

Planned Course: Drawing, Painting and Design		Course Number: AH809	Department: Fine Arts and Digital Arts	
Unit: 1 Elements of Design		Grade Level: 9-12		
Estimated Time: 2 weeks		Level/Track: elective	Board Approval Date: 08/22/2016	
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 C. Integrate and apply advanced vocabulary to the art forms G. Analyze the effect of rehearsal and practice sessions</p> <p>9.2.12 Historical and Cultural Contexts E Analyze how historical events and cultural impact forms techniques and purposes in the arts and humanities</p> <p>9.3.12 Critical Response B. Determine and apply criteria to a person's work and works of others in the art</p>	<p>▶Can the student identify, understand how artists use, and effectively apply the elements in visual art?</p> <p>Can the student recognize, understand and apply line in a work of visual art?</p> <p>Can the student recognize, understand, and apply shape and/or form in a 3-dimensional work of visual art?</p>	<p>Teacher introduction, demonstrations and presentations on the elements of visual art</p> <p>(Please refer to activities listed under specific elements below)</p> <p>Sm. group critique of the various uses of art elements in master works (i.e.: line) Present and discuss sm. groups' findings (ex: Miro, Butterfield)</p> <p>Students create an art work focusing on it's linear element and qualities within the composition using sketchbooks for it's planning and revision</p> <p>Token Response Game</p> <p>Students locate various types of forms and shapes (ex: geometric, organic, etc.) in</p>	
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	<p>Can the student distinguish, explain, and apply color schemes effectively in a work of art?</p>	<p>master works of art (ex.: Butterfield, Moore.)</p> <p>Students construct a 3-D design demonstrating a focus on shape and form. (scherenschnitte, newspaper layouts)</p> <p>Exploration of traditional color schemes, arbitrary, unified, symbolic color use, and blending in master artworks (EX: Fish, Munch, Wyeth, etc.)</p> <p>Students create and apply color schemes to their own projects, such as: split complementary, analogous, symbolic color use of European middle ages, etc.</p> <p>Students explore and critique the effect of differing color groups on a single work of art using current techniques and/or technology</p>	
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	<p>Can the student recognize, arrange, and apply value in a work of visual art?</p> <p>Can the student recognize, understand and apply texture in works of visual art?</p>	<p>Value recognition games (ex: “found value hunt,”</p> <p>Students compare and contrast the use of value in masterworks, (ex: examining use of media or compositional placement of value.)</p> <p>Students create an artwork utilizing a full range of value to help create composition, depth, and/or form. (ex: abstract with loose media and mark-making techniques to create value.)</p> <p>Students examine both actual and implied examples of texture. (Ex.: blindfold textural description game)</p> <p>Student experiments of variety of media techniques and applications to create various textures through sketchbooks Students create a work of visual art utilizing visual and/or actual texture</p>	
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