

Planned Course: Advanced Fine Art I	Course Number: AH841	Department: Fine Arts and Digital Arts	
Unit: Still Life Composition	Grade Level:10-12	Board Approval Date: 08/22/2016	
Estimated Time: 5 weeks	Level/Track: Elective		
Academic Standards	Skills/Knowledge	Activities	Assessment

<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>C. Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).</p> <p>G. Relate works in the arts to geographic regions.</p> <p>H. 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>L. Identify, explain and analyze common themes, forms and techniques from</p>	<p>The student will be able to identify major styles of still life painting with emphasis on contemporary directions.</p>	<ul style="list-style-type: none"> • Teacher prepared lecture with large reproductions which illustrate the development of still life painting throughout history • Class creates a timeline that shows examples of the major styles in still life • Museum visit to view wide range of still life styles and initiate class discussion 	<ul style="list-style-type: none"> • Teacher prepared written quiz • Student written or oral presentation • Class review of timeline construction • Student self-assessment • Teacher observation of individual participation
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<p>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>A. Explain and apply the critical examination processes of works in the arts and humanities.</p> <p>C. Apply systems of classification for interpreting works in the arts and forming a critical response.</p>			
<p>9.1.12 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p> <p>B. Demonstrate mastery of elements, principles, theories, materials, tools, and skills to create and compose, review and revise original works in the arts.</p> <p>G. Analyze the effect of</p>	<p>The student will be able to render a three-dimensional form on a two-dimensional surface.</p>	<ul style="list-style-type: none"> • Multiple sketchbook assignments drawing still life forms found in home environment • Class study of simple geometric shapes with emphasis on linear perspective and shading to define form • Class discussion about the 	<ul style="list-style-type: none"> • Individual teacher/student consultation • Student self-assessment based on predetermined criteria • Class critique • Teacher observation of individual participation in class discussion as classwork grade

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rehearsal and practice sessions.		<p>way we see things, the reality of form versus the way our eyes perceive depth</p> <ul style="list-style-type: none"> • Read section on perspective in CREATIVE DRAWING text and diagram various perspectives in sketchbook 	<ul style="list-style-type: none"> • Student self-assessment • Teacher prepared quiz
<p>9.1.12 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p> <p>B. Demonstrate mastery of elements, principles, theories, materials, tools, and skills to create and compose, review and revise original works in the 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 safely and effectively use appropriate equipment to demonstrate the impact of a light source and show the effects of highlights and shadows upon the color of the object that it strikes.</p>	<ul style="list-style-type: none"> • Create a still life set up in a darkened room with one strong light source; class discussion about the effects of light upon the objects • Student uses a viewfinder to isolate and identify color of shadow areas in a still life composition • Student uses appropriate paint media to depict light and shadow in drapery study 	<ul style="list-style-type: none"> • Teacher observation and evaluation • Class critique • Student self-assessment • Teacher evaluation of class work and completed studio project

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<p>9.1.12 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p> <p>B. Demonstrate mastery of elements, principles, theories, materials, tools, and skills to create and compose, review and revise original works in the 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>9.4.12 Aesthetic Response to the Arts and Humanities</p> <p>A. Compare and contrast examples of group and individual philosophical meanings of works in the arts.</p> <p>D. Describe how philosophical ideas generated by artists can be conveyed through in the</p>	<p>The student will be able to compose still life objects to make a personal, global or aesthetic statement.</p>	<ul style="list-style-type: none"> • Students use art reproductions to analyze and discuss sensory elements of the composition • Class discusses subject matter in still life reproductions. “What is this work about?” • Student selects still life objects to create a sustained composition that expresses a specific visual concept • Student uses tracing paper to demonstrate how her/his composition organizes sensory elements to establish a center of interest 	<ul style="list-style-type: none"> • Teacher observation of individual participation in class discussion as class work grade • Student self-assessment based on knowledge of composition • Individual teacher/student consultations throughout studio process • Class critique of diagrams
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arts (e.g. T. Ganson’s <i>Destructive Periods in Russia During Stalin’s and Deniken’s Leadership</i>).			
<p>9.1.12 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p> <p>B. Demonstrate mastery of elements, principles, theories, materials, tools, and skills to create and compose, review and revise original works in the 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>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>The student will be able to make and defend effective/ appropriate choices of materials and techniques to express a specific concept.</p>	<ul style="list-style-type: none"> • Teacher presentation on the effective and safe handling of painting materials. • Teacher handout on safety in the arts. • Student experiments and researches the nature of specific art materials and techniques • Student develops a series of thumbnail sketches based on concept to compare and contrast effect of different media 	<ul style="list-style-type: none"> • Teacher observation and evaluation of safe and appropriate practices in the care and use of tools, materials, equipment, etc. • Class critique • Teacher assessment of students participation in studio experience and research • Individual teacher/student conferences

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<p>9.3.12 Critical Response</p> <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 discriminate and culturally specific vocabulary.</p>	<p>The student will be able to form and defend a reasonable opinion about various styles of still life studies.</p>	<ul style="list-style-type: none"> • Student uses accurate vocabulary to form and defend an opinion of a postcard reproduction; papers and postcards are collected and given to different individuals to either agree or disagree and defend their own point of view • Museum visit followed by written response and discussion of works viewed 	<ul style="list-style-type: none"> • Teacher evaluation of accurate use of logic and vocabulary • Self-assessment and student peer assessment • Teacher observation of student participation in discussion
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