

<b>Planned Course: Advanced Fine Art I</b>	<b>Course Number: AH841</b>	<b>Department: Fine Arts and Digital Arts</b>	
<b>Unit: Themes and Content In Art</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>9.3.12 Critical Response</p> <p>C. Apply systems of classification for interpreting works in the arts and forming a critical response.</p> <p>9.4.12 Aesthetic Response</p> <p>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, <i>War of the Worlds</i>).</p>	<p>The student will be able to employ the vocabulary of art criticism and aesthetics to effectively discuss visual themes in art.</p>	<ul style="list-style-type: none"> <li>• Class discussion focusing on recurrent themes evident in individually selected reproductions of well-known art works</li> <li>• Student uses tracing paper overlays to diagram composition of a two-dimensional work</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation of individual student participation in class discussion</li> <li>• Student self-assessment</li> <li>• Class critique</li> </ul>
<p>9.2.12 Historical and Cultural Contexts</p> <p>A. Explain the historical, cultural and social context of an individual work in the arts.</p> <p>I. Identify, explain, and analyze philosophical beliefs as they relate to works in the arts.</p> <p>L. Identify, explain and analyze common themes,</p>	<p>The student will be able to recognize that the artist through his/her work is making a visual statement about materials, techniques and/or ideas.</p>	<ul style="list-style-type: none"> <li>• Student receives a random reproduction of a well-known work to be analyzed according to theme and content and composition</li> <li>• Visit to Museum of Modern Art for guided tour/talk which focuses on content and meaning of the art</li> <li>• Student responds to an art review in current periodical</li> </ul>	<ul style="list-style-type: none"> <li>• Individual participation in class discussion</li> <li>• Teacher assessment of oral or written report</li> </ul>

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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>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>C. Integrate and apply advanced vocabulary to the arts forms.</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>9.2.12 Historical and Cultural Contexts</p>	<p>The student will be able to use art materials safely and effectively to create a work that evolves from the exploration of a theme or concept.</p>	<ul style="list-style-type: none"> <li>• Class activity in which each student responds individually to the same theme</li> <li>• Student selects an idea or subject to develop a concentration series</li> <li>• Work with collage materials</li> <li>• Collagraph</li> <li>• Illustration</li> </ul>	<ul style="list-style-type: none"> <li>• Individual teacher/student conferences throughout the process</li> <li>• Student self-assessment</li> <li>• Studio work grade</li> <li>• Teacher evaluation of final project</li> <li>• Class critique</li> </ul>

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G. Relate works of art to geographic regions.			
<p>9.1.12 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p> <p>C Integrate and apply advanced vocabulary to the arts forms.</p> <p>9.3.12 Critical Response</p> <p>E. Examine and evaluate various types of critical analyzes of works in the arts and humanities.</p>	<p>The student will be able to bring structure and clarity to his/her visual expression through the effective utilization of the tools of art criticism and aesthetics.</p>	<ul style="list-style-type: none"> <li>• Formal presentation of sensory elements and design principles</li> <li>• Review of the sensory elements and design principles as presented in the textbook, CREATIVE DRAWING</li> <li>• Small group analysis of individual works in terms of composition, unity, variety</li> <li>• Use of transparent overlays to analyze composition</li> </ul>	<ul style="list-style-type: none"> <li>• Student self-assessment</li> <li>• Class critique</li> <li>• Teacher observation of individual participation in class activity</li> <li>• Teacher evaluation of class work</li> </ul>