

<b>Planned Course: Advanced Fine Art II</b>		<b>Course Number: AH842</b>	<b>Department: Fine Arts and Digital Arts</b>	
<b>Unit: Breadth Component</b>		<b>Grade Level: 10-12</b>		
<b>Estimated Time: Integrated throughout the year</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> <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 appropriate art elements and principles to produce, review, revise original works in the arts</li> <li>▶ G. Analyze the effect of practice sessions</li> </ul>	<ul style="list-style-type: none"> <li>▶ Is the student able to develop and apply a variety of concepts and approaches to drawing so that he/she is able to demonstrate an advanced level of proficiency in a broad range of ability and versatility of techniques, problem-solving and ideation I.e.: breadth component</li> </ul>	<ul style="list-style-type: none"> <li>▶ Teacher prepared checklist of required categories to demonstrate the broad variety of art skills, media, and subjects to be addressed in the breadth section of the portfolio</li> <li>▶ Student maintains sketchbook of experimenting and practice work</li> <li>▶ Students develop and create 12 works of art reflecting proficiency at an advanced level of in a variety of concepts, drawing techniques, media application, composition, and craftsmanship (open media) <ul style="list-style-type: none"> <li>▶ Ex: Charcoal still-life based on “enclosed spaces” with strong use of value, mark making, and extended edges</li> <li>▶ Ex: abstraction developed from portraits in the style of</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▶ Open peer discussion</li> <li>▶ In-progress class critiques</li> <li>▶ Final class critiques, both teacher and student lead</li> <li>▶ Self-evaluation and teacher evaluation forms based on the Collegeboard portfolio’s scoring format of quality component</li> <li>▶ Self-evaluation and teacher evaluations based on composition, technique, conceptualization, and craftsmanship use</li> <li>▶ Student and teacher evaluation forms of specific criteria designated by them as a team at the beginning of an individual artwork</li> </ul>
--	---	---	--

<b>Planned Course: Advanced Fine Art II</b>		<b>Course Number: AH842</b>	<b>Department: Fine Arts and Digital Arts</b>	
<b>Unit: Breadth Component</b>		<b>Grade Level: 10-12</b>		
<b>Estimated Time: Integrated throughout the year</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> <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 appropriate art elements and principles to produce, review, revise original works in the arts</li> <li>▶ G. Analyze the effect of practice session</li> <li>▶ J. Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting in art works</li> </ul>	<ul style="list-style-type: none"> <li>▶ Does the student actively engage in making art as an ongoing process using informed and critical decision-making regarding techniques, composition, and concepts</li> </ul>	<p>cubism</p> <ul style="list-style-type: none"> <li>▶ Ex; personal family history depicted in watercolors through figures in their element, with strong emotional component</li> <li>▶ Students research their ideas for other artists, artworks, and literature sources that relate to their concept development</li> <li>▶ Student considers medium, thematic and conceptual relationship in developing artworks</li> <li>▶ Student maintains ongoing sketchbook assignments experimenting with, practicing, and developing composition, media, concept development, and techniques in a variety of ways</li> <li>▶ Practice and experimenting in rendering</li> </ul>	<ul style="list-style-type: none"> <li>▶ Open group discussions of sketchbook work</li> <li>▶ Teacher evaluation based on criteria of a specific assignment, ex: depiction of depth through value</li> <li>▶ Informal teacher/student reviews of sketchbooks</li> <li>▶ On-going class critiques to analyze the emergence of themes and ideas in student works in terms of subject matter, media, style, and techniques</li> </ul>
--	--	---	--

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

<p>or in the works of others</p> <p>9.4.12 Aesthetic Response</p> <ul style="list-style-type: none"> <li>▶ A. Evaluate an individual’s philosophical statement on a work in the arts and it’s relationship to one’s own life based on knowledge and experience</li> </ul>		<p>skills and techniques,</p> <ul style="list-style-type: none"> <li>▶ collecting resources, research, and sources of inspiration,</li> <li>▶ thumbnail layout sketches and idea sketches</li> </ul> <p>Ex: rendered portraits in the style of Leonardo Da Vinci, drawn with range of values and overlapping, fading sketches</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 appropriate art elements and principles to produce, review, revise original works in the arts</li> <li>▶ G. Analyze the effect of practice sessions</li> </ul>	<ul style="list-style-type: none"> <li>▶ The student will be able to incorporate concepts in subject matter and materials to bring meaning and substance in the visual communication of a work of art</li> </ul>	<ul style="list-style-type: none"> <li>▶ Brainstorming/ class discussion to share ideas for concept development</li> <li>▶ Research of other artists, works of art, or misc. sources with concepts</li> <li>▶ Experimentation, sampling, and practice with media, concepts, and subjects in sketchbook</li> <li>▶ Application of sketchbook work in the creation of 12 student artworks demonstrating concept development</li> </ul>	<ul style="list-style-type: none"> <li>▶ Student self assessment</li> <li>▶ Informal class and teacher critique/review</li> <li>▶ Teacher evaluation of development and sketchbook work</li> <li>▶ Any experimental use of sketchbook – i.e. Media and techniques, should not be evaluated, so as not to stint the student’s willingness to try things in a new way</li> </ul>
<p>9.2.12 Historical and Cultural</p>			

<b>Planned Course: Advanced Fine Art II</b>		<b>Course Number: AH842</b>	<b>Department: Fine Arts and Digital Arts</b>	
<b>Unit: Breadth Component</b>		<b>Grade Level: 10-12</b>		
<b>Estimated Time: Integrated throughout the year</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>Contexts</p> <ul style="list-style-type: none"> <li>▶ L. Identify, analyze and explain common themes, forms, and techniques from works in the arts</li> </ul> <p>9.2.12 Historical and cultural contexts</p> <ul style="list-style-type: none"> <li>▶ E. Analyze how historical events and culture impacts forms, techniques, and purposes 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 process of works in the arts and humanities: compare and contrast, analyze, interpret, form and test hypotheses, evaluate and from judgments</li> </ul> <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>	<ul style="list-style-type: none"> <li>▶ The student will be able to recognize that an artist through his/her work is making a visual statement about ideas and concepts, and/or materials and techniques</li> </ul>	<ul style="list-style-type: none"> <li>▶ Gallery and/or museum field trip to view artworks and discuss concepts involved in the visual impact</li> <li>▶ Student selects a master artwork to explain and discuss the aesthetics involved and their interpretation and knowledge of the artist's intent</li> </ul>	<p>Teacher evaluation of interpretation and level of thought in process</p>
--	--	---	---

<b>Planned Course: Advanced Fine Art II</b>		<b>Course Number: AH842</b>		<b>Department: Fine Arts and Digital Arts</b>	
<b>Unit: Breadth Component</b>		<b>Grade Level: 10-12</b>			
<b>Estimated Time: Integrated throughout the year</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 (identify some activities as remedial or enrichment activities)</b>	<b>Assessments (include types and topics)</b>		

<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 appropriate art elements and principles to produce, review, revise original works in the arts</li> </ul>	<ul style="list-style-type: none"> <li>▶ Is the student able to employ good compositional techniques in developing the creation of his/her artworks I.e.: applying the principles of design <ul style="list-style-type: none"> <li>Balance</li> <li>Contrast</li> <li>Emphasis/focal point</li> <li>Movement/rhythm</li> <li>Proportion/scale</li> <li>Repetition</li> <li>Unity/harmony</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▶ Review of principles of art and their application</li> <li>▶ Using transparencies to trace compositions of master’s works</li> <li>▶ Thumbnail sketches of artworks in several compositional layouts previous to starting an artwork</li> <li>▶ Students create artworks using good compositional techniques</li> </ul>	<ul style="list-style-type: none"> <li>▶ Participation in class discussions/review</li> <li>▶ Group critique of thumbnail sketches, in-progress, and/or completed artworks</li> <li>▶ Teacher evaluation of effectiveness of final composition</li> <li>▶ Informal teacher/student conversations of current state of an artwork’s composition</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>▶ A. Know and use the elements and principles of design to create artworks</li> <li>▶ B. Recognize, know, use, and demonstrate a variety of appropriate art elements and principles to produce, review, revise original works in the arts</li> </ul>	<ul style="list-style-type: none"> <li>▶ Is the student able to effectively apply value in creating works of art to depict form or volume, lighting, depth, and/or mood</li> </ul>	<ul style="list-style-type: none"> <li>▶ Student creates a least 1 artwork demonstrating effective use of value techniques, such as shading, crosshatching, wash, pointillism Ex.: Charcoal interior with a strong sense of lighting and mood through value</li> <li>▶ Student experiments and practices using value in sketchbook assignments</li> </ul>	<ul style="list-style-type: none"> <li>▶ Participation in class discussions/review</li> <li>▶ Group critique of in-progress, and/or completed artworks</li> <li>▶ Teacher evaluation of effectiveness of use of value in the completed artwork</li> <li>▶ Informal teacher/student conversations of current state of an artwork’s composition</li> </ul>		

<b>Planned Course: Advanced Fine Art II</b>		<b>Course Number: AH842</b>		<b>Department: Fine Arts and Digital Arts</b>	
<b>Unit: Breadth Component</b>		<b>Grade Level: 10-12</b>			
<b>Estimated Time: Integrated throughout the year</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 (identify some activities as remedial or enrichment activities)</b>	<b>Assessments (include types and topics)</b>		

<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 appropriate art elements and principles to produce, review, revise original works in the arts</li> </ul>	<ul style="list-style-type: none"> <li>▶ Is the student able to effectively apply line, shape, and mark-making in creating works of art to render, depict edges, value, and/or form</li> </ul>	<ul style="list-style-type: none"> <li>▶ Student creates at least 1 artwork demonstrating effective use of line, shape and mark-making skills, such as: line as value, contour and blind contour line, gesture, line quality, implied, psychic, and actual line, positive and negative shape, shape distortion and abstraction Ex: Blind contour drawing of a face with expressive line quality</li> <li>▶ Student experiments with and practices use of line and shape in sketchbook assignments</li> </ul>	<ul style="list-style-type: none"> <li>▶ Participation in class discussions</li> <li>▶ Group critique of sketches, in-progress, and/or completed artworks</li> <li>▶ Teacher evaluation of effectiveness of rendering through line and shape</li> <li>▶ Informal teacher/student conversations of current state of an artwork regarding line, shape, and mark-making</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>▶ A. Know and use the elements and principles of design to create artworks</li> </ul>	<ul style="list-style-type: none"> <li>▶ Is the student able to effectively apply color in creating works of art in rendering, for balance, emphasis, symbolism, or mood</li> </ul>	<ul style="list-style-type: none"> <li>▶ Student creates at least 1 artwork demonstrating effective use of color through mood, for balance, emphasis, symbolism, and/or traditional color schemes, such as:</li> </ul>	<ul style="list-style-type: none"> <li>▶ Participation in class discussions</li> <li>▶ Group critique of sketches, in-progress, and/or completed artworks</li> <li>▶ Teacher evaluation of effectiveness of use of color</li> </ul>		

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

<p>▶ B. Recognize, know, use, and demonstrate a variety of appropriate art elements and principles to produce, review, revise original works in the arts</p> <p>9.1.12 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p> <p>▶ A. Know and use the elements and principles of design to create artworks</p> <p>▶ B. Recognize, know, use, and demonstrate a variety of appropriate art elements and principles to produce, review, revise original works in the arts</p>	<p>▶ Is the student able to effectively apply texture in creating an artwork, tactile, or visual</p>	<p>monochromatic, primary, secondary, tertiary, complementary, split-complementary, analogous, neutrals, earth tones, warm, and cool colors</p> <p>Ex: Impressionism landscape depicted with warm color scheme</p> <p>▶ Student experiments with and practices use of color in sketchbook assignments</p> <p>▶ Student creates at least 1 artwork demonstrating effective use of actual and/or visual texture</p> <p>Ex. Self portrait loosely rendered in impasto textured paints with strong sense of emotion</p> <p>▶ Student experiments with and practices use of texture in sketchbook assignments</p>	<p>▶ Informal teacher/student conversations of current state of an artwork regarding color usage</p> <p>▶ Participation in class discussions</p> <p>▶ Group critique of sketches, in-progress, and/or completed artworks</p> <p>▶ Teacher evaluation of effectiveness of rendering through line and shape</p> <p>▶ Informal teacher/student conversations of current state of an artwork regarding line, shape, and mark-making</p>
---	--	--	---

<b>Planned Course: Advanced Fine Art II</b>		<b>Course Number: AH842</b>		<b>Department: Fine Arts and Digital Arts</b>	
<b>Unit: Breadth Component</b>		<b>Grade Level: 10-12</b>			
<b>Estimated Time: Integrated throughout the year</b>		<b>Level/Track: Elective</b>		<b>Board Approval Date: 08/22/2016</b>	
PA Academic Standards		Core Concepts (in question format)	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)	
		<ul style="list-style-type: none"> <li>Skills/Knowledge</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>▶ A. Know and use the elements and principles of design to create artworks</li> <li>▶ B. Recognize, know, use, and demonstrate a variety of appropriate art elements and principles to produce, review, revise original works in the arts</li> </ul>	<ul style="list-style-type: none"> <li>▶ Is the student able to effectively apply space in creating an artwork to depict depth</li> </ul>	<ul style="list-style-type: none"> <li>▶ Student creates at least 1 artwork demonstrating effective use of space depiction techniques, such as: linear perspective, size, placement, and overlapping, aerial perspective, use of grounds, and extreme perspectives</li> <li>Ex. Acrylic painting based on metaphor creating extreme depth through exaggerated size, placement, and overlapping</li> <li>▶ Student experiments with and practices use of space in sketchbook assignments</li> </ul>	<ul style="list-style-type: none"> <li>▶ Participation in class discussions</li> <li>▶ Group critique of sketches, in-progress, and/or completed artworks</li> <li>▶ Teacher evaluation of effectiveness of depiction of space/depth</li> <li>▶ Informal teacher/student conversations of current state of an artwork regarding space and depth</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>▶ A. Know and use the elements and principles of design to create artworks</li> <li>▶ B. Recognize, know,</li> </ul>	<ul style="list-style-type: none"> <li>▶ Is the student able to successfully apply a variety of media and media techniques in creating artworks</li> </ul>	<ul style="list-style-type: none"> <li>▶ Student creates several artworks in a variety of media, such as: acrylics, watercolors, pastels, oil-pastels, graphite, charcoal, ink, and non-traditional art media</li> <li>Ex. Japanese style ink</li> </ul>	<ul style="list-style-type: none"> <li>▶ Participation in class discussions</li> <li>▶ Group critique of sketches, in-progress, and/or completed artworks</li> <li>▶ Teacher evaluation of effective and/or creative use of media and materials</li> </ul>



<b>Planned Course: Advanced Fine Art II</b>		<b>Course Number: AH842</b>	<b>Department: Fine Arts and Digital Arts</b>	
<b>Unit: Breadth Component</b>		<b>Grade Level: 10-12</b>		
<b>Estimated Time: Integrated throughout the year</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>use, and demonstrate a variety of appropriate art elements and principles to produce, review, revise original works in the arts</p> <p>▶ J. Analyze the use of traditional and contemporary technologies for producing, performing and exhibiting in artworks or in the works of others</p> <p>9.1.12 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p> <p>▶ A. Know and use the elements and principles of design to create artworks</p> <p>▶ B. Recognize, know, use, and demonstrate a variety of appropriate art elements and principles to produce, review, revise original works in the arts</p> <p>▶ E. Delineate a unifying theme through the production of artwork of</p>	<ul style="list-style-type: none"> <li>• Is the student able to successfully create artworks of a variety of subject matter</li> </ul>	<p>painting of beauty in nature</p> <p>▶ Student experiments with and practices use of a variety of materials and media in sketchbook assignments</p> <p>▶ Student creates several artworks of a variety of subjects, such as, landscapes, interiors, still-lives, portraits, figures, and non-objective</p> <p>Ex. Figure drawing of an animal from life out of it's natural environment or state</p>	<p>▶ Informal teacher/student conversations of current state of an artwork regarding materials and media</p> <p>▶ Participation in class discussions</p> <p>▶ Group critique of sketches, in-progress, and/or completed artworks</p> <p>▶ Teacher evaluation of rendering and creativity in depicting the subject matter of a specific work of art</p> <p>▶ Informal teacher/student conversations of current state of an artwork</p>	
---	--	--	---	--

<b>Planned Course: Advanced Fine Art II</b>		<b>Course Number: AH842</b>		<b>Department: Fine Arts and Digital Arts</b>	
<b>Unit: Breadth Component</b>		<b>Grade Level: 10-12</b>			
<b>Estimated Time: Integrated throughout the year</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 (identify some activities as remedial or enrichment activities)</b>	<b>Assessments (include types and topics)</b>		

<p>art that reflects skills in media processes and techniques</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>▶ D. Demonstrate specific styles in combination through the production or performance of a unique work of art</li> <li>▶ F. Analyze works of art influenced by experiences or historical and cultural events through production, performance, and exhibition</li> </ul> <p>9.2.12 Historical and cultural contexts</p> <ul style="list-style-type: none"> <li>▶ A. Explain the historical, cultural and social context of an individual work in the arts</li> </ul>	<ul style="list-style-type: none"> <li>• Is the student able to understand what aspects of an artwork delineate it as a specific style and is able to apply those aspects to creating his/her own artwork in the said style</li> </ul>	<ul style="list-style-type: none"> <li>▶ Class examines and critiques artworks of a specific style regarding elements, which are important to the style Ex: cubism, impressionism, realism, surrealism, romanticism, folk art etc.</li> <li>▶ Students play style search game</li> <li>▶ Students create at least 1 artwork demonstrating an understanding of the style being studied Ex: Surrealism landscape or interior based on the works of Magritte and/or Dali</li> </ul>	<ul style="list-style-type: none"> <li>▶ Participation in class discussions/critique</li> <li>▶ Group critique of sketches, in-progress, and/or completed artworks</li> <li>▶ Teacher evaluation of effective application of stylistic components</li> <li>▶ Informal teacher/student conversations of current state of an artwork regarding style and overall piece</li> <li>▶ Small prizes given for participation in game based on teacher evaluation of answers</li> </ul>		
--	--	--	--	--	--

<b>Planned Course: Advanced Fine Art II</b>		<b>Course Number: AH842</b>		<b>Department: Fine Arts and Digital Arts</b>	
<b>Unit: Breadth Component</b>		<b>Grade Level: 10-12</b>			
<b>Estimated Time: Integrated throughout the year</b>		<b>Level/Track: Elective</b>		<b>Board Approval Date: 08/22/2016</b>	
PA Academic Standards		Core Concepts (in question format)	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)	
		<ul style="list-style-type: none"> <li>Skills/Knowledge</li> </ul>			

<p>▶ C. Relate works in the arts to varying styles and genre to the periods in which they were created</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>▶ G. Analyze the effect of practice sessions</li> </ul> <p>9.3.12. Critical Response</p> <ul style="list-style-type: none"> <li>▶ E. Examine and evaluate various types of critical analysis in the works of arts and humanities: contextual, formative, and intuitive criticism</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>▶ Does the course provide the student the opportunity to continue to develop personal artistic creativity through exploring the artwork of others and exploring and creating his/her own artwork?</li> </ul> <ul style="list-style-type: none"> <li>▶ The student will be able to use the vocabulary and tools of art criticism and aesthetics, at an</li> </ul>	<ul style="list-style-type: none"> <li>▶ Activities imbedded throughout the course in all units include sketchbook experiences, museum and/or gallery visits, exploration of artwork, styles, and artists in a variety of cultures and time periods, and creating and revising student artworks</li> </ul> <ul style="list-style-type: none"> <li>▶ Group discussions and critiques, both formal and informal</li> <li>▶ Sketchbook</li> </ul>	<ul style="list-style-type: none"> <li>▶ Participation in class discussions/critique</li> <li>▶ Group critique of sketches, in-progress, and/or completed artworks</li> <li>▶ Teacher evaluation of overall composition, concepts, techniques and media applications, craftsmanship and/or specific criteria being considered in a particular project</li> <li>▶ Informal teacher/student conversations of current state of an artwork</li> </ul> <ul style="list-style-type: none"> <li>▶ Imbedded in activities</li> <li>▶ Small-group informal critiques</li> <li>▶ Teacher-student</li> </ul>
---	--	---	--

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

<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 process of works in the arts and humanities</li> <li>• B. Determine and apply criteria to a person's work and works of others in the arts</li> <li>• E. Examine and evaluate various types of critical analysis of work in the arts and humanities: contextual, formative, and intuitive criticism</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>▶ H. Incorporate the effective and safe use of materials, equipment and tools into the production of</li> </ul>	<p>advanced level, in discussing and examining his/her own artworks, artists, and those of his/her peers in terms of techniques, composition, and visual communication of concepts and ideas</p> <p>▶ The student will be able to use art materials and processes safely, with appropriate care, and with respect for the well-being of themselves, other artists, and artwork in the studio</p>	<p>assignments to write about a given theme or topic which the student develops into his/her own idea to be developed visually ex. Wrapped and protected</p> <p>▶ Group brainstorming sessions and idea mapping to share ideas for conceptual development</p> <p>▶ Review and demonstrations of both safe and respectful practices in the studio</p> <p>▶ Students clean and care for materials and art appropriately</p> <p>▶ Students store and</p>	<p>discussions</p> <p>▶ Collegeboard evaluation format</p> <p>▶ Teacher observation of studio practices</p> <p>▶ Teacher evaluation incorporated in class/studio participation grade</p>
--	--	---	--

<b>Planned Course: Advanced Fine Art II</b>		<b>Course Number: AH842</b>		<b>Department: Fine Arts and Digital Arts</b>	
<b>Unit: Breadth Component</b>		<b>Grade Level: 10-12</b>			
<b>Estimated Time: Integrated throughout the year</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>works in the arts at work and performance spaces</p> <p>▶ K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities</p>		<p>transport art work appropriately to ensure that it remains in good condition</p> <p>▶ Students treat each other, the art, and the materials with general respect</p>			
---	--	---	--	--	--