



SPRING GROVE AREA SCHOOL DISTRICT

PLANNED COURSE OVERVIEW



Course Title: Art 4 Grade Level(s): 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 4 is a full year course open to those students who successfully completed Art 3. Problem solving will be the emphasis in this course, and include independent study. Culture, as reflected in the arts of a civilization, will be studied along with art of the modern era. This class will allow individual expression in an art area that could lead to career opportunities. 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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Materials/Resources

Variety of Art Books	Production Materials	Computers/Internet
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Adopted: 8/17/94

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

Painting	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Rendering techniques using a variety of painting mediums: Different mediums that can be used to paint Techniques used to paint Brushes used with each medium Pallet knife Other mediums used with paint Encaustic painting Painting on different surfaces Murals</p>	<p>The students will demonstrate rendering techniques using a variety of painting mediums:</p> <ul style="list-style-type: none"> Oil painting, color mixing, glazing, canvas preparation, canvas stretching experimentation, acrylic color mixing, washes, extenders/retarders, experimentation, tempera rendering techniques, brush care, color mixing, watercolor rendering techniques transparency, mixed media, compatibility, appropriateness to subject matter, rendering techniques, independent study, student choice/teacher consultation, creativity individual expression (artists' style), conceptual historical references <p>The students will exchange information orally, including understanding and giving spoken instructions, asking and answering questions appropriately and promoting effective communications. The students will visually demonstrate the skills needed to utilize a variety of painting mediums. The students will review the elements of design studied in Art 1 and visually demonstrate knowledge of each of the following elements: line, shape, value, color, space, texture</p> <p>Vocabulary: mediums, oil paint, color mixing, glazing, canvas, stretching, experimentation, Bestine transfer painting, bees wax, washes, extenders, transparency, mixed media, subject matter, individual expression, artists' style, consultation</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
Experimental creativity Space usage Over-all layout/shape Theme/purpose Experimental materials usage Influences from art history Creative exterior shape or area Chances for failure/success Primary colors Secondary colors Tertiary colors Analogous colors Warm/cool family Complement colors Split complement colors Chroma Home value Value change Munsell Theory Wash Layering Rich tones Tints Shades Chromatic intensity Scintillation Violet, the magic color Mixing color Depth of color Subtle tones Earth tones	<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>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 1 and visually demonstrate knowledge of the following element, (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, scintillation, chroma</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 Extreme foreshortening Figure ground Relationship Creative expression</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. 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 <p>Form: two-dimensional , three-dimensional, non-objective , abstract, sculptural, line, contour, pattern/layout, textural representation</p> <p>Vocabulary Terms: value, render, highlight, shadow, shading, contrast, background, foreground, reflective light, direct light, texture, proportion, exaggerated space</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>

Art History	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Importance of art history Composition evolved over time Elements and principles of design enhanced through history Extreme foreshortening in drawings and works of art Mediums artists used during each time period Sculpture change over time Installation art</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 analyze masterpieces of art from the past, identify and discuss the elements of art and principles of design in each work, as well as the chronological developments in art history. 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.</p> <p>Vocabulary: Baroque, Rococo, Pre-Modern, Neo-Classicism, Romanticism, Realism, Impressionism, Modernism, Post Impressionism, Expressionism, Fauvism, Cubism, Bauhaus, Surrealism, Abstract Expressionism, Op art, Pop art, Conceptual 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>

Analytical Study – Elements and Principles	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Steps we take to critique a work of art Break down a work of art Identify the elements and principles of design in art Terms used to explain the elements and principles of design</p>	<p>The students will review the elements of design studied in Art 2 and visually demonstrate knowledge of each element. 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 evaluate and respond critically to works from the performing and visual arts and literature showing that they understand important features of the works. The students will sketch from observation and imagination using a variety of mediums. 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>Vocabulary: elements of design, line, shape, value, color, space, texture, principles of design, balance, proportions, rhythm, emphasis, unity, scale, direction, harmony</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. 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. 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). 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). 9.4.12.D ~ Analyze and interpret a philosophical position identified in works in the arts and humanities.</p>

Design 2-D	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Advertising campaign Corporate identity Space planning Develop harmony in design What makes a successful design Center of interest Three points of interest</p>	<p>The students will exchange information orally, including understanding and giving spoken instructions, asking and answering questions appropriately and promoting effective communications: Representational, rendering, observation, color, accuracy, variety of mediums, abstraction, creativity, space, planning, color, harmony, shape, relationships, unity, center of interest, use of principles of design, theme/purpose, vibrancy</p> <p>The students will demonstrate knowledge of 2-D design by visually demonstrating and verbally explaining the principles of 2-D design.</p> <p>The students will demonstrate ability to produce 2-D design illustrating any subject matter in a representational manner using a variety of mediums.</p> <p>The students will demonstrate ability to produce a 2-D design(s) in an abstract format using a variety of mediums.</p> <p>The students will demonstrate ability to produce an experimental 2-D design piece(s) using a variety of mediums. This piece(s) must include preliminary research plans/thoughts (art history references) with the finished presentation.</p> <p>Vocabulary: line, color, value, shape, texture, space, form, implied lines, plane, picture plane, similarity, continuation, closure, proximity, content, gesture</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>

Design 3-D	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Mediums we can use to create a 3-D design Under structure and what is the purpose of it Aesthetically appealing Inherent qualities of individual mediums Conceptualize Difference between structural and decorative design</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 ability to produce 3-D images. The students will demonstrate ability to produce a 3-D piece(s) of work using wire. The students will demonstrate ability to produce a 3-D piece(s) of work that uses mixed media. Piece(s) must show creative use of inherent qualities of mediums selected, be structurally sound, conceptually developed, and aesthetically appealing. The students will, in consultation with the teacher, conceptualize and demonstrate ability to produce a creative 3-D design piece(s) of work that is both experimental and individualistic and has aesthetic appeal.</p> <p>Vocabulary: materials, aesthetic, mixed media, structurally sound, conceptually developed, inherent qualities, demonstrate, experimental, individualistic</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>

Independent Study	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Independent Creative process Open-minded Expand reality Thinking outside the box Use with different mediums</p>	<p>The students will identify an area of interest, independently research that interest, and in consultation with the teacher, create and produce an independent study project.</p> <p>The students will, in consultation with the teacher, conceptualize and demonstrate ability to produce a creative, independent project that has a specific purpose(s) or goal(s).</p> <p>The students will, in consultation with the teacher, demonstrate ability to experiment with conceptual ideas and then produce an independent piece(s) of work that visually demonstrates the limitations and appropriateness of the subject (concepts) matter selected.</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>