

<b>Planned Course: Advanced Fine Art II</b>		<b>Course Number: AH842</b>		<b>Department: Fine Arts and Digital Arts</b>	
<b>Unit: Mastery and Concentration</b>		<b>Grade Level: 11-12</b>			
<b>Estimated Time: 2 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>		<b>Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)</b>	
		<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> <li>▶ E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques</li> <li>▶ G. Analyze the effect of practice session</li> </ul> <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>	<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, directed by the student, regarding techniques, composition, and concepts?</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students research their individual themes for other artists, artworks, and literature sources that relate to their theme, and /or individual projects within this theme as needed</li> <li>▶ Continuing/ongoing sketchbook assignments for: <ul style="list-style-type: none"> <li>▶ practice and experimenting in rendering skills and techniques,</li> <li>▶ collecting resources, research, and sources of inspiration,</li> <li>▶ thumbnail layout sketches and idea sketches ex: collage images and items across a 10 pg. Spread that relate to your overall theme in as many ways possible</li> </ul> </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> </ul>
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<p>9.2.12 Historical and Cultural Contexts</p> <ul style="list-style-type: none"> <li>▶ L. Identify, explain, and analyze common themes, forms and techniques from works in the arts</li> </ul> <p>9.3.12 Critical Response</p> <ul style="list-style-type: none"> <li>▶ G. Analyze works in the arts by referencing the judgments advanced by art critics as well as one's own analysis and critique</li> </ul> <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 its relationship to one's own life based on knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>▶ Does the course enable students to develop a theme or visual idea based on his/her own interest, to investigate as an area of concentration, allowing students control in directing their own personal growth in their artwork</li> </ul>	<ul style="list-style-type: none"> <li>▶ View student portfolio samples of concentrations</li> <li>▶ Students create a visual theme of their choice to be developed into a series of artworks through techniques such as; idea mapping, and group brainstorming, and research</li> </ul>	<ul style="list-style-type: none"> <li>▶ Informal student/teacher conversation</li> <li>▶ Teacher approval of theme</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>▶ Analyze and evaluate the use of traditional and contemporary technologies</li> </ul>	<ul style="list-style-type: none"> <li>▶ Is the student able to create and implement a plan of action for the development of his/her concentration—organization and management skills</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students develop individual plans to address their concentration areas, including a timeline or time management component – example planning devices offered,</li> </ul>	<ul style="list-style-type: none"> <li>▶ Teacher approval of planning,</li> <li>▶ Teacher/student conversations of initial plan and in-progress assessment of its success</li> </ul>	

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<p>for producing, performing, and exhibiting in art works or in the works of others</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>▶ E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques</li> </ul>	<ul style="list-style-type: none"> <li>▶ Is the student able to develop and create a body or series of works, at an advanced level, with a tightly unified theme or visual concept of based on his/her own area of interest</li> </ul>	<p>such as charts and outlines</p> <ul style="list-style-type: none"> <li>▶ Teacher presentation about relationships in a body of work by well known artists such as Louise Nevelson or Georgia O’ Keefe</li> <li>▶ Students develop and create 12 works of art based on his/her unifying visual theme (open media) –Concentration <ul style="list-style-type: none"> <li>▶ ex: series based on “enclosed spaces” with strong use of value or color schemes</li> <li>▶ ex: series of abstractions developed from natural settings and objects</li> <li>▶ ex; series on family history depicted through figures in their element with strong emotional component</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</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>		
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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>▶ E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques</li> <li>▶ G. Analyze the effect of practice sessions</li> </ul> <p>9.2.12 Historical and Cultural 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>	<ul style="list-style-type: none"> <li>▶ The student will be able to incorporate concepts and themes 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 similar themes and concepts</li> <li>▶ Experimentation and sampling with media, concepts, and subjects in sketchbook</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> </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</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 advanced level, in discussing and examining the artwork of his/her concentration, and those of his/her peers</li> </ul>	<ul style="list-style-type: none"> <li>▶ Group discussions and critiques, both formal and informal</li> </ul>	<ul style="list-style-type: none"> <li>▶ Imbedded in activities</li> </ul>	

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<p>process of works in the arts and humanities</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> <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>▶ E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques</li> <li>▶ G. Analyze the effect of practice sessions</li> </ul>	<ul style="list-style-type: none"> <li>▶ The student will be able to use art materials to create a series of works that reflect an understanding of composition (elements and principles of art), techniques, media processes, and craftsmanship</li> </ul>	<ul style="list-style-type: none"> <li>▶ Student maintains sketchbook utilizing composition, media , and techniques in a variety of ways</li> <li>▶ Student develops and creates 12 works of art (his/her concentration) reflecting an understanding of composition, technique, media and craftsmanship</li> </ul>	<ul style="list-style-type: none"> <li>▶ Student self-evaluation</li> <li>▶ Teacher/student consultation</li> <li>▶ Class critiques</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>
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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>▶ H. Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces</li> <li>▶ K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities</li> </ul>	<ul style="list-style-type: none"> <li>▶ 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</li> </ul>	<ul style="list-style-type: none"> <li>▶ Review and demonstrations of both safe and respectful practices in the studio</li> <li>▶ Students clean and care for materials and art appropriately</li> <li>▶ Students store and transport art work appropriately to ensure that it remains in good condition</li> <li>▶ Students treat each other, the art, and the materials with general respect</li> </ul>	<ul style="list-style-type: none"> <li>▶ Teacher observation of studio practices</li> <li>▶ Teacher evaluation incorporated in class/studio participation grade</li> </ul>
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