

<b>Planned Course: Basics of Art</b>	<b>Course Number: 800</b>	<b>Department: Fine Arts/Graphic Arts</b>	
<b>Unit: Calligraphy (optional)</b>	<b>Grade Level: 9-12</b>		
<b>Estimated Time: 2 weeks</b>	<b>Level/Track: Elective</b>	<b>Date Approved: 10/20/03</b>	
<b>Academic Standards</b>	<b>Skills/Knowledge</b>	<b>Activities</b>	<b>Assessment</b>

<p>9.2.12 Historical and Cultural Contexts</p> <p>C. Relate works of art to varying styles and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic and others).</p> <p>F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.</p>	<p>The student will be able to identify characteristics of manuscript illumination.</p>	<ul style="list-style-type: none"> <li>• Student collects examples of various lettering styles found in current publications</li> <li>• Teacher presentation and demonstration of examples of various lettering styles</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation and check</li> </ul>
<p>9.2.12 Historical and Cultural Contexts</p> <p>C. Relate works of art to varying styles and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic and others).</p>	<p>The student will be able to understand and appreciate the diversity of calligraphic expression as a reflection of the cultures that created them.</p>	<ul style="list-style-type: none"> <li>• Field trip to Philadelphia Museum of Art to see medieval manuscript collection</li> <li>• Class discussion related to field trip experience</li> <li>• Student researches the origins of manuscript illumination prior to the invention of the printing</li> </ul>	<ul style="list-style-type: none"> <li>• Students write paper on field trip experience</li> <li>• Teacher observation of individual participation in class discussion</li> <li>• Teacher evaluation of research project</li> </ul>

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D. Analyze a work of art from its historical and cultural perspective.		press	
<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>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>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</p>	The student will be able to recognize and analyze contemporary use of the verbal message in art.	<ul style="list-style-type: none"> <li>• Student writes a proposal for an installation that has a verbal format</li> </ul>	<ul style="list-style-type: none"> <li>• Individual teacher/student consultations</li> <li>• Class critique</li> <li>• Teacher assessment of proposal</li> </ul>

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<p>effects that works in the arts have on groups, individuals and culture (e.g., Orson Welles' 1938 radio broadcast, <i>War of the Worlds</i>).</p> <p>C. Compare and contrast the attributes of various audience's environments as they influence individual aesthetic response (e.g., viewing traditional <i>Irish</i> dance at a county fair versus the performance of <i>River Dance</i> in a concert hall).</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 each art form to create works in the arts and humanities.</p>	<p>The student will be able to recognize the use of arts elements and design principles as they occur in historic and contemporary examples of calligraphy.</p>	<ul style="list-style-type: none"> <li>• Student views examples of text from other cultures, i.e., Arabic, Sanskrit, and analyzes forms in terms of sensory elements and principles of design</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation of student participation</li> </ul>
<p>9.1.12 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts.</p>	<p>The student will be able to use</p>	<ul style="list-style-type: none"> <li>• Teacher demonstration of</li> </ul>	<ul style="list-style-type: none"> <li>• Class work participation</li> </ul>

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<p>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p>	<p>calligraphy pens and ink to visually express a verbal concept.</p>	<p>tools and techniques</p> <ul style="list-style-type: none"> <li>• Student practices using pen and ink to create a specific lettering style</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation of student lettering technique</li> <li>• Student self-assessment based on specific stated criteria</li> </ul>
<p>9.1.12 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts.</p> <p>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p>	<p>The student will be able to incorporate illustration as an effective complement to the written word.</p>	<ul style="list-style-type: none"> <li>• Student designs a repeat pattern to frame a page of lettering.</li> </ul>	<ul style="list-style-type: none"> <li>• Class work participation</li> <li>• Teacher observation of student lettering technique</li> <li>• Student self-assessment based on specific stated criteria</li> </ul>
<p>9.1.12 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts.</p> <p>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p>	<p>The student will be able to utilize lettering style and proportion to design an effective page layout.</p>	<ul style="list-style-type: none"> <li>• Student creates a manuscript illumination using an old family recipe</li> <li>• Student selects a quote as a basis for individual manuscript design and creates an illumination</li> </ul>	<ul style="list-style-type: none"> <li>• Class work participation</li> <li>• Teacher observation of student lettering technique</li> <li>• Student self-assessment based on specific stated criteria</li> </ul>