

<b>Planned Course: Advanced Fine Art II</b>		<b>Course Number: AH842</b>	<b>Department: Fine Arts and Digital Arts</b>	
<b>Unit: AP Portfolio</b>		<b>Grade Level: 10-12</b>		
<b>Estimated Time: 3 weeks</b>		<b>Level/Track: Elective</b>		<b>Board Approval Date: 08/22/2016</b>
<b>PA Academic Standards</b>	<b>▶ Core Concepts (in question format)</b> • Skills/Knowledge	<b>Activities/Strategies/Study Skills</b> (identify some activities as remedial or enrichment activities)	<b>Assessments</b> (include types and topics)	

<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</p> <p>9.3.12 Critical response</p> <p>A. Explain and apply the critical examination process of works in the arts and humanities</p>	<p>▶ Does the course promote a sustained investigation of all three aspects of portfolio development-quality, concentration, and breadth- as outlined in the course description or studio art poster throughout the duration of the course?</p>	<p>▶ Teacher lead introduction of: the three components (breadth, quality, concentration) of the portfolio, overview of course, expectations for level of quality in techniques, concept, composition, and craftsmanship</p> <p>▶ View student portfolio samples and studio art poster</p>	<p>Teacher lead informal discussion and Q/A session</p>	
<p>9.3.12 Critical Response</p> <p>B. Determine and apply criteria to a person's work and the works of others in the arts</p> <p>C. Apply systems for classifications for interpreting works in the arts and forming a critical response</p>	<p>▶ Can the student analyze criteria for an artwork in deciding what constitutes appropriateness for a piece to be included in a drawing portfolio: Emphasis on mark making and elements of art over principles of art, though both are important to the success of a work of art</p>	<p>▶ View student portfolio samples, comparing both drawing and 2-D design portfolios</p>	<p>Individual participation in class discussion</p>	

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<p>9.1.12 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p> <ul style="list-style-type: none"> <li>▶ J. Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting in artworks or the works of others</li> </ul> <p>9.3.12 Critical response</p> <ul style="list-style-type: none"> <li>▶ B. Determine and apply criteria to a person's work and works of others in the arts</li> </ul>	<ul style="list-style-type: none"> <li>▶ Can the student set up and apply a system for time management and organization strategies for both ongoing and completed artworks effectively?</li> </ul>	<ul style="list-style-type: none"> <li>▶ Intro examples of time management and organization strategies such as charts or calendars</li> <li>▶ Students choose and/or develop a system to use to track and organize art assignments</li> </ul>	<p>Teacher and student informal assessment - over time: Can the student track all the various projects and assignments and complete work in a timely manner</p>		
<p>9.1.12 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p> <ul style="list-style-type: none"> <li>▶ B. Recognize, know, use, and demonstrate a variety of appropriate of art elements and principles to produce,</li> </ul>	<ul style="list-style-type: none"> <li>▶ Does the course teach students to understand artistic integrity as well as what constitutes plagiarism? If students produce works that makes use of photographs, published images, and/or other artists' work, does the course teach students how to develop their own work so that it moves beyond duplication?</li> </ul>	<ul style="list-style-type: none"> <li>▶ Teacher-lead class discussion of plagiarism in art</li> <li>▶ Sketchbook assignment or small project: part a - directly copying another artist's work part b – drawing inspired by the same piece, but using only the artist's style and theme</li> </ul>	<p>Teacher assessment of assignment –direct rendering skills, does the piece capture style and theme, but is a creation solely of the student's?</p>		

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<p>review, revise original works in the arts</p> <p>9.2.12 Historical and Cultural Contexts</p> <ul style="list-style-type: none"> <li>▶ I. Identify, analyze, and explain philosophical beliefs as they relate to works in the arts</li> </ul> <p>9.3.12 Critical response</p> <ul style="list-style-type: none"> <li>▶ A. Explain and apply the critical examination processes of works in the arts and humanities</li> </ul> <p>9.1.12 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p> <ul style="list-style-type: none"> <li>C. Integrate and apply advanced vocabulary to the arts</li> </ul> <p>9.3.12 Critical response</p> <ul style="list-style-type: none"> <li>A. Explain and apply the critical examination processes of works in the arts and humanities</li> <li>E. Examine and evaluate</li> </ul>	<ul style="list-style-type: none"> <li>▶ Does the course include group and individual student critiques and instructional conversations with the teacher, enabling students to learn to analyze and discuss their own artworks and those of their peers, inclusive of the criteria set by the Collegeboard evaluation system?</li> </ul>	<ul style="list-style-type: none"> <li>▶ Introduction to critiques and teacher and peer instructional discussions in AP Studio Art setting</li> <li>▶ Teacher led practice critique session for samples of previously evaluated student portfolios</li> </ul>	<p>Group critique based on Collegeboard's assessment criteria of AP portfolios and comparison to actual scores</p>	
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<p>various types of critical analysis of works in the arts and humanities: contextual, formative, and intuitive criticism</p> <p>G. Analyze works in the arts by referencing the judgments advanced by art critics as well as ones own analysis and critique</p> <p>9.1.12 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p> <ul style="list-style-type: none"> <li>• A. Know and use the elements and principles of design to create artworks</li> <li>• B. Recognize, know, use and demonstrate a variety of art elements and principles to produce, review, revise original works in the arts</li> <li>• G. Analyze the effect of practice sessions</li> </ul>	<p>▶ Does the student develop a commitment to the evolution of his/her own art experiences through the use of a sketchbook to develop ideas, compositions, experiment with and master techniques, and allow for practice?</p>	<p>▶ Introduction to sketchbook expectations – handouts</p> <p>▶ Sketchbook assignment to create a collage of personally inspirational images and text over a given page spread</p>	<p>Individual, informal teacher evaluation with student of sketchbook assignment</p>		
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<p>9.4.12 Aesthetic response</p> <ul style="list-style-type: none"> <li>D. Analyze and interpret a philosophical position in works in the arts and humanities</li> </ul> <p>9.1.12 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p> <ul style="list-style-type: none"> <li>I. Distinguish among a variety of regional art events and resources and analyze methods of selection and admission</li> </ul> <p>9.2.12 Historical and cultural contexts</p> <ul style="list-style-type: none"> <li>D. Analyze a work of art from a historical and cultural perspective</li> </ul> <p>9.3.12 Critical response</p> <ul style="list-style-type: none"> <li>B. Explain and apply the critical examination processes of works in the arts and humanities</li> </ul>	<p>▶ Does the student develop a commitment to the evolution of his/her own art experiences, gaining exposure to a variety of art through museum and gallery visits?</p>	<p>▶ Student will visit 4 art museums or galleries outside of school organized trips – completing worksheets and sketches during his/her visit-(to be introduced at this time, and completed throughout the year)</p>	<p>Teacher evaluation of worksheets in terms of level of thought and clarity in expressing his/her ideas, as well as rendering quality in sketches</p>		
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<p>9.4.12 Aesthetic response</p> <ul style="list-style-type: none"> <li>• D. Analyze and interpret a philosophical position in works in the arts and humanities</li> </ul>	<p>▶ Do students understand and can apply the elements and principles of art in relation to their effect on creating and altering successful compositions</p>	<p>▶ Review of elements and principles of art and their relationship to composition from previous courses</p> <p>▶ Review sketchbook assignment: variety of compositions focused on 1 or 2 elements and principles per layout</p>	<p>Individual teacher evaluation and class critique of sketchbook assigns. : How effective was the use elements and principles in creating strong compositions?</p>		
<p>9.1.12 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p> <ul style="list-style-type: none"> <li>• A. Know and use the elements and principles of design to create artworks</li> <li>• B. Recognize, know, use and demonstrate a variety of art elements and principles to produce, review, revise original works in the arts</li> <li>• G. Analyze the effect of practice sessions</li> </ul>	<p>▶ Can students actively utilize and appreciate an artist's sketchbook in the</p>	<p>▶ Teacher-lead class critique of summer assignments, review of the</p>			
<p>9.1.12 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p>					

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<ul style="list-style-type: none"> <li>• B. Recognize, know, use and demonstrate a variety of art elements and principles to produce, review, revise original works in the arts</li> <li>• G. Analyze the effect of practice sessions</li> </ul> <p>9.3.12 Critical Response</p> <ul style="list-style-type: none"> <li>• A. Explain and apply the critical examination process of works in the arts and humanities: compare and contrast, analyze, interpret, form and test hypotheses, evaluate, and form judgments</li> <li>• B. Determine and apply criteria to a person's work and works of others in the arts</li> </ul>	<p>development of his or her own style and artworks; to experiment with media and techniques, practice and gain mastery of skills and techniques, and research, develop, and refine ideas</p>	<p>criteria for those projects, with time then allotted for revisions (project example: on-site landscape including an architectural subject, depicted with a strong value element to create form effected with natural lighting)</p>	<p>Imbedded in activities</p> <p>Final teacher evaluation based on specific criteria for each project (ex: use of value to depict form and effect of natural lighting)</p>		
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