

East Stroudsburg Area School District
Portfolio Preparation II

Unit: Production

Course Time: Approximately 60 class periods

Overview: The students will be able to make choices and develop strategies for encountering and experiencing the use of media and techniques in art production.

Unit Essential Questions: How do artists document the development of their artistic process?

Pennsylvania (PA) Arts & Humanities Standards

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 art forms
- D. Demonstrate specific styles in combination through the production or performance of a unique work of art

National Arts & Humanities Standards:

Conceiving and developing new artistic ideas and work.

- 1. Generate and conceptualize artistic ideas and work.
 - 2. Organize and develop artistic ideas and work.
 - 3. Refine and complete artistic work.
- Interpreting and sharing artistic work.
- 4. Analyze, interpret, and select artistic work for presentation.
 - 5. Develop and refine artistic work for presentation.
 - 6. Convey meaning through the presentation of artistic work.
- Understanding and evaluating how the arts convey meaning.
- 7. Perceive and analyze artistic work.
 - 8. Interpret intent and meaning in artistic work.
 - 9. Apply criteria to evaluate artistic work.

Relating artistic ideas and work with personal meaning and external context.

- 10. Synthesize and relate knowledge and personal experiences to make art.
- 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Textbooks: N/A

PA Core English Language Arts Standards Addressed in this Unit:

CC.1.2.11-12.B

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Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

PA Core Math Standards Addressed in this Unit:

CC.2.4.HS.B.1

Summarize, represent, and interpret data on a single count or measurement variable.

PA Core Science Standards Addressed in this Unit:

CC.3.6.9-10.B.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

ISTE Standards:

3. Research and information fluency

Students apply digital tools to gather, evaluate, and use information.

a. Plan strategies to guide inquiry

b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

d. Process data and report results

Career Education and Work Standards:

1.1. Career Awareness and Preparation

13.1.11:

G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.

Connecting to Common Core and Other Standards:

PA Standards found at www.pdesas.org/standards/standardsdownloads

National Common Core found at www.corestandards.org

ISTE found at http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf

Career Education and Work found at www.pacareerstandards.com/

PA Career Education and Work Standards found at <http://www.pdesas.org/standard/views/#0|785|0|0>

*See Appendix for complete documents.

ELL Differentiation: Math & LA specifics found at <http://www.pdesas.org/curriculumframework/elloverlay>

Teacher will consult with the ELL Coordinator to formulate strategies for successfully working with the various levels of ELL students.

Enrichment: Enrichment is developed per individual, please reference Appendix A.

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Remediation: Remediation is developed per individual, please reference Appendix A.

IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

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Unit: Production

Content Standards	Unit Concepts	Unit Competencies	Content/Keystones Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments
9.1.12: A B C D	<ul style="list-style-type: none"> Exhibit a comprehensive understanding of the elements of visual arts in artworks: <ol style="list-style-type: none"> color form line shape space texture value Demonstrate an ability to utilize the principles of the visual arts in artworks: <ol style="list-style-type: none"> unity variety emphasis rhythm movement balance pattern proportion Identify, explore, and utilize a variety of media and techniques for the creation of artwork that fulfills the portfolio requirements of the chosen post secondary school 	<ul style="list-style-type: none"> Create works of art that are centered on the portfolio requirements that utilize an in depth exploration and utilization of media and techniques Actively identify, purposely select and use the elements and principles of the visual arts that best suit the subject of the artwork 	<ul style="list-style-type: none"> Advertising Breadth Ceramics Collage Color Story Communication Design Dry Media Elements Flow In Depth Media Mixed Media Observation Perspective Portfolio Principles Printmaking Sculpture Techniques Theme Wet Media 	<ul style="list-style-type: none"> art supplies art media posters books periodicals power point presentations virtual field trips student examples teacher examples moodle google classroom library data bases community resources district technology resources ARTstor.org 	<ul style="list-style-type: none"> At the bell prompts Exhibiting artwork Critiques Self evaluations Quizzes Studio projects Teacher developed rubric Teacher Observation Tests Worksheets Unit Evaluations

East Stroudsburg Area School District
Portfolio Preparation II

Unit: Assembling the Portfolio

Course Time: Approximately 20 class periods

Overview: The students will be able to make choices and develop strategies for assembling their post secondary portfolio.

Unit Essential Questions: How do artists assess the quality of their own artwork?

Pennsylvania (PA) Arts & Humanities Standards

9.1.12.E:

Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.

9.1.12.J:

Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

National Arts & Humanities Standards:

Conceiving and developing new artistic ideas and work.

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

Interpreting and sharing artistic work.

4. Analyze, interpret, and select artistic work for presentation.
5. Develop and refine artistic work for presentation.
6. Convey meaning through the presentation of artistic work.

Understanding and evaluating how the arts convey meaning.

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

Relating artistic ideas and work with personal meaning and external context.

10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Textbooks: N/A

PA Core English Language Arts Standards Addressed in this Unit:

CC.1.2.11-12.A: Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

CC.1.2.11-12.G: Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.

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PA Core Math Standards Addressed in this Unit:

CC.2.4.HS.B.1

Summarize, represent, and interpret data on a single count or measurement variable.

PA Core Science Standards Addressed in this Unit:

CC.3.6.9-10.B.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

ISTE Standards:

3. Research and information fluency

Students apply digital tools to gather, evaluate, and use information.

a. Plan strategies to guide inquiry

b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

d. Process data and report results

Career Education and Work Standards:

1.1. Career Awareness and Preparation

13.1.11:

G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.

Connecting to Common Core and Other Standards:

PA Standards found at www.pdesas.org/standards/standardsdownloads

National Common Core found at www.corestandards.org

ISTE found at http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf

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*See Appendix for complete documents.

ELL Differentiation: Math & LA specifics found at <http://www.pdesas.org/curriculumframework/elloverlay>

Teacher will consult with the ELL Coordinator to formulate strategies for successfully working with the various levels of ELL students.

Enrichment: Enrichment is developed per individual, please reference Appendix A.

Remediation: Enrichment is developed per individual, please reference Appendix A.

East Stroudsburg Area School District
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IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

Unit: Assembling the Portfolio

Content Standards	Unit Concepts	Unit Competencies	Content/Keystones Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments
9.1.12: E J	<ul style="list-style-type: none"> Plan and manage activities to develop a requirement based portfolio Identify, explore, and utilize a variety of artwork for the creation of a portfolio that fulfills the requirements set by the post secondary institution of choice Use critical thinking skills to manage the flow of artwork, solve problems, and make informed decisions about the portfolio. 	<ul style="list-style-type: none"> Actively identify, purposely select and use the artwork that best suits the requirements of the portfolio Locate, organize, analyze, evaluate, and synthesize information from each work of art to complete the index and table of contents Create a flow within the presented artwork that displays quality of knowledge in all media (unless requirements state otherwise) 	<ul style="list-style-type: none"> Breadth Color Story Consistency Critical Thinking Digital Format Direct Observation Experiences Index Flow Focus Multiple Viewpoints Portfolio Quality Sketchbooks Skills Strength Synthesize Table of Contents 	<ul style="list-style-type: none"> art supplies art media posters books periodicals power point presentations virtual field trips student examples teacher examples moodle google classroom library data bases community resources district technology resources ARTstor.org 	<ul style="list-style-type: none"> At the bell prompts Exhibiting artwork Critiques Self evaluations Quizzes Studio projects Teacher developed rubric Teacher Observation Tests Worksheets Unit Evaluations

East Stroudsburg Area School District
Portfolio Preparation II

Unit: Submission of Portfolio

Course Time: Approximately 10 class periods

Overview: The students will be able to make choices and develop strategies for submitting their post secondary portfolio.

Unit Essential Questions: How do student artists refine their choices to carry out the most productive submission of their post secondary portfolio?

Pennsylvania (PA) Arts & Humanities Standards

9.1.12:

C. Integrate and apply advanced vocabulary to the art forms

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

National Arts & Humanities Standards:

Conceiving and developing new artistic ideas and work.

1. Generate and conceptualize artistic ideas and work.

2. Organize and develop artistic ideas and work.

3. Refine and complete artistic work.

Interpreting and sharing artistic work.

4. Analyze, interpret, and select artistic work for presentation.

5. Develop and refine artistic work for presentation.

6. Convey meaning through the presentation of artistic work.

Understanding and evaluating how the arts convey meaning.

7. Perceive and analyze artistic work.

8. Interpret intent and meaning in artistic work.

9. Apply criteria to evaluate artistic work.

Relating artistic ideas and work with personal meaning and external context.

10. Synthesize and relate knowledge and personal experiences to make art.

11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Textbooks: N/A

PA Core English Language Arts Standards Addressed in this Unit:

CC.1.2.11-12.G: Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.

PA Core Math Standards Addressed in this Unit:

CC.2.4.HS.B.1

East Stroudsburg Area School District
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Summarize, represent, and interpret data on a single count or measurement variable.

PA Core Science Standards Addressed in this Unit:

CC.3.6.9-10.B.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

ISTE Standards:

3. Research and information fluency

Students apply digital tools to gather, evaluate, and use information.

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. Process data and report results

4. Critical thinking, problem solving, and decision making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Identify and define authentic problems and significant questions for investigation.
- b. Plan and manage activities to develop a solution or complete a project.
- c. Collect and analyze data to identify solutions and/or make informed decisions.
- d. Use multiple processes and diverse perspectives to explore alternative solutions.

6. Technology operations and concepts

Students demonstrate a sound understanding of technology concepts, systems and operations.

- a. Understand and use technology systems.
- b. Select and use applications effectively and productively

Career Education and Work Standards:

13.1.11. Career Awareness and Preparation

D. Evaluate school-based opportunities for career awareness/preparation.

H. Review personal high school plan against current personal career goals and select post-secondary opportunities based upon personal career interests.

13.2.11. Career Acquisition

D. Analyze, revise, and apply an individualized career portfolio to chosen career path.

Connecting to Common Core and Other Standards:

PA Standards found at www.pdesas.org/standards/standardsdownloads

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*See Appendix for complete documents.

ELL Differentiation: Math & LA specifics found at <http://www.pdesas.org/curriculumframework/elloverlay>

Teacher will consult with the ELL Coordinator to formulate strategies for successfully working with the various levels of ELL students.

Enrichment: Enrichment is developed per individual, please reference Appendix A.

Remediation: Enrichment is developed per individual, please reference Appendix A.

IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

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Unit: Submission of Portfolio

Content Standards	Unit Concepts	Unit Competencies	Content/Keystones Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments
9.1.12: E J	<ul style="list-style-type: none"> Plan and manage activities to develop strategies for submitting the post secondary portfolio. Identify, explore, and utilize a variety of resources for the most productive submission of the post secondary Use critical thinking and time management skills to manage the submission of the post secondary portfolio 	<ul style="list-style-type: none"> Actively identify, and purposely select the most productive submission process for the post secondary portfolio Contact admissions and set-up either an in-person portfolio feedback session, an in-person portfolio review or both Prepare a digital portfolio for submission and portfolio scholarship consideration 	<ul style="list-style-type: none"> Artist Statement CD-R Digital Portfolio Due Dates Essay Financial Aid Guidelines Grants Letters of Recommendation Portfolio Feedback Portfolio Review Presentation Prints Scholarship SlideRoom 	<ul style="list-style-type: none"> art supplies art media posters books periodicals power point presentations virtual field trips student examples teacher examples moodle google classroom library data bases community resources district technology resources ARTstor.org 	<ul style="list-style-type: none"> At the bell prompts Exhibiting artwork Critiques Self evaluations Quizzes Studio projects Teacher developed rubric Teacher Observation Tests Worksheets Unit Evaluations

East Stroudsburg Area School District
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Unit: Critical Examination

Course Time: Integrated throughout the course.

Overview: The students will describe, analyze, interpret, judge, and compare/contrast personal and/or professional works of art.

Unit Essential Questions: How do artists use aesthetic and critical processes to assess quality, interpret meaning and determine value?

Pennsylvania (PA) Arts & Humanities Standards

9.3.12.A:

Explain and apply the critical examination processes of works in the arts and humanities.

9.3.12.C:

Apply systems of classification for interpreting works in the arts and forming a critical response.

National Arts & Humanities Standards:

Conceiving and developing new artistic ideas and work.

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

Interpreting and sharing artistic work.

4. Analyze, interpret, and select artistic work for presentation.
5. Develop and refine artistic work for presentation.
6. Convey meaning through the presentation of artistic work.

Understanding and evaluating how the arts convey meaning.

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

Relating artistic ideas and work with personal meaning and external context.

10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Textbooks:

N/A

PA Core English Language Arts Standards Addressed in this Unit:

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CC.3.6.11-12.D.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PA Core Math Standards Addressed in this Unit:

CC.2.4.HS.B.5:

Make inferences and justify conclusions based on sample surveys, experiments, and observational studies.

PA Core Science Standards Addressed in this Unit:

CC.3.6.9-10.F:

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

ISTE Standards:

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Identify and define authentic problems and significant questions for investigations
- b. Plan and manage activities to develop a solution or complete a project
- c. Collect and analyze data to identify solutions and/or make informed decisions
- d. Use multiple processes and diverse perspectives to explore alternative solutions

Career Education and Work Standards:

1.1. Career Awareness and Preparation

13.1.11:

- A. Relate careers to individual interests, abilities, and aptitudes.
- B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

Connecting to Common Core and Other Standards:

PA Standards found at www.pdesas.org/standards/standardsdownloads

National Common Core found at www.corestandards.org

ISTE found at http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf

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ELL Differentiation: Math & LA specifics found at <http://www.pdesas.org/curriculumframework/elloverlay>

Teacher will consult with the ELL Coordinator to formulate strategies for successfully working with the various levels of ELL students.

East Stroudsburg Area School District
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Enrichment:

Enrichment is developed per individual, please reference Appendix A.

Remediation:

Remediation is developed per individual, please reference Appendix A.

IEP/GIEP:

Refer to individual student's education plan under specially designed instruction, please reference Appendix A.

East Stroudsburg Area School District
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Unit: Critical Examination

Content Standards	Unit Concepts	Unit Competencies	Content/Keystones Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments
9.3.12.A: 9.3.12.C:	<ul style="list-style-type: none"> Respond to individual, peer, personal and professional, artwork in a constructive and thoughtful manner Display a mastery level of knowledge and understanding of the methods of the critical examination process 	<ul style="list-style-type: none"> Participate in class, group and partner discussions by applying the methods of the critical examination process Construct written responses to personal, professional, peer and individual artwork by applying the methods of the critical examination process Implement the practice and methods of the critical examination process throughout the course 	<ul style="list-style-type: none"> Analyze Compare Constructive Criticism Contrast Critical Examination Critique Describe Infer Interpret Judge 	<ul style="list-style-type: none"> art supplies art media posters books periodicals power point presentations virtual field trips student examples teacher examples moodle google classroom library data bases community resources district technology resources ARTstor.org 	<ul style="list-style-type: none"> At the bell prompts Exhibiting artwork Critiques Self evaluations Quizzes Studio projects Teacher developed rubric Teacher Observation Tests Worksheets Unit Evaluations

East Stroudsburg Area School District
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Unit: Art History

Course Time: Integrated throughout the course.

Overview: The students will study the general role of art and artists in shaping, embodying and interpreting cultures from the dawn of human existence through present time.

Unit Essential Questions: How have artists expressed experiences and ideas utilizing the arts throughout time and across different cultures?

Pennsylvania (PA) Arts & Humanities Standards

9.2.12.I:

Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).

9.4.12.B:

Describe and analyze the effects that works in the arts have on groups, individuals and the culture (e.g., Orson Welles' 1938 radio broadcast, *War of the Worlds*).

National Arts & Humanities Standards:

Conceiving and developing new artistic ideas and work.

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

Interpreting and sharing artistic work.

4. Analyze, interpret, and select artistic work for presentation.
5. Develop and refine artistic work for presentation.
6. Convey meaning through the presentation of artistic work.

Understanding and evaluating how the arts convey meaning.

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

Relating artistic ideas and work with personal meaning and external context.

10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Textbooks:

N/A

PA Core English Language Arts Standards Addressed in this Unit:

CC.1.2.11-12.I

Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

PA Core Math Standards Addressed in this Unit:

CC.2.4.HS.B.5:

Make inferences and justify conclusions based on sample surveys, experiments, and observational studies.

PA Core Science Standards Addressed in this Unit:

3.1.10.C4:

Compare and contrast scientific theories.

Know that both direct and indirect observations are used by scientists to study the natural world and universe.

Identify questions and concepts that guide scientific investigations.

Formulate and revise explanations and models using logic and evidence.

Recognize and analyze alternative explanations and models.

Explain the importance of accuracy and precision in making valid measurements.

ISTE Standards:

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital media environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Process data and report results

Career Education and Work Standards:

1.1. Career Awareness and Preparation

13.1.11:

A. Relate careers to individual interests, abilities, and aptitudes.

B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

Connecting to Common Core and Other Standards:

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Remediation:

Remediation is developed per individual, please reference Appendix A.

IEP/GIEP: Refer to individual student's education plan under specially designed instruction.

East Stroudsburg Area School District
Portfolio Preparation II

Unit: Art History

Content Standards	Unit Concepts	Unit Competencies	Content/Keystones Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments
9.2.12.I: 9.4.12.B:	<ul style="list-style-type: none"> Explore the role of art, artists, art movements and art styles throughout history in relation to the current unit of study Demonstrate a mastery level of knowledge of art, artists, art movements and art styles throughout history Demonstrate a mastery level of knowledge and understanding of media and techniques in the creation of art which responds or is related to historical art, artists, art movements and/or art styles 	<ul style="list-style-type: none"> Participate in class, group and partner discussions in reference to art history critical examination Create numerous works of art, employing mastery knowledge and understanding of media and techniques in response or relation to historical art, artists, art movements and/or art styles Describe and illustrate how common themes are found across artwork from different times and cultures 	<ul style="list-style-type: none"> Abstract Expression Baroque Byzantine Chinese Constructivism Cubism Dada Deconstruct De Stijl Early and High Renaissance Egyptian Expression Fauvism Futurism Greek Hellenistic Impression Indian Islamic Japanese Mannerism Mesopotamia Middle Ages Neoclassical 	<ul style="list-style-type: none"> art supplies art media posters books periodicals power point presentations virtual field trips student examples teacher examples moodle google classroom library data bases community resources district technology resources ARTstor.org 	<ul style="list-style-type: none"> At the bell prompts Exhibiting artwork Critiques Self evaluations Quizzes Studio projects Teacher developed rubric Teacher Observation Tests Worksheets Unit Evaluations

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