



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Art 3 Grade Level(s): 11-12 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 3 is a full year course open to those students who successfully completed Art 2. Individual creative expression will be the purpose of this course. Students will be challenged to create quality work with respect to the various processes and skills mastered previously. A continuation of the study of art history as it relates to artistic developments will be included. Principles of design, craftsmanship, presentation of work, and art careers will be explored. Portfolio preparation will be available for interested students.

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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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: Used in a work of art The need for elements of design Elements of design help us to interpret a work of art</p>	<p>The students will review the elements of design studied in Art 2 and be capable of visually demonstrating and verbally explaining each element of design in any work. 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.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>Full range of value Reflective light, direct light, ambient light Contrast, casting shadows affect the subject Use of proportion Abstract Abstract and object or subject Realism Form Difference between two-dimensional and three-dimensional Non-objective Sculptural Contour line Lines in design differ Line used in drawing Line used in design</p>	<p>The students will demonstrate knowledge needed to produce contour drawings representational (realistic) rendering from imagination. 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. The students will review the elements of design studied in Art 2 and be capable of visually demonstrating and verbally explaining each element of design in any work.</p> <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, figure ground</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>

Color	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Primary colors Secondary colors Tertiary colors Analogous colors Warm colors Cool colors Complement colors Split complement Color theory Mix colors Techniques used with color Different mediums that use color	<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.</p> <p>The students will review the elements of design studied in Art 2 and visually demonstrate knowledge of the following element, (color).</p> <ul style="list-style-type: none"> Theory mixing value study rendering from set-ups rendering techniques with variety of mediums emotional/expressive uses of psychology of atmospheric color (foreground/background) <p>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, analogous colors, warm colors, cool colors, complement colors, split complement colors, mixing, render, mediums, emotional, expressive, atmospheric, foreground, background</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>

Principles of Design	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Used in design The purpose for the principles of design Identify the principles of design within a work of art</p>	<p>The students will review the principles of design studied in Art 2 and visually illustrate and verbally explain the principles of design in any piece of work. The students will demonstrate knowledge of:</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, harmony</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.</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 acrylic paint(s) as a painting medium by rendering an object/image in acrylic paint from observation or imagination. 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 work of art Kind of textures Type of art or arts that utilize texture</p>	<p>The students will review the elements of design studied in Art 2. 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, metallic, wood, sting, foam, sand , glass</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. 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>

Shape	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Define a shape Shapes used in design How space and shape work together in design Positive/negative relationship Create balance with shapes</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 art form. The students will demonstrate knowledge of sculptural concepts by producing a 3-D piece(s) of work using plaster and a variety of finishing techniques.</p> <p>Vocabulary: radial, straight, structure, surface, vertex, circle, oval, oblong, polygons, triangle, square, rectangle, rhombus, trapezium, trapezoid, pentagon, hexagon, heptagon, ext., angle, curve, edge, flat, French curve, manipulate, reverse, positive, negative/positive space</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. 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>

Art History/Appreciation	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Importance of art history Learn through history about design Composition Elements and principles used throughout history Body proportions become the standard of the modern day drawing Interpret art using elements and principles of design</p>	<p>The students will demonstrate knowledge of 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. The students will demonstrate knowledge of art history by verbally identifying specific aspects of culture/era and their significance to art history, and the inter-relatedness to other cultures/eras. 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.</p> <p>Vocabulary: Early Christian, Early Gothic, Late Gothic, Italian Renaissance, Baroque Art</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>

Evaluate/Respond	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Evaluate Synthesis Analysis Judgement Creating Applying Understanding Remembering Comprehension Application	<p>The students will evaluate and respond critically to works from the performing and visual arts and literature showing that they understand important features of the works.</p> <p>The students will sketch from observation and imagination using a variety of mediums.</p> <p>The students will evaluate and respond aesthetically to works from the performing and visual arts and literature showing that they understand important features of the works.</p> <p>The students will review the elements of design studied in Art 2 and visually demonstrate knowledge of each element.</p> <p>The students will review the principles of design studied in Art 2 and visually illustrate and verbally explain the principles of design in any piece of work.</p> <p>Vocabulary Terms: evaluate, synthesis, analysis, judgement, creating, applying, understanding, remembering, comprehension, application</p> <p>Standards: 9.3.12.A ~ Explain and apply the critical examination processes of works in the arts and humanities. 9.3.12.B ~ Determine and apply criteria to a person's work and works of others in the arts (e.g., use visual scanning techniques to critique the student's own use of sculptural space in comparison to Julio Gonzales' use of space in Woman Combing Her Hair). 9.3.12.C ~ Apply systems of classification for interpreting works in the arts and forming a critical response. 9.3.12.D ~ Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response. 9.3.12.E ~ Examine and evaluate various types of critical analysis of works in the arts and humanities. 9.3.12.F ~ Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time. 9.3.12.G ~ Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.</p>

Evaluate/Respond (Continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>Standards: (Continued)</p> <p>9.4.12.A ~ Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.</p> <p>9.4.12.B ~ Describe and analyze the effects that works in the arts have on groups, individuals, and the culture (e.g., Orson Welles' 1938 radio broadcast, War of the Worlds).</p> <p>9.4.12.C ~ Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response (e.g., viewing traditional Irish dance at county fair versus the performance of River Dance in a concert hall).</p> <p>9.4.12.D ~ Analyze and interpret a philosophical position identified in works in the arts and humanities.</p>