

<b>Planned Course: Clay, Metal, and World Arts</b>	<b>Course Number: AH812</b>	<b>Department: Art</b>	
<b>Unit: Art for Art's Sake</b>	<b>Grade Level: 9-12</b>		
<b>Estimated Time: 4 weeks</b>	<b>Level/Track: Mid</b>	<b>Date Approved: 8/8/2011</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>9.2.12 F. Know and apply appropriate vocabulary used between social studies and the arts and humanities</p> <p>9.2.12 L. Identify, explain, and analyze common themes, forms, and techniques from works in the arts</p> <p>9.1.12 B. Recognize, know, use, and demonstrate a variety of appropriate art elements and principles to produce, review, and revise original works in the arts</p> <p>9.2.12 G. Relate works in the arts to geographic regions</p> <p>9.2.12 E. Analyze how historical events and culture impact forms, techniques and purposes on works in the arts</p> <p>9.3.12. C. Apply systems of classification for interpreting works in the arts and forming a critical response.</p>	<p>▶ Can students analyze and understand why cultures create or use art for art's sake (purely to enjoy the art creating process?)</p> <p>▶ Can students relate a variety of art made for art's sake to specific geographic regions and cultures?</p>	<p>View clips of artists explaining their drive to create.</p> <p>Students actively participate in small group discussion about making art for art's sake and it's inherent value.</p> <p>Teacher presentation of images of art for art's sake, regarding style and culture / geography.</p> <p>Student's create quick, mini art works exploring a variety of styles or techniques of art for art's sake from several cultures. Class organizes finished pieces into categories based on cultural inspiration.</p>	<p>In-progress teacher observation of student participation and comprehension demonstrated in class discussions</p> <p>Informal in-progress critiques of student work between student / teacher: craftsmanship, inherent emotion, and composition (see techniques units for specific skill evaluation information)</p> <p>Lg. group silent critique activity of student artwork: students revolve through the room, writing critique comments for ea. artwork (All negative comments must use the sandwich method).</p> <p>Written teacher evaluation of finished art for art's sake projects, based on given criteria, including: Emotion / mood Craftsmanship Design elements and principles</p>
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<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 and analyze common themes, forms and techniques from works in the arts</p> <p>9.3.12 D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.</p>	<p>▶ Can students analyze and draw comparisons (differences and similarities) among art for art's sake of different cultures, and the overreaching styles of those cultures?</p>	<p>Class critique of mini projects (following organization activity) to identify similarities and differences in the culturally inspired artwork. Compare these to the culturally inspirational works as well.</p>	<p>applied intuitively (To be paired with technique unit for more specific criteria)</p>
<p>9.1.12 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>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>▶ Can students effectively apply elements and principles intuitively to design and create an original art for art's sake piece, based on personal creating process,</p>	<p>Teacher presentation and demonstration of working art elements and principles intuitively and spontaneously, to be applied in student art works of art for art's sake (See techniques units for specific examples)</p> <p>Student's create an original work interpreting art for art's</p>	

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<p>9.4.12 D Analyze and interpret a philosophical position identified in works in the arts and humanities</p>		<p>sake, applying the elements and principles of art in an intuitive creative process</p> <p>Informal, in-progress critiques between student and teacher during the creating process</p>	
<p>9.1.12 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>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>▶ Can students effectively apply elements and principles to demonstrate emotion and mood in an original work of art</p>	<p>Students create an original artwork that demonstrates a sense of emotion and mood</p>	
<p>9.3.12 B. Determine and apply criteria to a person's work and works of others in the arts</p>	<p>▶ Can students determine and apply criteria to form a critical response towards their</p>	<p>Written self-evaluation on completed projects: criteria choices for intuitive, personal</p>	

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<p>9.3.12 E. Examine and evaluate various types of critical analysis of works in the arts and humanities</p>	<p>own work, and the work of others</p>	<p>art making</p> <p>Informal class discussion regarding appropriateness of critiquing art that was created purely for the joy of creating</p>	