

| Planned Course: Drawing, Painting and Design | | Course Number: AH809 | Department: Fine Arts and Digital Arts |
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| Unit: 4 Problem Solving | | Grade Level: 9-12 | Board Approval Date: 08/22/2016 |
| Estimated Time: 3 weeks (can be integrated) | | Level/Track: elective | |
| 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) |

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| <p>9.1.12 Production, Performance, and Exhibition of Visual Arts. 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 A. Explain and apply the critical examination process of works in the arts and humanities: compare and contrast, analyze, interpret,</p> | <p>▶ Does the student understand how artists across time, cultures, and purpose demonstrate creativity and problem solving through their art?</p> <p>Can the student expand his/her creativity and problem solving skills through exercises and practice sessions?</p> | <p>Teacher presentation, “Token Response” and class discussion of a variety of art and design solutions from a variety of cultures, times, and purposes, with specific problems they overcame, (Ex: Lascaux caves, Egyptian cartouche, modern advertisements, Guerrilla girls, Toulouse Lautrec, etc.)</p> <p>Students will explore and practice “saedi”, (ideas thought backwards), “scamper”, brainstorming rules and mapping, and revision techniques</p> <p>Students will participate in creativity sparking activities, such as: poetic description, Car part comparison list, or different uses for props, etc.</p> | <p>Class participation</p> <p>Individual participation in group discussions and practice activities –by teacher observation</p> <p>Student-teacher one-on-one in-progress critiques on student work</p> <p>Student written self-evaluation of individual projects and problem solving techniques</p> <p>Teacher assessment based on rubric of following criteria</p> <p>These various forms of evaluation will be based on:</p> <p>Evidence of effective use of problem solving techniques submitted with a finished,</p> |
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| <p>form and test hypotheses, evaluate, form judgments</p> <p>E. Examine and evaluate various types of critical analysis of works in the arts and humanities: contextual criticism, formal criticism, and intuitive criticism</p> | <p>Can the student employ appropriate problem solving skills in creating an artwork?</p> | <p>Students will effectively use sketchbooks to practice skills, explore, develop, and revise concepts for their art and “doodling”</p> <p>Students will apply “saedi,” scamper,” brainstorming skills and/or critiques to create and revise an original work</p> <p>Students create an advertising design based on a problem posed by a hypothetical company</p> | <p>successful work of art, such as: saedi, brainstorming mapping, scamper, preliminary and revision sketches, etc.</p> <p>Finished original works demonstrate a high level of creative thinking through originality and successfully addressing a proposed “problem”</p> <p>Clarity, depth, and accuracy of information presented about specific art careers</p> |
| | <p>Can the student identify and explore art careers that employ problem solving and creativity skills?</p> | <p>Students explore a variety of current art careers and their skill needs, then present findings to the class in an informal setting</p> <p>Game: Students pair each other to art careers based on skills</p> | <p>Evidence of using contextual, formal and intuitive criticism by the student, during preliminary, in-progress, and revision stages of a work of art</p> |