

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

<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 an accurately proportioned figure from a model.</p>	<ul style="list-style-type: none"> <li>• Class discussion of figure proportion using model to note scale of head to torso, mid-point of figure, length of arm</li> <li>• Student uses drawing materials to gauge proportion ratios and draw an accurately proportioned figure from a model</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation of student participation and comprehension</li> <li>• Student self-assessment</li> <li>• Class critique with emphasis on accuracy of proportion</li> </ul>
<p>9.1.12 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p> <p>E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques</p> <p>G. Analyze the effect of rehearsal and practice sessions.</p>	<p>The student will be able to communicate action and mass of the figure through the technique of gesture drawing.</p>	<ul style="list-style-type: none"> <li>• Student uses a variety of art materials (pencil, charcoal, marker, ink, etc.) to create 1-4 minute gesture studies of volunteer model</li> <li>• Class discussion of basic skeleton, movement and position</li> <li>• Use skeleton model to illustrate structure</li> </ul>	<ul style="list-style-type: none"> <li>• Student self-assessment</li> <li>• Class critique</li> <li>• Teacher review of portfolio with assessment based on development and progress overall</li> <li>• Class participation</li> </ul>

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<p>9.1.12 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p> <p>D. Demonstrate specific styles 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 draw the figure using contour line to define form.</p>	<ul style="list-style-type: none"> <li>• Pencil contour drawing, blind contour, cross-contour</li> </ul>	<ul style="list-style-type: none"> <li>• Student self-assessment</li> <li>• Class critique</li> <li>• Teacher review of portfolio with assessment based on development and progress overall</li> <li>• Class participation</li> </ul>
<p>9.1.12 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p> <p>E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques</p>	<p>The student will be able to apply principles of design to compose a figure or figures in an environment.</p>	<ul style="list-style-type: none"> <li>• Student develops a sustained composition based on drawings from the model</li> <li>• Student selects from a menu of traditional and non-traditional drawing tools and media to translate a figure sketch to a finished composition</li> </ul>	<ul style="list-style-type: none"> <li>• Class critique</li> <li>• Student self-assessment</li> <li>• Individual teacher-student consultation throughout process</li> <li>• Teacher evaluation of studio experience and finished project based on effective use of materials, figure considerations and composition</li> </ul>

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<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>9.3.12 Critical Response</p> <p>D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.</p>	<p>The student will be able to identify basic approaches to the figure throughout the history of art.</p>	<ul style="list-style-type: none"> <li>• Teacher prepared slide, reproduction, laser disk, video presentation on major stylistic approaches to the figure throughout the history of western civilization</li> <li>• Discuss cultural influences on artistic style within a specific historic context</li> <li>• Student reports on the figure in a specific period of art</li> <li>• Class creates a timeline illustrating the evolution of major artistic styles</li> </ul>	<ul style="list-style-type: none"> <li>• Individual participation in class discussion</li> <li>• Written quiz</li> <li>• Teacher evaluation of oral or written report</li> <li>• Class discussion</li> </ul>
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