

<b>Planned Course: Clay, Metal, and World Arts</b>	<b>Course Number: AH812</b>	<b>Department: Art</b>	
<b>Unit: Celebrations Through Art</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 A. Explain the historical, cultural, cultural and social context of an individual work in the arts</p> <p>9.2.12 E. Analyze how historical events and culture impact forms, techniques and purposes on works in the arts</p> <p>9.2.12 F. Know and apply appropriate vocabulary used between social studies and the arts and humanities</p>	<p>▶ Can students understand and explain why cultures create or use art to celebrate, or incorporate art into their celebrations?</p>	<p>Teacher presentation and class discussion on the art of celebrations, applying appropriate art and cultural vocabulary.</p> <p>Sketchbook assignment: journal-style entry defining why humans make art and /or use art to celebrate?</p>	<p>In-progress teacher observation of student participation and comprehension demonstrated in class discussions and activities about art of celebrations, including, but not limited to respect for the cultures, vocabulary use, and demonstrated knowledge of art elements and principles</p> <p>Completion and thoughtfulness of sketchbook assignments</p>
<p>9.2.12.C. Relate works in the arts to varying styles and genre and to the periods in which they were created</p> <p>9.2.12 G. Relate works in the arts to geographic regions</p> <p>9.3.12. C. Apply systems of classification for interpreting works in the arts and forming a critical response. performance, or exhibition</p>	<p>▶ Can students relate a variety of art of celebration works to specific geographic regions and cultures?</p>	<p>Teacher slideshow presentation on art of celebration, incorporating style, use, and culture / geography.</p> <p>Students analyze art elements and principles among celebratory artworks of various cultures, identifying components distinctive to their cultures</p>	<p>Informal in-progress critiques between student / teacher of student artworks: Craftsmanship Celebratory connection Application of art elements and principles (See techniques units for specific skill evaluation information)</p> <p>Teacher / student rubric of finished art of celebration works based on given criteria,</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 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 C. Compare and contrast the attributes of various audiences environments as they influence individual aesthetic response</p>	<p>► Can students analyze and draw comparisons (differences and similarities) of art of celebrations among different cultures?</p>	<p>Student cultural celebration: students share a component of family celebrations from their cultural backgrounds, with informal class discussion of the similarities and differences</p> <p>Students map the similarities and differences among celebratory art works of various cultures</p>	<p>including: Craftsmanship Design elements and principles Celebratory connection (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</p>	<p>► Can students effectively apply skills and techniques to design and create an original work of celebration, based on celebrations of one's own culture</p>	<p>Teacher demonstration of specific techniques and steps used in creating art of celebrations. (See techniques units for example) Students create their own art of celebration piece based on personal cultural background</p>	

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<p>of a work of art that reflects skills in media processes and techniques</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 D. Demonstrate specific styles through the production or performance of a unique work of art</p> <p>9.3.12 B. Determine and apply criteria to a person's work and works of others in the arts</p> <p>9.3.12 D. Analyze and interpret works in the arts and humanities form different societies using culturally specific vocabulary of critical response</p>	<p>▶ Can students effectively apply culturally based style through application of art elements and principles from a given culture?</p>	<p>(ex: mixed media PA Dutch fractures</p> <p>Students critique art of celebration from a given culture regarding the application of elements and principles inherent to it's style</p> <p>Student's design and create an original art of celebration piece, applying art elements and principles to emulate those of a given culture (ex: curvilinear lines in repetition as found in Chinese dragon masks)</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>9.3.12 B. Determine and apply criteria to a person's work and works of others in the arts</p> <p>9.3.12 C. Apply systems of classifications for interpreting works in the arts and forming a critical response</p>	<p>▶ Do students demonstrate respect for the purposes a culture makes art? (I.e.: respecting why a celebration may be important to a culture, no copying sacred works or mocking of cultures' celebrations, etc.)</p> <p>▶ Can students determine and apply criteria to form a critical response towards their own work, and the work of others?</p>	<p>Integrated into class discussions, activities, in the production of student artworks, and group critiques</p> <p>Active student participation in group critiques of completed projects</p> <p>Informal, in-progress critiques between student and teacher during the creating process</p>	
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