

Warren County School District
PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Independent Advanced Art Part Two

Course Number: 00732

Course Prerequisites: Art Instructor Approval

Course Description: (Include “no final exam” or “final exam required”)

This course is developed to allow advanced art students to develop skills in media of the students’ choice. Students will further explore new media, portfolio development, and build upon areas of art interests and strengths. In addition, historical content will enhance the development of their media choices and art interest. No final exam. Prerequisite: Art Instructor Approval

Suggested Grade Level: 9-12

Length of Course: X One Semester Two Semesters Other (Describe)

Units of Credit: .5 (Insert **NONE** if appropriate.)

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certification(s): K-12 Art Education – CSPG 31

Certification verified by WCSD Human Resources Department:

 X Yes No

Online Resources:

BOARD APPROVAL:

Date Written: December 5, 2019

Date Approved: January 13, 2020

Implementation Year: 2020-2021

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP) or Gifted Individual Education Plan (GIEP).

SPECIFIC EDUCATIONAL STANDARDS, CONTENT, & SKILLS

Performance Indicator	Assessment
9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts A. Know and use the elements and principles of each art form to create works in the arts and humanities. B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. C. Recognize and use fundamental vocabulary within each of the arts forms. D. Use knowledge of varied styles within each art form through a performance or exhibition of unique work. E. Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts. F. Identify works of others through a performance or exhibition (e.g., exhibition of student paintings based on the study of Picasso). G. Recognize the function of rehearsals and practice sessions. H. Handle materials, equipment and tools safely at work and performance spaces. I. Identify arts events that take place in schools and in communities. J. Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others. K. Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities. 9.2. Historical and Cultural Contexts A. Explain the historical, cultural and social context of an individual work in the arts. B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).	<ul style="list-style-type: none">• Teacher Observation• Projects• Sketchbooks• Quizzes• Worksheets• Critiques

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).

D. Analyze a work of art from its historical and cultural perspective.

E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)

F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.

G. Relate works in the arts to geographic regions

H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.

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).

J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts.

K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).

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*).

9.3. Critical Response

A. Recognize critical processes used in the examination of works in the arts and humanities.

B. Know that works in the arts can be described by using the arts elements, principles and concepts (e.g., use of color, shape and pattern in Mondrian's *Broadway Boogie-Woogie*; use of dynamics, tempo, texture in Ravel's *Bolero*).

C. Know classification skills with materials and processes used to create works in the arts (e.g., sorting and matching textiles, musical chants, television comedies).

D. Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response.

E. Recognize and identify types of critical analysis in the arts and humanities.

F. Know how to recognize and identify similar and different characteristics among works in the arts.

G. Know and demonstrate what a critic's position or opinion is related to works in the arts and humanities.

9.4. Aesthetic Response

A. Know how to respond to a philosophical statement about works in the arts and humanities.

B. Know how to communicate an informed individual opinion about the meaning of works in the arts. C. Recognize that the environment of the observer influences individual aesthetic responses to works in the arts. D. Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities.	
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ASSESSMENTS

Suggested Formative Assessments: The teacher will develop and use standards-based assessments throughout the course.

- Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart)
- Labs/lab reports
- Bell ringers/Problems of the Day(PODs)
- Discussions
- Teacher observation/Questioning
- Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.)
- Summarizing
- Retelling
- Notetaking
- Problem-based learning modules
- Authentic assessment
- Oral presentations
- Outlining
- Journaling
- Student presentations/projects
- Open-ended response
- Classroom Performance System (CPS)

Suggested Summative Assessments:

- Essays
- Open-Ended Responses
- Projects
- Quizzes/tests
- Student presentations
- Portfolios

District Approved Assessment Instruments

- Any district approved assessment instrument

Portfolio Assessment: _____ Yes X No

District-wide Final Examination Required: _____ Yes X No

Course Challenge Assessment (Describe): No

WRITING TEAM: Cindy Hartburg, Joie Hendricks, Jessica McElhaney, Andrew Pollard, Ashlee Sprandle, Terri Walters, Heather Walters, Becky Yeager

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination? _____ Yes X No
2. Does this course issue a mark/grade for the report card?
 X Yes _____ No
3. Does this course issue a Pass/Fail mark? _____ Yes X No
4. Is the course mark/grade part of the GPA calculation?
 X Yes _____ No
5. Is the course eligible for Honor Roll calculation? X Yes _____ No
6. What is the academic weight of the course?
_____ No weight/Non credit X Standard weight
_____ Enhanced weight (Describe) AP

Course Outline

**Skill Building Sketchbook is throughout the entire year and built into the curriculum.*

1. Course Proposal Form
 - a. Medium Choice
 - b. Project Topic
 - c. Content Selection
 - d. Inspired by an Artist
 - e. Approximately 6 to 8 projects Completed
2. Digital Portfolio/Technology