



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Art 2 Grade Level(s): 10-12 Units of Credit: 1 Classification: Elective	Length of Course: 30 cycles Periods Per Cycle: 6 Length of Period: 43 minutes Total Instructional Time: 129 hours
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Course Description

Art 2 is a full year course open to all students who successfully completed Art 1. Skills learned in Art 1 will be explored in greater depth. Students will explore new areas or expand on skills already mastered. An awareness of and appreciation for important artistic works will be developed, explored, and discussed. A continuation of the study of the history of art will also be included. A variety of materials will be used to study the various ways one can communicate ideas artistically. Students will be challenged in the areas of color theory and mixing, sculpture, two-dimensional and three-dimensional design, arrangement, and portraiture.

Instructional Strategies, Learning Practices, Activities, and Experiences

Critical Thinking Best Practices Strategies Bell Ringers	Guided Practice Flexible Groups Teacher Demonstration	Class Discussion Posted Objectives and Agenda Listening Examples
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Assessments

Sketchbook Assignments	In-class Projects
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Materials/Resources

Variety of Art Books	Production Materials	Computers/Internet
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Adopted: 3/16/88

Revised: 9/3/91; 8/94; 1/19/00; 8/17/05; 6/20/11; 5/21/18

Elements of Design	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Elements of Design In a Work of Art Line Shape Value Color Space Texture</p>	<p>The students will review the elements of design studied in Art I and visually demonstrate knowledge of each of the following elements. The students will describe the elements in various works of literature, performing arts, and visual arts on the basis of aesthetic understanding of that form. The students will be able to answer the following questions: What are the elements of design? How are they used in art? What is the need for the elements in design? How can the elements of design help us to interpret a work of art? The students will demonstrate knowledge of value differences by rendering images/objects from observation and imagination in a realistic, abstract, and imaginative manner using a variety of mediums.</p> <p>Vocabulary: line, shape, value, color, space, texture</p> <p>Standards: 9.1.12.A ~ Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.12.C ~ Integrate and apply advanced vocabulary to the arts forms. 9.1.12.D ~ Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance). 9.1.12.E ~ Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1.12.F ~ Analyze works of arts influenced by experiences or historical and cultural events through production, performance, or exhibition. 9.1.12.G ~ Analyze the effect of rehearsal and practice sessions. 9.1.12.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. 9.1.12.I ~ Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission. 9.1.12.J ~ Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others. 9.1.12.K ~ Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.</p>

Drawing	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Elements of Design Fundamental Drawing Perspective Measuring Working with Proportions Chiaroscuro</p> <p>Value: Reflective light Direct light Ambient light Cast shadow Light affect different surfaces Contrast</p> <p>Form: Value changes a two-dimensional object to a three-dimensional form, line affect the contour, line affect/control a design.</p>	<p>The students will review the elements of design studied in Art 1 and visually demonstrate knowledge of each of the following elements. The students will describe the elements in various works of literature, performing arts, and visual arts on the basis of aesthetic understanding of that form. The students will demonstrate knowledge needed to produce contour and value drawings:</p> <ul style="list-style-type: none"> • Value representational (realistic) rendering from imagination • Form two-dimensional three-dimensional non-objective abstract sculptural • Line contour pattern/layout/textural representation <p>The students will be able to demonstrate knowledge of:</p> <ul style="list-style-type: none"> • The interrelatedness of form with line, shape, texture, color, value, and space • Line as an element of design by producing a piece(s) of work which incorporates contour, texture representation, pattern, and unit of line throughout <p>Vocabulary: contour, value, rendering, highlight, shading, shadow, contrast, reflective light, texture, form, two-dimensional, three-dimensional, non-objective, abstract, sculptural, line, pattern, layout, textural representation, perspective, proportions</p> <p>Standards: 9.1.12.C ~ Integrate and apply advanced vocabulary to the arts forms. 9.1.12.D ~ Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance). 9.1.12.E ~ Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1.12.F ~ Analyze works of arts influenced by experiences or historical and cultural events through production, performance, or exhibition. 9.1.12.G ~ Analyze the effect of rehearsal and practice sessions.</p>

Drawing (Continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>9.1.12.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>9.1.12.I ~ Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.</p> <p>9.1.12.J ~ Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others.</p> <p>9.1.12.K ~ Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.</p>

Principles of Design	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Balance Contrast Repetition Movement Emphasis Unity Use In a Work of Art</p>	<p>The students will review the principles of design studied in Art 1 and visually illustrate and verbally explain the principles of design in any piece of work.</p> <ul style="list-style-type: none"> • Balance as a principle of design by producing a piece(s) of work that illustrates formal, informal, and color balance • Contrast as a principle of design by producing a piece(s) of work that illustrates contrast in value differences, size, color, pattern, and textures of motifs used • Repetition as a principle of design by producing a piece(s) of work that illustrates repetition in size, shape, color, pattern, and texture • Movement as a principle of design by producing a piece(s) of work that illustrates variation in size, shows movement simultaneously, and color variation to create the illusion of movement • Emphasis as a principle of design by producing a piece(s) of work that has a center of interest, size variation in images/objects used, and imaginative placement of the elements of design so that emphasis is illustrated • Unity as a principle of design by producing a piece(s) of work that illustrates proportion, scale, and coherent placement of the elements of design so that unity is illustrated <p>Vocabulary: balance, proportion, rhythm, emphasis, unity, scale, direction</p> <p>Standards: 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>

Art History/Appreciation	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Art history Learn through history about design Drawing change throughout time Elements and principles of design that are used throughout history Elements and principles that are used to interpret each work of art</p>	<p>The students will analyze masterpieces of art from the past and be capable of identifying and discussing the elements of design and principles of design in each work. The students will be able to demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Art history by analyzing the elements and principles of design in any piece(s) of art as well as being capable to verbally explain the historical context of the work • Art history by verbally identifying specific aspects of culture/era, and their significance to art history, and the inter-relatedness to other cultures/eras <p>Vocabulary: Prehistoric Era, Greek Art, Roman Art, Medieval, Renaissance, Baroque Art, Eighteenth Century, Modern Art, Contemporary</p> <p>Standards: 9.2.12.A ~ Explain the historical, cultural, and social context of an individual work in the arts. 9.2.12.B ~ Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present). 9.2.12.C ~ Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others). 9.2.12.D ~ Analyze a work of art from its historical and cultural perspective. 9.2.12.E ~ Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts (e.g., Gilbert and Sullivan operettas). 9.2.12.F ~ Know and apply appropriate vocabulary used between social studies and the arts and humanities. 9.2.12.G ~ Relate works in the arts to geographic regions: Africa, Asia, Australia, Central America, Europe, North America, South America 9.2.12.H ~ Identify, describe, and analyze the work of Pennsylvania Artists in dance, music, theatre, and visual arts. 9.2.12.I ~ Identify, explain, and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre). 9.2.12.J ~ Identify, explain, and analyze historical and cultural differences as they relate to works in the arts (e.g., plays by Shakespeare, works by Michelangelo, ethnic dance and music). 9.2.12.K ~ Identify, explain, and analyze traditions as they relate to works in the arts (e.g., storytelling – plays, oral histories- poetry, work songs- blue grass). 9.2.12.L ~ Identify, explain, and analyze common themes, forms, and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).</p>

Space	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Space Space used in design Space used to interpret works of art</p>	<p>The students will demonstrate ability to produce 3-D images. The students will describe the elements in various works of literature, performing arts, and visual arts on the basis of aesthetic understanding of that art form. The students will demonstrate knowledge of sculptural concepts by producing functional and aesthetic pieces of art by a variety of hand built, wheel thrown techniques and a variety of other finishing techniques.</p> <p>Vocabulary: space, positive, negative, balance, rhythm</p> <p>Standards: 9.1.12.A ~ Know and use the elements and principles of each art form to create works in the arts and humanities. 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. 9.1.12.C ~ Integrate and apply advanced vocabulary to the arts forms. 9.1.12.F ~ Analyze works of arts influenced by experiences or historical and cultural events through production, performance, or exhibition. 9.1.12.G ~ Analyze the effect of rehearsal and practice sessions. 9.1.12.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>

Color	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Mixing Value Study Color Theory Rendering from set-ups Rendering techniques with variety of mediums Emotional/expressive uses of psychology of atmospheric color (foreground/background)</p>	<p>The students will describe the elements in various works of literature, performing arts, and visual arts on the basis of aesthetic understanding of that form. The students will review the elements of design studied in Art 1 and visually demonstrate knowledge of the following elements: theory, mixing, value study, rendering from set-ups, rendering techniques with variety of mediums, emotional/expressive uses of psychology of atmospheric color (foreground/background) The students will demonstrate knowledge of color as an element of design by rendering studies which illustrate color theory, value, mood, psychology of color, color schemes, realistic, abstract, and non-objective uses of color.</p> <p>Vocabulary: color, primary colors, secondary colors, tertiary colors, color theory, mix techniques, emotion through color</p> <p>Standards: 9.1.12.C ~ Integrate and apply advanced vocabulary to the arts forms. 9.1.12.D ~ Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance). 9.1.12.E ~ Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1.12.F ~ Analyze works of arts influenced by experiences or historical and cultural events through production, performance, or exhibition. 9.1.12.G ~ Analyze the effect of rehearsal and practice sessions. 9.1.12.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. 9.1.12.I ~ Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission. 9.1.12.J ~ Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others. 9.1.12.K ~ Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.</p>

Painting	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Different mediums that can be used to paint Techniques used to paint Brushes used with each medium Other mediums used with paint Encaustic painting</p>	<p>The students will visually demonstrate the skills needed to utilize a variety of painting mediums. The students will demonstrate ability to paint with tempera as a painting medium by applying it to a surface in a realistic and/or abstract manner. The students will demonstrate ability to use watercolor as a painting medium by rendering an object/image in 2-D format in a realistic or abstract manner. The students will demonstrate ability to use mixed mediums, including a variety of paint types, to render an object/image from observation or imagination.</p> <p>Vocabulary: paint, tempera, acrylic, chalk pastel, oil pastel, water color, oil, bees wax</p> <p>Standards: 9.1.12.A ~ Know and use the elements and principles of each art form to create works in the arts and humanities. 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. 9.1.12.C ~ Integrate and apply advanced vocabulary to the arts forms. 9.1.12.D ~ Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance). 9.1.12.E ~ Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1.12.F ~ Analyze works of arts influenced by experiences or historical and cultural events through production, performance, or exhibition. 9.1.12.G ~ Analyze the effect of rehearsal and practice sessions. 9.1.12.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>

Texture	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Texture used in design Texture used to create a piece of art Kinds of textures Type of art or arts that utilize texture</p>	<p>The students will review the elements of design studied in Art 1 and visually demonstrate knowledge of each of the following elements: texture, shape, space</p> <p>The students will demonstrate knowledge of texture, shape and space as elements of design by rendering studies which illustrate the following: observation renderings tactile 3-D representation 2-D non-objective/abstract rendering, renderings from imagination, composition/layout, abstraction/non-objective renderings, positive/negative perspective, composition/layout</p> <p>Vocabulary: texture, course, smooth, rough, reflective, translucent, opaque</p> <p>Standards: 9.1.12.C ~ Integrate and apply advanced vocabulary to the arts forms. 9.1.12.D ~ Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance). 9.1.12.E ~ Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1.12.F ~ Analyze works of arts influenced by experiences or historical and cultural events through production, performance, or exhibition. 9.1.12.G ~ Analyze the effect of rehearsal and practice sessions. 9.1.12.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. 9.1.12.I ~ Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission. 9.1.12.J ~ Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others. 9.1.12.K ~ Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.</p>