

Planned Course: Clay, Metal, and World Arts	Course Number: AH812	Department: Art	
Unit: Storytelling	Grade Level: 9-12		
Estimated Time: 4 weeks	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 F. Know and apply appropriate vocabulary used between social studies and the arts and humanities</p> <p>9.2.12 D. Analyze a work of art from it's historical and cultural perspective</p> <p>9.2.12 K. Identify, explain and analyze traditions as they relate to works in the arts</p>	<p>▶ Can students understand and explain why cultures create or use art for storytelling?</p>	<p>Students brainstorm examples of storytelling in art – why?</p> <p>Teacher presentation / class critique of storytelling art from a variety of cultures and times, in relation to interpreting stories and meaning (ex: Lascaux caves in France)</p>	<p>In-progress teacher observation of student participation and comprehension demonstrated in class discussions and activities, such as accuracy in pairing up artworks and their culture</p> <p>Informal in-progress critiques of student work between student / teacher: craftsmanship, depictions of stories and composition (see techniques units for specific skill evaluation information)</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 relate a variety of storytelling artworks to their specific geographic regions and cultures?</p>	<p>Group activity: matching storytelling artwork to cultures and geographic regions based on stylistic components</p> <p>Teacher presentation on a specific culture's examples of storytelling art (such as Walt Disney from North America)</p>	<p>Sm. group critique of student artwork re: craftsmanship, Composition, Depiction of storytelling theme Interpretation of visual story</p>
<p>9.1.12 K Analyze and evaluate the use of traditional and</p>	<p>▶ Can students analyze and draw comparisons</p>	<p>Small group activity: students draw and diagram comparisons</p>	<p>Written teacher evaluation of finished storytelling art projects, based on given criteria, including: Depiction of story Craftsmanship</p>

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<p>contemporary technologies in furthering knowledge and understanding in the humanities</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 and analyze common themes, forms and techniques from works in the arts</p> <p>9.3.12 A Explain and apply the critical examination process of works in the arts and humanities</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>9.3.12 E. Examine and evaluate various types of critical analysis of works in the arts and humanities</p>	<p>(differences and similarities) among storytelling art of different cultures, and the overreaching styles of those cultures?</p> <p>▶ Can students effectively apply the critical examination process to interpret storytelling works in the arts?</p>	<p>with children’s illustrated books and movies of our own culture with visual fine art to tell a story form a variety of other cultures, and/or the specific culture from the earlier teacher presentation</p> <p>Teacher presentation of various forms critical analysis for the arts</p> <p>Small group activity: interpret individual storytelling works applying critical analysis. Share analysis with class for further interpretation and depth</p>	<p>Design elements and principles (To be paired with technique unit for more specific criteria)</p>
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<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>9.3.12 B. Determine and apply criteria to a person's work and works of others 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>▶ Can students effectively apply art elements and principles to design and create an artwork depicting original storytelling?</p>	<p>Teacher demonstration of art elements and principles creating a specific style in storytelling art (such as the linear repetition of dream catchers from North America)</p> <p>Student's create an original work telling and depicting an original story, applying the elements and principles of art</p> <p>Informal, in-progress critiques between student and teacher during the creating process regarding craftsmanship, design, and interpretation</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 classification for interpreting works in the arts and forming a critical response</p>	<p>▶ Can students apply criteria to form a critical response towards their own work, and the work of others?</p>	<p>Written self-evaluation on completed projects: criteria including but not limited to: depiction of story, craftsmanship, overall design (see also technique unit for specifics)</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>9.4.12 A Evaluate an individuals philosophical statement on a work in the arts and it's relationship to one's own life based on knowledge and experience</p> <p>9.4.12 B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture</p>	<p>▶ Have students gained a deeper understanding and respect for the arts of other cultures and their peoples? (i.e.: how important stories can be to a culture, etc.)</p>	<p>Additionally, integrated into earlier unit activities</p> <p>Integrated throughout unit</p>	