

Planned Course: Advanced Fine Art I	Course Number: AH841	Department: Fine Arts and Digital Arts	
Unit: Self-Portrait	Grade Level: 10-12		
Estimated Time: 6 weeks	Level/Track: Elective	Board Approval Date: 08/22/2016	
Academic Standards	Skills/Knowledge	Activities	Assessment

<p>9.1.12 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p> <p>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p>	<p>The student will be able to draw a properly proportioned self-portrait from a variety of points of view while maintaining basic relationships of facial features and structure.</p>	<ul style="list-style-type: none"> • Student participation in basic review of proportions of the head • Weekly sketchbook assignments of self-portrait with emphasis on varying poses • Draw self-portrait as reflected on surfaces other than a standard mirror • Sketchbook assignment: focus on single features of the face 	<ul style="list-style-type: none"> • Self-assessment based on predetermined criteria • Class critique to review proportion and assist self-assessment • Teacher evaluation of sketchbook assignments with focus on proportion and structure
<p>9.2.12 Historical and Cultural Contexts</p> <p>L. Identify, explain and analyze common themes, forms and techniques from works in the arts, (e.g., Copland and Graham's <i>Appalachian Spring</i> and Millet's <i>The Gleaners</i>).</p> <p>9.3.12 Critical Response</p> <p>E. Examine and evaluate various types of critical</p>	<p>The student will be able to recognize and identify characteristics of line in the development of a drawing style.</p>	<ul style="list-style-type: none"> • Student experiments with a variety of media and tools to achieve a wide range of line effects • Classwork focusing on contour line drawing, gesture drawing and cross contour studies • Class discussion of variations of mood conveyed through the quality of line 	<ul style="list-style-type: none"> • Teacher observation of student participation in studio experience • Student self-assessment • Class critique

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<p>analysis of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Contextual criticism • Formal criticism • Intuitive criticism 			
<p>9.1.12 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts.</p> <p>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts</p> <p>D. Demonstrate specific in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).</p>	<p>The student will be able to create an abstract composition from realistic subject matter.</p>	<ul style="list-style-type: none"> • Student uses transparent overlays to diagram the design elements in her/his own drawing • Use collage or non-realistic color and texture to create a non-objective design based on the shapes derived from the self-portrait composition 	<ul style="list-style-type: none"> • Teacher evaluation of design analysis • Student self-assessment • Individual teacher/student consultations • Teacher evaluation of completed studio work
<p>9.1.12 Production, Performance and Exhibition of Dance, Music, Theatre and</p>	<p>The student will be able to</p>		<ul style="list-style-type: none"> • Student self-assessment

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<p>Visual Arts</p> <p>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p>	<p>create a composition of a self-portrait in an environment.</p>	<ul style="list-style-type: none"> • Student does sketches to consider the impact of three different background environments for the one self-portrait • Student examines reproductions of art works to analyze various backgrounds used by artists who have created portraits 	<ul style="list-style-type: none"> • Class critique of sketch options • Essay quiz evaluated on the basis of accurate observation, vocabulary and logic
<p>9.2.12 Historical and Cultural Contexts</p> <p>C. Relate works of art to varying styles and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic and others).</p> <p>L. Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's <i>Appalachian Spring</i> and Millet's <i>The Gleaners</i>).</p>	<p>The student will be able to recognize various styles and periods of portraiture.</p>	<ul style="list-style-type: none"> • Use large reproductions for class discussion of various periods and style to illustrate the history of portraiture • Use Art news magazines, teacher resource material for research of contemporary painting/drawing styles • Gallery or museum trip as appropriate to the subject matter • Class discussion of the role of portraiture throughout history 	<ul style="list-style-type: none"> • Teacher observation of individual participation in class discussion • Written or oral report on field trip
<p>9.3.12 Critical Response</p>			

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<p>A. Explain and apply the critical examination processes of works in the arts and humanities.</p> <p>D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.</p> <p>9.2.12 Historical and Cultural Contexts</p> <p>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).</p> <p>9.4.12 Aesthetic Response</p> <p>D. Analyze and interpret a philosophical position identified in works in the arts and humanities.</p>	<p>The student will be able to use accurate terminology to discuss art criticism and the questions of aesthetics as they relate to portraiture.</p>	<ul style="list-style-type: none"> • Class discussion of portrait styles based on trip to museum or gallery • Student selects three different portrait styles or periods and uses accurate vocabulary to compare and contrast the various styles 	<ul style="list-style-type: none"> • Teacher observation of individual participation in class discussion
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<p>9.1.12 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p> <p>H. Incorporate the effective and safe use of materials, equipment and tools in the production of works in the arts at work and performance spaces.</p>	<p>The student will be able to demonstrate safe and respectful use of art materials and tools in the studio environment.</p>	<ul style="list-style-type: none"> • Student is responsible to clean up work area on a regular basis • Teacher review of proper use, storage and care of materials • Discussion on the importance of and reason for demonstrating respect for one's own and other's artwork 	<ul style="list-style-type: none"> • Teacher observation of student participation in maintaining studio environment • Student self-assessment • Teacher evaluation based on condition of completed studio work
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