</li> <li>Visual aides (specifically: posters, slides, books, periodicals, videos, Powerpoint presentations, and student, teacher and/or professional work) * Subject to availability of resources and determined by teacher</li> <li>Teacher presentations, lectures and/or demonstrations</li> <li>Library resources</li> <li>Public resources</li> <li>Art history specific materials related to specific student performance and/or learning style</li> <li>On – line resources (determined by teacher according to relevancy; subject to change</li> </ul>	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> <li>Completion of projects according to course content objectives</li> <li>Individual and/or group critical response; critiques of art, artists and /or architecture</li> <li>Peer and/or self evaluation</li> <li>Teacher observation</li> <li>Developed rubric</li> <li>Tests and/or quizzes</li> <li>Worksheets (teacher and/or department developed)</li> <li>At – the – bell activities</li> <li>Verbal and/or written demonstration of understanding the concepts covered in art history</li> </ul> <p><b><u>Remediation and Enrichment</u></b> Reference resource binder</p>

**Art Planned Course: Fine Arts IV – Grades 9 - 12**

## Art Planned Course: Fine Arts IV – Grades 9 - 12

Unit: **Painting**

Content Standard: **Develop competency in the use of wet media for the production of artworks.**

State Curriculum Standard:

**Arts and Humanities:** (Appendix A)

**9.2.12:**

**I (Identify, explain and analyze philosophical beliefs as they relate to works in the arts)**

**J (Identify, explain and analyze historical and cultural differences as they relate to works in the arts)**

**9.3.12:**

**A (Explain and apply the critical examination processes of works in the arts and humanities; compare and contrast, analyze, interpret, form and test hypotheses, evaluate and form judgments)**

**B (Determine and apply criteria to a person's work and works of others in the arts)**

**Career, Education and Work:** 13.1.11. G, 13.2.11.D (Reference Appendix B)

**Mathematics:** 2.3.11. C, 2.5.11.B (Reference Appendix C)

**Reading, Writing, Speaking and Listening:** 1.1.11. F, 1.5.11.B, 1.6.11.A, 1.6.11.D, 1.8.11.A (Reference Appendix D)

**National Educational Technology Standards:** 3.3, 3.6, 8.3, 8.5 (Reference Appendix E)

Course Content	Student Performance	Resources	Assessments
<p>A. Develop Mastery of Methods and Techniques in Wet Media</p> <p>B. Explore Role of Self-Portrait Throughout History</p> <p>C. Explore/Examine New Methods/Styles of Painting</p> <p>D. Appropriately Prepare Painting for Presentation</p> <p>E. Demonstrate Competency in Use/Care of Painting Materials</p> <p>F. Demonstrate Awareness of Safety Issues Regarding Use of Tools, Pigments, Solvents in Art Studio</p>	<p><i>Options include but are not limited to:</i></p> <ul style="list-style-type: none"> <li>Participate in class discussions</li> <li>Read/speak/write about self-portraits by artists throughout history</li> <li>Create a self-portrait that demonstrate knowledge of painting techniques                             <ul style="list-style-type: none"> <li>Glazing</li> <li>Layering color over value under-painting</li> <li>Mixed media</li> <li>Action painting</li> </ul> </li> <li>Paint an expressive self-portrait using color theory principles</li> </ul>	<p><i>Options include but are not limited to:</i></p> <ul style="list-style-type: none"> <li>Textbook: <u>The Visual Experience</u> (Davis Publications, Inc. 2005)</li> <li>Visual aides (posters, books, slides, periodicals, videos, power point documents, student/teacher artworks)</li> <li>Teacher demonstrations</li> <li>Library and references</li> <li>Public resources</li> <li>Worksheets</li> </ul>	<p><i>Options include but are not limited to:</i></p> <ul style="list-style-type: none"> <li>Projects completed according to course content objectives</li> <li>Individual and/or group critiques</li> <li>Peer and or self-evaluations</li> <li>Teacher observation</li> <li>Tests</li> <li>Quizzes</li> <li>Teacher-developed rubric</li> <li>Worksheets</li> <li>Exhibiting artwork</li> <li>ATB activities</li> </ul> <p><b><u>Remediation and Enrichment</u></b> Reference Appendix F</p>

**Art Planned Course: Fine Arts IV – Grades 9 - 12**

## Art Planned Course: Fine Arts IV – Grades 9 - 12

Unit: **Printmaking**

Content Standard: **Explore contemporary and traditional methods and techniques for creating multiple versions of an artwork.**

State Curriculum Standard:

**Arts and Humanities:** (Appendix A)

**9.1.12:**

**B (Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts)**

**C (Integrate and apply advanced vocabulary to the arts forms)**

**D (Demonstrate specific styles in combination through the production or performance of a unique work of art)**

**E (Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques)**

**G (Analyze the effect of rehearsal and practice sessions)**

**H (Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces)**

**I (Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission)**

**J (Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or works of others)**

**9.2.12:**

**F (Know and apply appropriate vocabulary used between social studies and the arts and humanities)**

**9.3.12:**

**A (Explain and apply the critical examination processes of works in the arts and humanities; compare and contrast, analyze, interpret, form and test hypotheses, evaluate and form judgments)**

**B (Determine and apply criteria to a person's work and works of others in the arts)**

**9.4.12:**

**A (Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience)**

**Career, Education and Work:** 13.1.11. G, 13.2.11.D (Reference Appendix B)

**Mathematics:** 2.3.11. C, 2.5.11.B (Reference Appendix C)

**Reading, Writing, Speaking and Listening:** 1.1.11. F, 1.5.11.B, 1.6.11.A, 1.6.11.D, 1.8.11.A (Reference Appendix D)

**National Educational Technology Standards:** 3.3, 3.6, 8.3, 8.5 (Reference Appendix E)

Course Content	Student Performance	Resources	Assessments
A. Demonstrate Masterful Understanding of Printmaking Techniques	<i>Options include but are not limited to:</i> <ul style="list-style-type: none"><li>Participate in class discussions</li><li>Read/speak/write in response to traditional or</li></ul>	<i>Options include but are not limited to:</i> <ul style="list-style-type: none"><li>Text Book: <u>The Visual Experience</u> (Davis Publications, Inc. 2005)</li></ul>	<i>Options include but are not limited to:</i> <ul style="list-style-type: none"><li>Projects completed according to course content objectives</li></ul>



## Art Planned Course: Fine Arts IV – Grades 9 - 12

<p>B. Apply Masterful Knowledge of Printmaking Techniques to Create Artworks</p> <p>C. Explore/Examine Methods and Styles of Printmaking Beyond Basics of Relief, Intaglio, Lithography and Silkscreen</p> <p>D. Identify Cultural/Historical References in Artworks of Others</p>	<p>contemporary printmaking techniques</p> <ul style="list-style-type: none"> <li>• Create an original artwork that incorporates one or more printmaking technique</li> <li>• Create a series of prints which address a social, cultural, or historical theme</li> <li>• Explore the symbols and themes of various cultures as seen in fabric and clothing design</li> <li>• Apply knowledge of cultural and historical symbols in the creation of original fabric designs</li> <li>• Explore the symbols and themes of various cultures as seen in clay and pottery</li> <li>• Apply knowledge of cultural and historical symbols in the creation of three-dimensional forms</li> <li>• Create a series of prints using non-traditional art production supports</li> <li>• Demonstrate knowledge of printmaking vocabulary: <ul style="list-style-type: none"> <li>• Brayer</li> <li>• Bench hook</li> <li>• Plate</li> <li>• Artists proof</li> <li>• Series</li> <li>• Edition</li> <li>• Registration</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Visual aides (posters, books, slides, periodicals, videos, power point documents, student and teacher artworks)</li> <li>• Teacher demonstrations</li> <li>• Library and references</li> <li>• Public resources</li> <li>• Worksheets</li> <li>• <a href="http://www.contemprints.org/Explore_Glossary.cfm">http://www.contemprints.org/Explore_Glossary.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Individual and or group critiques</li> <li>• Peer and or self-evaluations</li> <li>• Teacher observation</li> <li>• Tests</li> <li>• Quizzes</li> <li>• Teacher-developed rubric</li> <li>• Worksheets</li> <li>• Exhibiting artwork</li> <li>• ATB activities</li> </ul> <p style="text-align: center;"><b><u>Remediation and Enrichment</u></b> Reference Appendix F</p>
--	--	--	---

**Art Planned Course: Fine Arts IV – Grades 9 - 12**

## **Art Planned Course: Fine Arts IV – Grades 9 - 12**

Unit: **Sculpture**

Content Standard: **To a mastery level, explore variety of sculptural techniques and methods that expand upon concepts delivered in Art I, Art II, Art III.**

State Curriculum Standard:

**Arts and Humanities:**

**9.1.12:**

**A (Know and use the elements and principles of each art form to create works in the arts and humanities)**

**B (Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts)**

**C (Integrate and apply advanced vocabulary to the arts forms)**

**D (Demonstrate specific styles in combination through the production or performance of a unique work of art)**

**G (Analyze the effect of rehearsal and practice sessions)**

**H (Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces)**

**I (Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission)**

**9.2.12:**

**F (Know and apply appropriate vocabulary used between social studies and the arts and humanities)**

**G (Relate works in the arts to geographic regions)**

**I (Identify, explain and analyze philosophical beliefs as they relate to works in the arts)**

**J (Identify, explain and analyze historical and cultural differences as they relate to works in the arts)**

**9.3.12:**

**A (Explain and apply the critical examination processes of works in the arts and humanities; compare and contrast, analyze, interpret, form and test hypotheses, evaluate and form judgments)**

**B (Determine and apply criteria to a person's work and works of others in the arts)**

**G (Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique)**

**9.4.12:**

**A (Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience)**

**C (Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response)**

**D (Analyze and interpret a philosophical position identified in works in the arts and humanities)**

**Mathematics: 2.2.11: A, B, C; 2.3.11: A, B, C; 2.5.11: A, B; 2.8.11: C; 2.9.11: A, F, H (Reference Appendix C)**

**Reading, Writing, Speaking, Listening: 1.1.11: A, C, D, E, F; 1.2.11: A; 1.4.11: B, D; 1.5.11: A, B, C, D, E, F, G; 1.6.11: A, B, C, D, E, F; 1.8.11: B (Reference Appendix D)**

**Career Education and Work: 13.3.11: A, B, C, E (Reference Appendix B)**

## Art Planned Course: Fine Arts IV – Grades 9 - 12

Course Content	Student Performance	Resources	Assessments
<p>A. Identify, Examine, Explore and/or Create Sculpture at Mastery Level in Relation to One or More of Elements of Visual Arts; Color, Form, Shape, Line, Space, Texture, Value</p> <p>B. Identify, Examine, Explore and/or Create Sculpture at Mastery Level in its Relation to One or More of Principles of Design; Unity, Variety, Emphasis, Rhythm, Movement, Balance, Pattern Proportion</p> <p>C. Develop Mastery Level Competency, Using Sculptural Tools and Safety Procedures</p> <p>D. Explore, Discuss, and/or Implement Variety of Different Sculptural Media</p> <p>E. Understand/Demonstrate Knowledge and Selection and Application of Sculptural Methods at Mastery Level</p>	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> <li>• Create and respond to a sculptural work of Art by selecting, combining, and/or applying one, several, or all of the elements and principles of the visual art</li> <li>• Listen to and participate in class discussions, demonstrations, activities and projects</li> <li>• Identify key terms and demonstrate an understanding of sculptural concepts</li> <li>• Read, write, speak, and/or listen in response to sculpture (NET.S; 3 (3, 6); 8 (3, 5) * Reference Resource Binder*</li> </ul>	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> <li>• Textbook: <u>The Visual Experience</u> (2005, Davis Publications, Inc.)</li> <li>• Visual aides (posters, slides, books, periodicals, videos, PowerPoints, student, teacher and professional work)</li> <li>• Teacher demonstrations</li> <li>• Library resources</li> <li>• Public resources</li> <li>• Art materials related to specific student performance or learning style</li> <li>• On – line resources (subject to change)</li> </ul>	<p><i>Options include, but are not limited to:</i></p> <ul style="list-style-type: none"> <li>• Completion of projects according to course objectives</li> <li>• Individual and/or group critique</li> <li>• Peer and/or self – evaluations</li> <li>• Teacher observations</li> <li>• Developed rubric</li> <li>• Tests and/or quizzes</li> <li>• Worksheets</li> <li>• At – the- bell activities</li> <li>• Exhibiting artwork</li> </ul> <p><b><u>Remediation and Enrichment</u></b> Reference resource binder</p>

**Art Planned Course: Fine Arts IV – Grades 9 - 12**