

Planned Course: Basics of Art	Course Number: 800	Department: Fine Arts/Graphic Arts	
Unit: Painting	Grade Level: 9-12		
Estimated Time: 3 weeks	Level/Track: Elective	Date Approved: 10/20/03	
Academic Standards	Skills/Knowledge	Activities	Assessment

<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>The student will be able to analyze the composition of elements of art within a painting.</p>	<ul style="list-style-type: none"> • Diagram the use of sensory elements in a work of art • Class discussions • Worksheets 	<ul style="list-style-type: none"> • Student participation in class discussion • Teacher observation • Assignment
<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 each art form to create works in the arts and humanities.</p> <p>9.3.12 Critical Response</p> <p>A. Explain and apply critical examination processes of works in the arts and humanities.</p>	<p>The student will be able to identify color relationships within a painting.</p>	<ul style="list-style-type: none"> • Create intensity scales • Create value charts • Class discussions of reproduction of artists' work 	<ul style="list-style-type: none"> • Teacher observation • Student participation • Criteria for assignment • Studio grade • Project grade
<p>9.2.12 Historical and Cultural Contexts</p> <p>C. Relate works in the arts to varying styles and genre and to the periods in which</p>	<p>The student will be able to identify major styles of painting from 1850 to the</p>	<ul style="list-style-type: none"> • Teacher led discussion using "Token Response" • Use of fine art 	<ul style="list-style-type: none"> • Student participation • Teacher observation

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<p>they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).</p> <p>D. Analyze a work of art from its historical and cultural perspective.</p> <p>H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.</p>	<p>present.</p>	<p>reproductions</p>	
<p>9.2.12 Historical and Cultural Contexts</p> <p>I. 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>The student will be able to identify the basic theory behind a particular style of painting.</p>	<ul style="list-style-type: none"> • Class discussions of reproductions of artists' work 	<ul style="list-style-type: none"> • Student participation • Teacher observation
<p>9.1.12 Production, Performance and Exhibition of Dance, Music, Theatre and</p>			

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<p>Visual 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>G. Analyze the effect of rehearsal and practice sessions.</p> <p>J. Analyze and evaluate the use of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.</p> <p>K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.</p>	<p>The student will be able to demonstrate a level of proficiency in the use of tempera, watercolor, and acrylic paints.</p>	<ul style="list-style-type: none"> • Teacher demonstration and student experience of watercolor, tempera, and acrylic media 	<ul style="list-style-type: none"> • Critique • Criteria for assignment • Student participation • Studio grade
<p>9.3.12 Critical Response</p> <p>A. Explain and apply critical examination processes of works in the arts and humanities.</p>	<p>The student will be able to recognize the technical and visual differences of tempera,</p>	<ul style="list-style-type: none"> • Create a non-objective composition using geometric shapes 	<ul style="list-style-type: none"> • Student participation • Teacher observation • Criteria for assignment

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<p>C. Apply systems of classification for interpreting works in the arts and forming a critical response.</p>	<p>watercolor, and acrylic paints.</p>	<ul style="list-style-type: none"> • Visit to art museum • Use of fine art reproductions 	<ul style="list-style-type: none"> • Project grade
<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>A. Explain and apply 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>D. Analyze and interpret works in the arts and humanities from different</p>	<p>The student will be able to use accurate terminology, careful language, and deductive logic skills to form and defend an opinion about a work of art.</p>	<ul style="list-style-type: none"> • Textbook • Library reference materials • Research project • Use of fine art reproductions 	<ul style="list-style-type: none"> • Student participation • Essay exam • Teacher observation • Student self-assessment

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<p>societies using culturally specific vocabulary of critical response.</p> <p>F. Analyze the processes of criticism used to compare the meanings of a work in the arts in its own and present time.</p> <p>G. Analyze works in the arts by referencing the judgments advanced by art critics as well as one’s own analysis and critique.</p>			
<p>9.2.12 Historical and Cultural Contexts</p> <p>K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling, plays, oral histories, poetry, work songs, blue grass).</p> <p>9.3.12 Critical Response</p> <p>E. Examine and evaluate various types of critical analysis of works in the arts and humanities</p>	<p>The student will be able to observe, discuss, and critique works of art.</p>	<ul style="list-style-type: none"> • Use of “Token Response” • Critique of students’ work in progress • Use of textbook • Worksheets 	<ul style="list-style-type: none"> • Student participation • Teacher observation • Student self-assessment

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<p>9.4.12 Aesthetic Response</p> <p>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.</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 broadcast, <i>War of the Worlds</i>).</p>			
<p>9.4.12 Aesthetic Response</p> <p>D. Analyze and interpret a philosophical position identified in works in the arts and humanities.</p>	<p>The student will be able to understand the value of maintaining a sketchbook as a resource.</p>	<ul style="list-style-type: none"> • Sketchbook assignments • Use of sketchbook for preliminary drawings and thumbnail sketches • Critique of sketchbooks 	<ul style="list-style-type: none"> • Studio grade • Student participation • Criteria for assignment
<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 understand and appreciate cultural diversity within painting.</p>	<ul style="list-style-type: none"> • Class discussions • Videos 	<ul style="list-style-type: none"> • Student assessment • Teacher observation

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<p>D. Analyze a work of art from its historical and cultural perspective.</p> <p>K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling, plays, oral histories, poetry, work songs, blue grass).</p>			
<p>9.1.12 Production, Performance and Exhibition of Dance, Music, Theatre and Visual 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 exercise respect for art materials and the work of others.</p>	<ul style="list-style-type: none"> • Teacher modeling • Teacher demonstrations 	<ul style="list-style-type: none"> • Teacher observation • Student participation • Comparison of tools and materials before and after assignments