

Planned Course: Clay, Metal, and World Arts	Course Number: AH812	Department: Art	
Unit: Beliefs Through Art	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 F. Know and apply appropriate vocabulary used between social studies and the arts and humanities</p> <p>9.2.12 I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts</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.</p> <p>9.4.12 D Analyze and interpret a philosophical position identified in works in the arts and humanities</p>	<p>▶ Can students understand and explain why cultures create or use art to depict and /or experience beliefs through their art?</p> <p>▶ Can students relate art to depict or experience beliefs to specific geographic regions and cultures?</p>	<p>Teacher presentation and class discussion on the art to depict or experience beliefs, applying appropriate art and cultural vocabulary.</p> <p>Sketchbook assignment: journal-style entry: why people are driven throughout the world to create art about their beliefs and / or experience their beliefs through art making</p> <p>Teacher slideshow presentation on art of beliefs, incorporating style, use, and culture / geography (ex: Venus of Willendorf from Europe).</p> <p>Students analyze art elements and principles among artworks depicting or experiencing beliefs from given cultures, identifying components distinctive to that style</p>	<p>In-progress teacher observation of student participation and comprehension demonstrated in class discussions and activities about art of beliefs, including, but not limited to: respect for the cultures, vocabulary use, demonstrated knowledge of art elements and principles</p> <p>Completion and thoughtfulness of sketchbook assignments</p> <p>Informal in-progress critiques between student / teacher of student artworks: Craftsmanship Personal connection of art and beliefs Application of art elements and principles - composition (see techniques units for specific skill evaluation information)</p> <p>Final teacher and self evaluation for student projects</p>
---	--	---	---

Planned Course: Clay, Metal, and World Arts	Course Number: AH812	Department: Art	
Unit: Beliefs Through Art	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 L. Identify explain and analyze common themes, forms and techniques from works in the arts</p> <p>9.3.12 C Apply systems for classification for interpreting works in the arts and forming a 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) among art to depict or experience beliefs among cultures?</p>	<p>Small group activity: students categorize several works depicting or experiencing beliefs, and delineate their choices to the class – class revision opportunity</p>	<p>based on given criteria, including: Craftsmanship Design elements and principles Personal connection of art and beliefs (to be paired with technique unit for more specific criteria)</p>
<p>9.1.12 A. Know and use the elements of each art form to create works in the arts and humanities</p> <p>9.1.12 C Integrate and apply advanced vocabulary to the arts forms</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 skills and techniques to design and create an original work of art, based on personal or cultural beliefs</p>	<p>Personal sketchbook assignment: describe a specific component of personal beliefs / non-beliefs. Create a non-objective composition directly after writing</p> <p>Teacher demonstration of specific techniques and steps used in creating art to depict or experience beliefs. (See techniques units for example)</p>	

Planned Course: Clay, Metal, and World Arts	Course Number: AH812	Department: Art	
Unit: Beliefs Through Art	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>9.1.12 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 D. Analyze and interpret works in the arts and humanities from 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 of a given culture?</p>	<p>Students create their own art to depict or experience beliefs piece based on personal and cultural belief background (ex: hollow clay figure completed with personal symbols representing beliefs encased within, creating boundary of privacy for the artist)</p> <p>Students critique art that depicts or experiences beliefs 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 beliefs piece, applying art elements and principles to emulate those of a given culture (ex: repetition in simple curved forms of Native American Totems)</p>	
---	---	--	--

Planned Course: Clay, Metal, and World Arts	Course Number: AH812	Department: Art	
Unit: Beliefs Through Art	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 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 individual's 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 has on groups, individuals and the culture</p>	<p>▶ Do students demonstrate careful understanding and respect for the art and beliefs of other cultures (i.e.: why a culture's connection between art and their beliefs is important to them, no copying sacred works or mocking of cultures' beliefs, etc.)</p>	<p>Integrated into class discussions, activities, in the production of student artworks, and group critiques</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>▶ Can students determine and apply criteria to form a critical response towards their own work depicting or experiencing beliefs, or the work of others?</p>	<p>Integrated: active student participation in group and individual critiques of completed projects and cultural artworks</p>	

Planned Course: Clay, Metal, and World Arts	Course Number: AH812	Department: Art	
Unit: Beliefs Through Art	Grade Level: 9-12	Date Approved: 8/8/2011	
Estimated Time: 4 weeks	Level/Track: Mid		

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)
------------------------------	---	--	--
