

Planned Course: Clay, Metal, and World Arts	Course Number: AH812	Department: Art	
Unit: Introduction	Grade Level: 9-12		
Estimated Time: 1 week	Level/Track: Mid	Date Approved: 8/8/2011	
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>9.2.12 K. Identify, explain and analyze traditions as they relate to works in the arts</p> <p>9.2.12 L. Identify explain and analyze common themes, forms and techniques from works in the arts</p> <p>9.4.12 D. Analyze and interpret a philosophical position identified in works in the arts and humanities.</p> <p>9.1.12 E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques</p>	<p>▶ Do students extrapolate why humans make art?</p>	<p>Students brainstorm (as list or map) various reasons people make art across time and cultures. Analyze and group responses into larger categories and compare the list to actual artworks. (symbolism, adornment, celebrations, beliefs, functional, art for art's sake, storytelling recording history, decoration, ceremonial)</p> <p>Sketchbook Assignment: Students create a journal style page illustrating how art relates them to the world around them and what they express in their art</p>	
<p>9.2.12 G. Relate works in the arts to geographic regions</p> <p>9.2.12 J. Identify, explain, and analyze historical and cultural differences as they relate to works in the arts</p> <p>9.2.12 L. Identify, explain,</p>	<p>▶ Can students recognize and draw comparisons (both differences and similarities) among art of different cultures?</p>	<p>Students view a sample of artworks from various cultures, created in similar media or forms (ex: masks) and draw comparisons, both similarities and differences in media, styles, purposes, and</p>	

Planned Course: Clay, Metal, and World Arts	Course Number: AH812	Department: Art	
Unit: Introduction	Grade Level: 9-12		
Estimated Time: 1 week	Level/Track: Mid	Date Approved: 8/8/2011	
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)

and analyze common themes, forms and techniques from works in the arts		philosophy	
9.4.12 D. Analyze and interpret a philosophical position identified in works in the arts and humanities	<p>► Can students understand and articulate both the universal and individual quality of art?</p>	Integrated in previous discussions and activities regarding similarities, differences and purposes in art.	
9.4.12 B. Describe and analyze the effects that works in the arts have on groups, individuals and the cultures	<p>► Do students understand how both culture can affect art and art affect culture?</p>	Students examine a specific artwork and culture and write a description of how they affected each other. (ex: holocaust art, Picasso's Guernica, Native American hunting masks, etc.)	
9.4.12 C. Compare and contrast the attributes of various audiences environments as they influence individual aesthetic response		Small groups create charts of examples of art affecting culture, vs. culture affecting art	
9.4.12 D. Analyze and	<p>► Can students</p>	Students interpret a work of art	

Planned Course: Clay, Metal, and World Arts	Course Number: AH812	Department: Art	
Unit: Introduction	Grade Level: 9-12		
Estimated Time: 1 week	Level/Track: Mid	Date Approved: 8/8/2011	
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>interpret a philosophical position identified in works in the arts and humanities</p> <p>9.1.12 F. Analyze the works of art influenced by experiences or historical and cultural events through production, performance, or exhibition</p> <p>9.2.12 G. Relate works in the arts to geographic regions</p>	<p>understand how a philosophy or belief can delineates a work of art?</p> <p>▶ Do students demonstrate respect for the purposes a culture makes art? (I.e.: no copying sacred works, etc.)</p> <p>▶ Can students relate works of art to cultures and /or geographic areas?</p>	<p>with deeply imbedded meaning. After sharing, examine the artist's statement of philosophy. Reinterpret and analyze the differences. Discuss media and style choices.</p> <p>Slide show and group discussion of plagiarism, appropriation, and historical examples of misrepresentation of cultural arts.</p> <p>Integrated into class discussions and activities. To be explored in depth throughout remaining units.</p>	
---	---	--	--