

Planned Course: Clay, Metal, and World Arts	Course Number: AH812	Department: Art	
Unit: Recording History	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 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 analyze and understand and explain why cultures create art to record history?</p>	<p>Sketchbook assignment: list forms of recording history for an individual, and for a culture. What's its importance?</p> <p>Pair-share activity with sketchbook assignment responses</p>	<p>In-progress teacher observation of student participation and comprehension demonstrated in class discussions of art to record history</p> <p>Informal in-progress critiques between student and teacher: craftsmanship quality Clarity in depiction of historical event Design elements and principles (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.C. Relate works I the arts to varying styles and genre and to the periods in which they were created</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 artworks that record history to specific geographic regions and cultures?</p>	<p>Teacher slideshow presentation of art to record history regarding style, use, and culture / geography. (ex: Egyptian Hieroglyphics)</p> <p>Students sketch and analyze presented examples of art to record history for their defining features and use of art elements and principles</p>	<p>Lg. group critique of student artwork re: Craftsmanship quality Clarity in depiction of historical event Interpretation of theme Design elements and principles</p> <p>Written teacher evaluation of completed artwork to record history, based on given criteria, including:</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>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) between art to record history and storytelling art of different cultures, and the needs they serve of those cultures?</p>	<p>Small group activity: using given examples, chart similarities and differences of materials, and stylistic elements evocative of art to record history</p> <p>Informal class discussion on art to record history and its relationship to our own history</p>	<p>Craftsmanship Design elements and principles Clarity and depiction of historical event theme (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>▶ Can students effectively illustrate an original visual work to record history, based on an actual historical event (consider personal to global scale of history)?</p>	<p>Teacher presentation and demonstration of specific techniques used in creating art to record history (See techniques units for examples) Students create their own</p>	

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<p>9.1.12 D. Demonstrate specific styles in combination through the production or performance of a unique work of art</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 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 D Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical</p>	<p>▶ Do students understand and can they effectively apply specific art elements and principles in designing and creating an original artwork to record history?</p>	<p>functional work of art based on personal / cultural history (ex: low relief clay depiction of an important event in the style of ancient Rome)</p> <p>Teacher presentation of compositional components</p> <p>Student’s design and create their own artwork to record history, effectively applying art elements and principles to create a solid composition</p> <p>Group critique activity on completed projects: “Does an artwork’s intended principles change the quality criteria for which it should be judged?”</p>	
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<p>response</p> <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 classification for interpreting works in the arts and forming a critical response</p>	<p>▶ Do students demonstrate a deeper understanding and respect for the arts of other cultures and their peoples? (i.e: the importance recording history has to an individual, group, and/or culture, 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>Student participation in group critiques of completed projects, specifically in relation to the function of an artwork</p> <p>Informal, in-progress critiques between student and teacher during the creating process</p>	
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