

<b>Planned Course: Drawing, Painting and Design</b>		<b>Course Number: AH809</b>	<b>Department: Fine Arts and Digital Arts</b>	
<b>Unit: 2 Principles of Design</b>		<b>Grade Level: 9-12</b>		
<b>Estimated Time: 7 weeks</b>		<b>Level/Track: elective</b>	<b>Board Approval Date: 08/22/2016</b>	
<b>PA Academic Standards</b>	<b>▶Core Concepts (in question format)</b> • Skills/Knowledge	<b>Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)</b>	<b>Assessments (include types and topics)</b>	

<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  H Incorporate the effective and safe use of materials, equipment, and tools into the production of works in the arts at work and performance spaces</p> <p>9.2.12 Historical and Cultural Contexts  A Explain the historical, cultural, and social context of an individual work in the arts</p>	<p>▶Can the student identify, understand how artists use, and effectively arrange and apply the art principles in visual art?</p> <p>Can the student recognize, understand and apply unity in a work of visual art, through proximity, repetition, and/or continuation?</p>	<p>Teacher introduction, demonstration, and presentations of the principles of visual art, exploring master artists and works</p> <p>(Please refer to specific activities listed under specific principles below)</p> <p>Sm. group critique of art prints discussing the main technique applied in creating art principles: (ex: unity). Present and discuss or defend groups' findings to class (ex: Degas, Turner, Haring, and Davis?)</p> <p>Students compose an art work demonstrating strong visual unity, by applying techniques such as: repetition, proximity, and/or continuation within the elements of the composition (collage, watercolor, cut paper</p>	<p>Class participation</p> <p>Individual participation and understanding demonstrated in both small and large group discussions</p> <p>Teacher observation during group critiques of student artworks</p> <p>Student-teacher one-on-one in-progress critiques on student work</p> <p>Student self-evaluation of individual projects</p> <p>Teacher evaluation</p> <p>These various forms of evaluation will be based on:</p> <p>Creation of unity through proximity, repetition, and continuation,</p> <p>Strength of focal point through</p>
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<p>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 F. Analyze works of art influenced by experiences or historical or cultural events through production, performance, or exhibition</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>Can the student recognize, understand, and apply emphasis or focal point in a work of visual art, through contrast isolation and placement?</p>	<p>Students locate focal points in master works with erasable markers.</p> <p>Students create design demonstrating a strong focal point or emphasis by applying contrast, isolation and/or placement to the elements in the design. (collage, printmaking, Miro?)</p>	<p>isolation, proximity, and placement,</p> <p>Creation a balance; accuracy of symmetry and/or repetition,</p> <p>Creation of rhythm and movement</p> <p>Use of scale and proportion to delineate depth or importance,</p> <p>Overall composition,</p>	
	<p>Can the student recognize, understand, and apply balance in a work of visual art as symmetry, radial symmetry, asymmetry, and/or allover pattern?</p>	<p>Students design and construct overall pattern, such as tessellations applying accurate repetition techniques (MC Escher, Indian mosque tiles)</p> <p>Students design and construct a bi or radial symmetrical design (ex: tile designs of India's mosques and tombs, word patterning)</p>	<p>Quality craftsmanship</p> <p>Any specific media skills and techniques applied in a specific project</p>	
	<p>Can the student recognize, understand, and apply rhythm and movement in a work of visual art?</p>	<p>Students compare and contrast artworks with a strong sense of rhythm and movement,</p>		

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	<p>Can the student recognize, understand and apply scale and proportion in works of visual art, in relation to depth and importance?</p>	<p>Students create an abstract artwork demonstrating strong visual rhythm and movement while listening to music with similar strengths. Media could be loose with an additional focus on mark-making.</p> <p>Students examine works in the historical beginnings of linear perspective and modern uses of scale in art. These works can also be compared cultural uses of scale. (Da Vinci, Fra Angleica, ancient Egyptian art, Georgia O' Keefe, etc.)</p> <p>Students locate the view point in a work of art using lg. projection and white board markers</p> <p>Exercises in linear perspective Students create a work of visual art applying scale and/or proportion techniques to either delineate importance, or create a sense of depth</p>	
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