



**SPRING GROVE AREA SCHOOL DISTRICT**



**PLANNED COURSE OVERVIEW**

<b>Course Title:</b> Fine Art Photography and Film 2 <b>Grade Level(s):</b> 10-12 <b>Units of Credit:</b> .5 <b>Classification:</b> Elective	<b>Length of Course:</b> 15 cycles <b>Periods Per Cycle:</b> 6 <b>Length of Period:</b> 43 minutes <b>Total Instructional Time:</b> 64.5 hours
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***Course Description***

Fine Art Photography and Film 2 is a continuation of Fine Art Photography and Film 1. Students will learn how to shoot and edit photographs using advanced techniques. Students will develop a portfolio of advanced, interpretative photography. Students will study films in order to become familiar with filmmaking techniques. Students will create storyboards and use visual storytelling. Students will learn how to create filmmaking techniques. Students will develop an advanced photographic vocabulary. Students will design and create short films plus unique photographs.  
Prerequisite: Fine Art Photography and Film 1

***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***

Quizzes	In-Class Projects	Photo Critiques
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***Materials/Resources***

iPads Adobe Photoshop Software Instructor-originated PowerPoints	Film Editing Software Cell Phone Cameras	Computer Lab Internet Resources
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**Adopted:** 6/20/11

**Revised:** 5/21/18

<b>Introduction and Overview of Fine Art Photo 2</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The students will create a self-portrait. The students will create a personal narrative using photography. The students will learn to create a storyboard. The students will learn sequencing of film.</p>	<p>The students will use a tripod. The students will use a self-timer. The students will use advanced Photoshop editing.</p> <p><b>Vocabulary:</b> portrait, self-portrait, tripod, self-timer</p> <p><b>Standards:</b> <b>9.1.10.A</b> ~ Know and use the elements and principles of each art form to create works in the arts and humanities. <b>9.1.10.B</b> ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. <b>9.1.10.C</b> ~ Integrate and apply advanced vocabulary to the arts forms. <b>9.1.10.H</b> ~ Incorporate the effective and safe use of materials, equipment, and tools into the production of works in the arts at work and performance spaces. <b>9.1.10.K</b> ~ Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.</p>

<b>Self Portrait</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>Planning                      Continuous shooting mode                      Non-figurative self-portrait</p>	<p>The students will create a self-portrait using a camera, a tripod and a self-timer.                      The students will set-up background.                      The students will use fine objects/backgrounds/props to create a self-portrait.                      The students will use planning.                      The students will use journaling.                      The students will learn computer editing of portrait.</p> <p><b>Vocabulary:</b>                      self-portrait, continuous shooting mode</p> <p><b>Standards:</b>  <b>9.1.10.A</b> ~ Know and use the elements and principles of each art form to create works in the arts and humanities.  <b>9.1.10.B</b> ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.  <b>9.1.10.C</b> ~ Integrate and apply advanced vocabulary to the arts forms.  <b>9.1.10.D</b> ~ 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).  <b>9.1.10.E</b> ~ Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.  <b>9.1.10.G</b> ~ Analyze the effect of rehearsal and practice sessions.  <b>9.1.10.J</b> ~ Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others.  <b>9.1.10.K</b> ~ Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.  <b>9.2.10.A</b> ~ Explain the historical, cultural, and social context of an individual work in the arts.  <b>9.2.10.F</b> ~ Know and apply appropriate vocabulary used between social studies and the arts and humanities.  <b>9.3.10.A</b> ~ Explain and apply the critical examination processes of works in the arts and humanities.  <b>9.3.10.B</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).</p>

<b>Self Portrait (continued)</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
	<p><b>Standards:</b> <i>(continued)</i></p> <p><b>9.3.10.C</b> ~ Apply systems of classification for interpreting works in the arts and forming a critical response.</p> <p><b>9.3.10.E</b> ~ Examine and evaluate various types of critical analysis of works in the arts and humanities.</p> <p><b>9.3.10.F</b> ~ Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.</p> <p><b>9.3.10.G</b> ~ Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.</p> <p><b>9.4.10.A</b> ~ 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><b>9.4.10.D</b> ~ Analyze and interpret a philosophical position identified in works in the arts and humanities.</p>

<b>Narrative Photography</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>Collage Narrative Text Introspective</p> <p>What is narrative photography and why does the artist use it?</p>	<p>The students will view examples of narrative photography. The students will brainstorm ideas for personal narratives. The students will shoot photos for personal narrative. The students will edit photos using creative Photoshop techniques. The students will add text to narrative photography using Photoshop.</p> <p><b>Vocabulary:</b> collage, narrative, text, introspective</p> <p><b>Standards:</b>  <b>9.1.10.A</b> ~ Know and use the elements and principles of each art form to create works in the arts and humanities.  <b>9.1.10.B</b> ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.  <b>9.1.10.C</b> ~ Integrate and apply advanced vocabulary to the arts forms.  <b>9.1.10.E</b> ~ Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.  <b>9.1.10.F</b> ~ Analyze works of arts influenced by experiences or historical and cultural events through production, performance, or exhibition.  <b>9.1.10.H</b> ~ Incorporate the effective and safe use of materials, equipment, and tools into the production of works in the arts at work and performance spaces.  <b>9.1.10.J</b> ~ Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others.  <b>9.2.10.A</b> ~ Explain the historical, cultural, and social context of an individual work in the arts.  <b>9.2.10.F</b> ~ Know and apply appropriate vocabulary used between social studies and the arts and humanities.  <b>9.3.10.A</b> ~ Explain and apply the critical examination processes of works in the arts and humanities.  <b>9.3.10.B</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 <i>Woman Combing Her Hair</i>).</p>

<b>Narrative Photography (continued)</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
	<p><b>Standards: (continued)</b></p> <p><b>9.3.10.C</b> ~ Apply systems of classification for interpreting works in the arts and forming a critical response.</p> <p><b>9.3.10.D</b> ~ Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.</p> <p><b>9.3.10.E</b> ~ Examine and evaluate various types of critical analysis of works in the arts and humanities.</p> <p><b>9.3.10.F</b> ~ Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.</p> <p><b>9.3.10.G</b> ~ Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.</p> <p><b>9.4.10.C</b> ~ 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><b>9.4.10.D</b> ~ Analyze and interpret a philosophical position identified in works in the arts and humanities.</p>

<b>Abstraction in Photography</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>Critiques Peer Review of Work</p> <p>Abstraction Reduction Simplify Expression Structure</p> <p>How do Artists use abstraction to express their ideas?</p> <p>Identification of design elements Aesthetic description of photography Aesthetic analysis of photography Aesthetic interpretation of photography Aesthetic judgment of photography</p>	<p>The students will study works of abstract artists and photographers. The students will simplify compositions into design elements, line, value, form, texture, and space. The students will shoot extreme close-ups of objects reducing to abstraction. The students will edit photos using creative Photoshop techniques. The students will add text to narrative photography using Photoshop.</p> <p><b>Vocabulary:</b> abstraction, reduction, simplify, expression, structure</p> <p><b>Standards:</b>  <b>9.1.10.A</b> ~ Know and use the elements and principles of each art form to create works in the arts and humanities.  <b>9.1.10.B</b> ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.  <b>9.1.10.C</b> ~ Integrate and apply advanced vocabulary to the arts forms.  <b>9.1.10.D</b> ~ 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).  <b>9.1.10.E</b> ~ Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.  <b>9.1.10.J</b> ~ Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others.  <b>9.1.10.K</b> ~ Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.  <b>9.2.10.D</b> ~ Analyze a work of art from its historical and cultural perspective.  <b>9.2.10.E</b> ~ Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts (e.g., Gilbert and Sullivan operettas).  <b>9.2.10.F</b> ~ Know and apply appropriate vocabulary used between social studies and the arts and humanities.  <b>9.2.10.I</b> ~ 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).  <b>9.2.10.J</b> ~ 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).</p>

<b>Abstraction in Photography (continued)</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
	<p><b>Standards:</b> <i>(continued)</i></p> <p><b>9.3.10.A</b> ~ Explain and apply the critical examination processes of works in the arts and humanities.</p> <p><b>9.3.10.C</b> ~ Apply systems of classification for interpreting works in the arts and forming a critical response.</p> <p><b>9.3.10.D</b> ~ Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.</p> <p><b>9.3.10.F</b> ~ Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.</p> <p><b>9.3.10.G</b> ~ Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.</p> <p><b>9.4.10.A</b> ~ 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><b>9.4.10.B</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><b>9.4.10.C</b> ~ 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><b>9.4.10.D</b> ~ Analyze and interpret a philosophical position identified in works in the arts and humanities.</p>

<b>Surrealistic Photography</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>How do artists use surrealism to express ideas?</p> <p>Aesthetic description                      Aesthetic analysis                      Aesthetic interpretation                      Aesthetic judgment                      Design of photographic space                      Proper camera shooting using different points of view                      Photoshop editing</p>	<p>The students will view and critique works of art from surrealist painters and photographers.                      The students will arrange photoshoot for surrealistic composition.                      The students will compose surrealist works through Photoshop editing program.                      The students will formally critique surrealist work with peers.</p> <p><b>Vocabulary:</b>                      Surrealism, aesthetic</p> <p><b>Standards:</b>                      9.1.10.A ~ Know and use the elements and principles of each art form to create works in the arts and humanities.                      9.1.10.B ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.                      9.1.10.C ~ Integrate and apply advanced vocabulary to the arts forms.                      9.1.10.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).                      9.1.10.E ~ Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.                      9.1.10.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.                      9.1.10.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.                      9.1.10.K ~ Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.                      9.2.10.A ~ Explain the historical, cultural, and social context of an individual work in the arts.                      9.2.10.B ~ Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).                      9.2.10.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).                      9.2.10.D ~ Analyze a work of art from its historical and cultural perspective.                      9.2.10.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).</p>

<b>Surrealistic Photography (continued)</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
	<p><b>Standards: (continued)</b></p> <p><b>9.2.10.L</b> ~ 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> <p><b>9.3.10.A</b> ~ Explain and apply the critical examination processes of works in the arts and humanities.</p> <p><b>9.3.10.B</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).</p> <p><b>9.3.10.C</b> ~ Apply systems of classification for interpreting works in the arts and forming a critical response.</p> <p><b>9.3.10.E</b> ~ Examine and evaluate various types of critical analysis of works in the arts and humanities.</p> <p><b>9.3.10.F</b> ~ Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.</p> <p><b>9.3.10.G</b> ~ Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.</p> <p><b>9.4.10.A</b> ~ 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><b>9.4.10.D</b> ~ Analyze and interpret a philosophical position identified in works in the arts and humanities.</p>

<b>Storyboard Development</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>Storyboarding                      Filmmaking                      Observation                      Journaling                      Brainstorming                      Preliminary sketch                      Point of view sketch                      Scene setting                      Music setting</p>	<p>The students will review storyboards for short films.                      The students will brainstorm ideas for own film                      The students will sketch out storyboard sequence.                      The students will consider background.                      The students will use at least three points of view.                      The students will pick background music.</p> <p><b>Vocabulary:</b>                      storyboard, brainstorming, preliminary sketch, scene setting</p> <p><b>Standards:</b>  <b>9.1.10.A</b> ~ Know and use the elements and principles of each art form to create works in the arts and humanities.  <b>9.1.10.B</b> ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  <b>9.1.10.C</b> ~ Integrate and apply advanced vocabulary to the arts forms.  <b>9.1.10.D</b> ~ 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).  <b>9.1.10.E</b> ~ Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.  <b>9.1.10.G</b> ~ Analyze the effect of rehearsal and practice sessions.  <b>9.1.10.J</b> ~ Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others.  <b>9.1.10.K</b> ~ Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.  <b>9.2.10.D</b> ~ Analyze a work of art from its historical and cultural perspective.  <b>9.2.10.I</b> ~ 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).  <b>9.2.10.K</b> ~ Identify, explain, and analyze traditions as they relate to works in the arts (e.g., storytelling – plays, oral histories- poetry, work songs- blue grass).</p>

<b>Short Film History and Development</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>How are short films created?</p> <p>Journaling Notetaking Written critical analysis Mind-mapping Small group discussion</p>	<p>The students will study several short film clips. The students will review and analyze short films. The students will discuss short films in groups. The students will critique films using aesthetic response guidelines.</p> <p><b>Vocabulary:</b> film editing, production, direction, soundtrack, dialogue, cinematography</p> <p><b>Standards:</b>  <b>9.1.10.A</b> ~ Know and use the elements and principles of each art form to create works in the arts and humanities  <b>9.1.10.F</b> ~ Analyze works of arts influenced by experiences or historical and cultural events through production, performance, or exhibition.  <b>9.2.10.A</b> ~ Explain the historical, cultural, and social context of an individual work in the arts.  <b>9.2.10.B</b> ~ Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).  <b>9.2.10.C</b> ~ 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).  <b>9.2.10.D</b> ~ Analyze a work of art from its historical and cultural perspective.  <b>9.2.10.E</b> ~ Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts (e.g., Gilbert and Sullivan operettas).  <b>9.2.10.F</b> ~ Know and apply appropriate vocabulary used between social studies and the arts and humanities.  <b>9.2.10.I</b> ~ 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).  <b>9.2.10.K</b> ~ Identify, explain, and analyze traditions as they relate to works in the arts (e.g., storytelling – plays, oral histories- poetry, work songs- blue grass).  <b>9.2.10.L</b> ~ 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).  <b>9.3.10.A</b> ~ Explain and apply the critical examination processes of works in the arts and humanities.</p>

<b>Short Film History and Development (continued)</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
	<p><b>Standards:</b> <i>(continued)</i></p> <p><b>9.3.10.B</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 <i>Woman Combing Her Hair</i>).</p> <p><b>9.3.10.C</b> ~ Apply systems of classification for interpreting works in the arts and forming a critical response.</p> <p><b>9.3.10.D</b> ~ Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.</p> <p><b>9.3.10.E</b> ~ Examine and evaluate various types of critical analysis of works in the arts and humanities.</p> <p><b>9.3.10.F</b> ~ Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.</p> <p><b>9.3.10.G</b> ~ Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.</p> <p><b>9.4.10.A</b> ~ 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><b>9.4.10.C</b> ~ 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><b>9.4.10.D</b> ~ Analyze and interpret a philosophical position identified in works in the arts and humanities.</p>

<b>Short Film Making</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>Panning                      Backlighting                      Bridging shot                      Camera angle                      Jump cut                      Continuity cuts                      Match cut                      Deep focus                      Diegesis                      Observation, note taking                      Critical and aesthetic analysis                      Brainstorming                      Storyboarding                      Compare and contrast                      Film shooting                      Utilizing creative points of view</p>	<p>The students will view clips of select short films and videos.                      The students will use aesthetic process to describe, analyze, interpret, and judge film.                      The students will brainstorm short film ideas.                      The students will design storyboard of short film.                      The students will become familiar with several film genres.                      The students will experiment with lighting, timing, and other film elements.                      The students will observe filmmaking techniques such as panning, close-up, and distance shots.                      The students will observe lighting techniques used in filmmaking.</p> <p><b>Vocabulary:</b>                      dissolve/lap dissolve, dolly, editing, eyeline matching, extreme long shot, fade in, fill light , flashback, flash-forward, wipe, iris in/iris out, montage</p> <p><b>Standards:</b>  <b>9.1.10.A</b> ~ Know and use the elements and principles of each art form to create works in the arts and humanities.  <b>9.1.10.B</b> ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  <b>9.1.10.C</b> ~ Integrate and apply advanced vocabulary to the arts forms.  <b>9.1.10.E</b> ~ Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.  <b>9.1.10.F</b> ~ Analyze works of arts influenced by experiences or historical and cultural events through production, performance, or exhibition.  <b>9.1.10.G</b> ~ Analyze the effect of rehearsal and practice sessions.  <b>9.1.10.H</b> ~ Incorporate the effective and safe use of materials, equipment, and tools into the production of works in the arts at work and performance spaces.  <b>9.1.10.J</b> ~ Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others.  <b>9.1.10.K</b> ~ Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.</p>

<b>Portfolio Development</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>Review                      Critique                      Organization                      Mat cutting                      Presentation skills                      Writing a personal statement</p>	<p>The students will review and organize portfolio pieces.                      The students will work with small groups to critique peer portfolio selections.                      The students will organize portfolio for presentation.                      The students will write personal artist statements.</p> <p><b>Vocabulary:</b>                      artists' statement, portfolio, matting</p> <p><b>Standards:</b>                      9.1.10.A ~ Know and use the elements and principles of each art form to create works in the arts and humanities.                      9.1.10.B ~ Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.                      9.1.10.C ~ Integrate and apply advanced vocabulary to the arts forms.                      9.1.10.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).                      9.1.10.E ~ Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.                      9.1.10.G ~ Analyze the effect of rehearsal and practice sessions.                      9.2.10.B ~ Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).                      9.2.10.E ~ Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts (e.g., Gilbert and Sullivan operettas).                      9.2.10.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).                      9.3.10.A ~ Explain and apply the critical examination processes of works in the arts and humanities.                      9.3.10.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).                      9.3.10.C ~ Apply systems of classification for interpreting works in the arts and forming a critical response.</p>

<b>Portfolio Development (continued)</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
	<p><b>Standards:</b> <i>(continued)</i></p> <p><b>9.3.10.D</b> ~ Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.</p> <p><b>9.3.10.E</b> ~ Examine and evaluate various types of critical analysis of works in the arts and humanities.</p> <p><b>9.3.10.F</b> ~ Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.</p> <p><b>9.3.10.G</b> ~ Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.</p> <p><b>9.4.10.A</b> ~ 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><b>9.4.10.D</b> ~ Analyze and interpret a philosophical position identified in works in the arts and humanities.</p>