

Planned Course: So You Think You Can't Draw : AKA Art 101	Course Number: AH811	Department: Art	
Unit: 4 Creativity	Grade Level: 9-12		
Estimated Time: integrated	Level/Track: elective	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 Production, Performance, and Exhibition of Visual Arts. A. Know and use the elements and principles of art to create works in the arts and humanities B. Recognize, know, use and demonstrate a variety of appropriate art elements and principles to produce, review, and revise original works in the arts E. Delineate a unifying theme through the production of a work of art that reflect skills in media processes and techniques G. Analyze the effects of rehearsal and practice sessions</p> <p>9.2.12 Historical and Cultural Contexts A Explain the historical, cultural, and social context of an individual work in the arts G. Relate works in the arts to geographic regions I. Identify, explain, and</p>	<p>▶Does the student recognize and understand how artists have employed both creativity and traditions in their artwork across time and culture?</p> <p>Does the student recognize and apply the effectiveness of creativity practice sessions, such as sketchbook and brainstorming activities?</p> <p>Can the student employ effective creative thinking strategies when posed with a specific situation or problem?</p>	<p>Class discussion of master works throughout time and culture – examining the intended purpose of the works in regards to the creativity in the traditions they were created in, as well as any creative departures from the tradition</p> <p>Students participate in group brainstorming sessions when posed with a theme or constraints for a project</p> <p>Students participate in evaluation / review sessions of progression of sketchbook assignments</p> <p>Teacher introduction and student practice of creative thinking techniques, such as: brainstorming, webbing, revision times, “scamper”, and/or “saedi”</p>	<p>Class participation</p> <p>Individual participation and understanding demonstrated in group discussions and critiques</p> <p>Teacher observation during group critiques of student artworks</p> <p>One-on-one in-progress critiques on student artwork</p> <p>Sketchbook assignments</p> <p>Written self-evaluation of individual projects</p> <p>Teacher evaluation of projects through rubrics and/or criteria checklists</p> <p>These various forms of evaluation will be based on:</p> <p>Demonstrated effort</p>
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<p>analyze philosophical beliefs as they relate to works in the arts</p> <p>K. Identify, explain, and analyze traditions as they relate to works in the arts</p> <p>9.3.12 Critical Response A. Explain and apply the critical examination processes of works in the arts and humanities: compare and contrast, analyze, interpret, form and test hypotheses, and evaluate/form judgments</p> <p>F. Analyze the process of criticism used to compare the meanings of a work in the arts in both it's own and present time</p> <p>9.4.12 Aesthetic Response 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>B. Describe and analyze the</p>	<p>Does the student communicate, with appropriate vocabulary and images, his/her own ideas within the context of art?</p> <p>Does the student understand and apply appraisal and revision to his/her own work?</p>	<p>Students participate in creativity fluidity exercises, such as: Marketing another use for a common object like a paper clip, or creating a more effective paper airplane</p> <p>Students actively participate in group discussions about art, utilizing appropriate art vocabulary</p> <p>Students create a work that communicates clearly and effectively what the student is intending to, such as: comic strips, political satire, or social issue awareness posters</p> <p>Students participation in simple group critiques</p> <p>Student / Teacher evaluation of in-progress work</p>	<p>Use of appropriate art vocabulary in discussions</p> <p>Participation in discussions, activities, and critiques is on task, focused, has clarity, and demonstrates personal insight</p> <p>Active participation in various brainstorming sessions, such as listing, webbing, "saedi", etc.</p> <p>Completion, and quality in sketchbook assignments</p> <p>Quality of idea sketches and thumbnails used in both preliminary and revision stages of a work of art</p> <p>Effectiveness of visual communication in a work of art: clarity of idea, use of text is visually sound, idea is presented through art principles.</p> <p>Quality craftsmanship: clean, crisp, neat, careful work, no bent edges or creases, no</p>
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effects that works in the arts have on groups, individuals and the culture	Can the student apply drawing techniques and skills in a nontraditional drawing media, style, or context?	<p>Students revise own artwork based on in-progress critiques and revision sketches</p> <p>Students experiment with mark making, media technique, and/or interpretation of a theme of subject matter through sketch work, brainstorming, and/or image transformation</p> <p>Students apply non-traditional treatment of media, style, techniques, and/or subject in a unique work of art</p>	smudges, etc.
	Can the student employ a variety of styles and types of drawing, (such as realistic, cartooning, abstract, and aesthetic design)?	<p>Students create an art work in a cartooning style, such as a comic strip, caricature, or political satire</p> <p>Students create a work of art as pure design, applying 1 pr more art principle, such as a</p>	

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	Can the student to apply a variety of media and materials in creating art?	symmetrically balanced design In various projects through the course, students utilize a variety of materials and media, such as; graphite, colored pencils, oil pastels, pastels, watercolors, etc.	
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