

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**ART DEPARTMENT**

# **HONORS FINE ART 4**

Grade Level: 12

Credits: 5

**BOARD OF EDUCATION ADOPTION DATE:**

**AUGUST 22, 2011**

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

## **Board of Education**

Mr. Heshy Moses, President  
Mrs. Jennifer Sutera, Vice President

Mr. Carl Accettola  
Mr. William Bruno  
Mrs. Elizabeth Canario  
Mrs. Kathie Lavin  
Mr. Ronald G. Lawson  
Mr. Michael Messinger  
Ms. Maryanne Tomazic

Mr. Charles Sampson, Superintendent  
Ms. Donna M. Evangelista, Assistant Superintendent for Curriculum  
and Instruction

## **Curriculum Writing Committee**

John Carey  
Heather Diliberto

## **Supervisors**

Ms. Melissa Brusotti  
Ms. Catherine Boenig  
Ms. Tyniesha Douglas  
Ms. Jane Goldstein  
Ms. Michelle Lilley  
Dr. Meryl Norych

# Honors Fine Art IV - Introduction

## Introduction

## Course Philosophy

Art appreciation is significant and empowering in complementing creative expression in our world. Through the creation of various hands-on projects students will develop and refine their artistic ideas, skills and creativity; as well as discover aspects of personal imagery. Lastly, they will witness the evolution of their skills with tangible artwork of which we can all be proud.

Unique opportunities to inspire, guide, and provoke creative thought in students should always be pursued in education. One of the goals during all Fine Art course experiences is to develop students into lifelong learners with an appreciation for the fine arts. Because human passion and the desire for self expression are desirable, Fine Art IV curricula can reaffirm a necessary link in educational systems by establishing proper training for tomorrow's creative thinkers.

## Course Description

The Freehold Regional High School District four year art program begins with the sequential foundation of Fine Art I and progresses to the independent study of Fine Art IV. The Fine Art I and II courses focus on the goals of increasing a student's powers of perception while developing a familiarity of materials. The Fine Art III and IV courses involve more personal choices by the student and the creating of an art portfolio for future art majors.

Fine Art III encourages craftsmanship and self-expression. Visual problem-solving is emphasized and creative solutions of specific assignments are promoted. In this advanced class the students continue to develop original 2-D design applications, aesthetics awareness and learned critique methodologies through innovative applications using oils, printmaking, pen and ink. Included in these studies is the incorporation of technology and the proper handling and safe usage of art materials. Emphasis on quality gives students a basis for portfolio preparation.

Fine Art IV is an advanced art course challenging students to further push their creative potential using the media of their choice. At this level, the students will be able to develop a body of work that is of professional standards. Students taking this full year course will receive honors credit with significant preparation and attention to personal goals, portfolio, and interview techniques.

## Course Map and Proficiencies/Pacing

### Course Map

Relevant Standards	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic	Formative	Summative
<p>1.1 <i>The Creative Process</i></p> <p><i>All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual art.</i></p>	<p>The arts instill creative, critical thinking, collaborations and problem solving skills needed for life.</p> <p>The elements and principles of design are the fundamentals of art.</p> <p>Safety measures and equipment should always be considered while creating works of art.</p>	<p>How do the arts foster decision-making and the ability to think creatively?</p> <p>How is imagination and fresh perspective fostered within an individual?</p> <p>What specific works of art communicate meaning?</p> <p>How are particular works of art used as a means to express ideas?</p> <p>How do the elements and principles of design guide the creation of art?</p> <p>How can the application of the elements and principles of design create meaning in individual artwork?</p> <p>How do the elements and principles of design affect decision making during the creative process?</p> <p>What safety concerns are considered when using various materials and methods in the creation of works of art?</p> <p>Why is it important to follow safety procedures while creating works of art?</p>	<p>Questions/discussions</p> <p>Portfolio review</p> <p>Sketchbook review</p>	<p>Goal worksheets</p> <p>Sketchbook drawings</p> <p>Appropriate daily tasks (effort, participation and clean up)</p> <p>Following directions/questions/discussions throughout projects</p> <p>Appropriate time management skills</p> <p>Quizzes/unit tests</p> <p>Teacher observations</p> <p>Project comprehension</p> <p>Individual/ group critiques</p>	<p>Accomplished goals</p> <p>Finished projects</p> <p>Final examination</p> <p>Individual/ group critiques</p> <p>Completed portfolio (when necessary)</p> <p>Completed sketchbook</p>

<p>1.2 History of the Arts and Culture: <i>All students will understand the role, development, and influence of the arts throughout history and across cultures.</i></p>	<p>Culture and historical events help dictate art movements throughout history.</p> <p>Awareness and involvement in the arts allow for positive contributions to society.</p>	<p>In what ways do traditional methods and forms of artistic expression affect today's artwork?</p> <p>How do innovations in the arts impact society? How can art be a representation of an individual's response to the world?</p> <p>Why do the arts help preserve and convey cultural heritage?</p> <p>What is the role of the arts in society?</p>	<p>Questions/discussions</p> <p>Portfolio review</p> <p>Sketchbook review</p>	<p>Goal worksheets</p> <p>Sketchbook drawings</p> <p>Appropriate daily tasks (effort, participation and clean up)</p> <p>Following directions/questions/discussions throughout projects</p> <p>Appropriate time management skills</p> <p>Quizzes/unit tests</p> <p>Teacher observations</p> <p>Project comprehension</p> <p>Individual/group critique</p>	<p>Accomplished goals</p> <p>Finished projects</p> <p>Final examination</p> <p>Individual/group critiques</p> <p>Completed portfolio (when necessary)</p> <p>Completed sketchbook</p>
<p>1.3 Performing: <i>All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual arts.</i></p>	<p>Artwork represents a range of expressions, materials, designs and principles.</p> <p>Relationships of various art media allows for different artistic styles.</p> <p>New art media and methodologies assist in the interpretation, rendering and presentation of artwork.</p>	<p>Is it possible to interpret and express emotions through works of art?</p> <p>How does art encourage self expression?</p> <p>Why is art an effective way of expressing ideas and emotions?</p> <p>In what ways can the production of artwork in one or more mediums demonstrate different artistic styles?</p> <p>Is there a limit or range of conceptual approaches when creating art?</p> <p>In what ways does technology assist with the interpretation, rendering and presentation of artwork?</p> <p>Why is technology important to artistic performance?</p>	<p>Questions/discussions</p> <p>Portfolio review</p> <p>Sketchbook review</p>	<p>Goal worksheets</p> <p>Sketchbook drawings</p> <p>Appropriate daily tasks (effort, participation and clean up)</p> <p>Following directions/questions/discussions throughout projects</p> <p>Appropriate time management skills</p> <p>Quizzes/unit tests</p> <p>Teacher observations</p> <p>Project comprehension</p> <p>Individual/group critique</p>	<p>Accomplished goals</p> <p>Finished projects</p> <p>Final examination</p> <p>Individual/group critiques</p> <p>Completed portfolio (when necessary)</p> <p>Completed sketchbook</p>

<p>1.4 Aesthetic Responses &amp; Critique Methodologies: <i>All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</i></p>	<p>The study of critique methodologies and aesthetics are essential in having a meaningful artistic experience.</p> <p>The practice of critique helps develop a sense of aesthetics leading to artistic, personal growth and the ability to make informed judgments.</p>	<p>What are the essential skills learned through critique and aesthetics?</p> <p>How does aesthetic awareness assist in interpretation, appreciation and awareness of the arts?</p> <p>How can critique methods such as aesthetic scanning and peer critique help develop a variety of approaches to individual art making?</p> <p>How does the practice of aesthetics and critique portray different responses to artwork?</p> <p>What does personal imagery mean in art?</p> <p>How can critique and aesthetics assist with familiarity of different styles in art while developing meaning, curiosity and awareness?</p>	<p>Questions/discussions</p> <p>Portfolio review</p> <p>Sketchbook review</p>	<p>Goal worksheets</p> <p>Sketchbook drawings</p> <p>Appropriate daily tasks (effort, participation and clean up)</p> <p>Following directions/questions/discussions throughout projects</p> <p>Appropriate time management skills</p> <p>Quizzes/unit tests</p> <p>Teacher observations</p> <p>Project comprehension</p> <p>Individual/group critique</p>	<p>Accomplished goals</p> <p>Finished projects</p> <p>Final examination</p> <p>Individual/group critiques</p> <p>Completed portfolio</p> <p>Completed sketchbook</p>
--	--	---	---	---	--

## Proficiencies and Pacing

Unit Title	Unit Understanding(s) and Goal(s)	Recommended Duration
Unit 1: The Elements and Principles of Design	<p>The elements and principles of design are the fundamentals of art.</p> <p>Artwork represents a range of expressions, materials, designs and principles.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply elements and principles of design to works of art.</li> <li>2. Recognize the relevance of the elements and principles and how each relates within a working composition.</li> </ol>	Ongoing throughout course
Unit 2: Materials and Methods	<p>Artwork represents a range of expressions, materials, designs and principles.</p> <p>Safety measures and equipment should always be considered while creating works of art.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Prioritize steps needed to create a work of art.</li> <li>2. Identify and employ the proper materials and methods needed to create specific works of art.</li> </ol>	Ongoing throughout course
Unit 3: Creation/Performance	<p>The arts instill creative, critical thinking, collaborations and problem solving skills needed for life.</p> <p>New art media and methodologies assist in the interpretation, rendering and presentation of artwork.</p> <p>Relations of various art media allows for different artistic styles.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Design and create original works of artwork.</li> <li>2. Formulate and express different artistic styles in various media.</li> <li>3. Evaluate ones personal work and that of their peers using positive commentary through different methods of critique.</li> </ol>	Ongoing throughout course

<p>Unit 4: Aesthetic Appreciation</p>	<p>The study of critique methodologies and aesthetics are essential in having a meaningful artistic experience.</p> <p>The practice of critique helps to develop a sense of aesthetics leading to artistic personal growth and the ability to make informed judgments.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Interpret works of art.</li> <li>2. Formulate responses to artwork.</li> </ol>	<p>Ongoing throughout course</p>
<p>Unit 5: Art History</p>	<p>Cultural and historical events help dictate movements throughout history.</p> <p>Awareness and involvement in the arts allow for positive contributions to society.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Familiarize themselves with periods of art history in relation to technique and philosophy.</li> <li>2. Summarize and reflect upon how various art forms preserve cultural heritage.</li> </ol>	<p>Ongoing throughout course</p>



# Honors Fine Art IV - Unit 1

## Elements and Principles of Design

### **Enduring Understandings:**

The elements and principles of design are the fundamentals of art.

Artwork represents a range of expressions, materials, designs and principles.

### **Essential Questions:**

How do the elements and principles of design guide the creation of art?

How can the application of the elements and principles of design create meaning in individual artwork?

How do the elements and principles of design affect decision making during the creative process?

Is it possible to interpret and express emotions through works of art?

How does art encourage self expression?

Why is art an effective way of expressing ideas and emotions?

### **Unit Goals:**

Students will be able to apply the elements and principles of design to works of art.

Students will be able to recognize the relevance of the elements and principles within a working composition.

**Recommended Duration:** Ongoing throughout course

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>What are the elements and principles of design and why are they important in the creation of artwork?</p>	<p>Identify the importance of the Elements and Principles of Design: (Introduced at beginning of course, continuing theme throughout):</p> <p>7 Formal Elements: Value, Line, Color, Space, Shape, Texture (actual and implied), Form</p> <p>Principles: Balance (asymmetry/symmetry), Pattern, Proportion, Emphasis, Contrast, Gradation</p>	<p>Teacher demonstrations</p> <p>Art History references</p> <p>Teacher hand-outs and worksheets</p>	<p>Class discussions and practices:</p> <p>Teacher demonstrations: applicable to specific projects</p>	<p>Quizzes</p> <p>Unit tests</p> <p>Class work</p>
<p>Why is acquiring the skills in design essential to quality Art making?</p>	<p>Incorporate different lessons emphasizing the elements of design: line, space, shape, form, color, value and texture</p> <p>Complete an exercise emphasizing the importance of positive and negative space</p>	<p>Image resources: art books, magazines, newspaper &amp; Internet</p> <p>Student projects from previous years (use as examples)</p>	<p>Applications of the elements/principles of design</p> <p>Compare and contrast: space and shape, surface textures, tonal changes, etc</p>	<p>Completed projects/project comprehension</p> <p>Project rubrics</p>
<p>How do the principles guide the arrangement of the elements of design?</p>	<p>Incorporate different lessons which call attention to how the principles are used to organize the elements of design: balance, emphasis, proportion, repetition (pattern), gradation, contrast</p> <p>Formulate lessons which challenge students' knowledge and skill from prior learning in Fine Art I, II &amp; III (see attached <i>suggested</i> goal sheet)</p>	<p>Use of technology for visual reference and guide</p>	<p>Observations and feedback throughout projects regarding proper handling and use of art media and materials</p> <p>Break projects down into mini lessons when necessary</p>	<p>Following directions</p> <p>Time management</p> <p>Responses to class discussions</p>
<p>How can positive and negative space effect design quality?</p>	<p>Suggested Content and Materials:  Painting: Oils, Acrylic, Tempera and Watercolor  Impressionism, Abstract Expressionism, Realism</p> <p>Printmaking: water-based and oils  Linoleum, Monotype, Intaglio, Etching</p> <p>Collage: newspaper, magazine, various materials  self portrait, photo imagery  Mixed Media: paints, inks, paper</p> <p>Use of elements and principles with various materials</p>		<p>Daily/weekly student activities for proper assessment of student learning (content review, class observations, question/answer, quizzes, content trivia involving teamwork, etc.)</p> <p>Use of technology for visual reference and guide</p>	<p>Class participation</p>

AR.9-12.1.1.12.D	Visual Art
AR.9-12.1.2.12.A	History of the Arts and Culture
AR.9-12.1.3.12.1	How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.
AR.9-12.1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
AR.9-12.1.3.12.D.4	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
AR.9-12.1.4.12.1	Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.
TEC.9-12.	The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.
TEC.9-12.	Effective use of digital tools assists in gathering and managing information.
TEC.9-12.	Information accessed through the use of digital tools assists in generating solutions and making decisions.

## Differentiation

Students will choose initial imagery from secondary source material of their own choosing.

Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional project time, and use of visual and auditory teaching methods (recommendations: discovery education, group projects...).

A wide variety of assessments and strategies complement the individual learning experience.

Use of goal worksheet for each student to individualize their experience.

## Technology

Technology will be used by students throughout unit to research various approaches to design work and design influences in artwork.

The Internet can be used for study and for reference materials to facilitate specific projects within this unit, as well as for the general understanding of overarching design concepts.

## College and Workplace Readiness

This unit of study continues the art student's sophisticated approach to art making by using the knowledge and terminology of design elements and principles. This unit, consequently, continues to offer structural oversight for a young artist -- knowledge and skills which are applicable to all college art studies as well as to the challenges found in any workplace that employs the use of art within its scope of production and business (textile design, advertising, web page design, newspaper layout, illustration work, package design, fashion, architecture/interior/landscape design).

# Honors Fine Art IV - Unit 2

## Materials and Methods: Unit 2

### **Enduring Understandings:**

Artwork represents a range of expressions, materials, designs and principles.

Safety measures and equipment should always be considered while creating works of art.

New art media and methodologies assist in the interpretation, rendering and presentation of artwork.

### **Essential Questions:**

Is it possible to interpret and express emotions through works of art?

How does art encourage self expression?

Why is art an effective way of expressing ideas and emotions?

What safety concerns are considered when using various materials and methods in the creation of works of art?

Why is it important to follow safety procedures while creating works of art?

In what ways does technology assist with the interpretation, rendering and presentation of artwork?

Is technology important to artistic performance?

### **Unit Goals:**

Students will be able to prioritize steps needed to create a work of art.

Students will be able to identify and employ the proper materials and methods needed to create specific works of art.

**Recommended Duration:** Ongoing throughout course

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>What is the correlation between medium and technique in creating different works of art?</p> <p>Why is it important to follow safety procedures in the art studio?</p> <p>What kind of safety concerns should be considered when creating various art projects?</p> <p>How can the elements of design be applied to various materials and methods?</p> <p>To what extent must an artist master specific techniques and methods in order to produce a work of art?</p> <p>How do the individual traits of art media affect artwork?</p>	<p>Incorporate lessons which help students distinguish the unique expressive qualities of art materials in relation to a finished work</p> <p>Explain various methods used to produce 2-dimensional art</p> <p>Encourage students to go beyond their comfort zone when using familiar mediums</p> <p>Restate prior learning and encourage students to practice using different materials and methods</p> <p>Identify the unique expressive qualities of art materials in relation to a finished work</p> <p>Recognize and successfully apply various techniques in diversified fine art areas</p> <p>Practice safety rules and regulations within the various areas of the fine arts</p> <p>Suggested Content and Materials: Painting: Oils, Acrylic, Tempera and Watercolor Impressionism, Abstract Expressionism, Realism</p> <p>Printmaking: water-based and oils Linoleum, Monotype, Intaglio, Etching</p> <p>Collage: Newspaper, Magazine, Various Materials Self portrait, photo imagery</p> <p>Mixed Media: paints, inks, paper Use of elements and principles with various material</p>	<p>Teacher demonstrations</p> <p>Art History references</p> <p>Teacher hand-outs and worksheets</p> <p>Image resources: art books, magazines, newspaper &amp; internet</p> <p>Student projects from previous years (use as examples)</p> <p>Use of technology for visual reference and guide</p>	<p>Class discussions and practices:</p> <p>Teacher demonstrations: applicable to specific projects</p> <p>Applications of the elements/principles of design</p> <p>Observations and feedback throughout projects regarding proper handling and use of art media and materials</p> <p>Break projects down into mini lessons when necessary</p> <p>Daily/ weekly student activities for proper assessment of student learning (content review, class observations, question/answer, quizzes, content trivia involving teamwork, etc.)</p> <p>Use of technology for visual reference and guide</p> <p>Proper handling of materials in the classroom</p> <p>Illustrate how to create a successful portfolio for college interviews</p>	<p>Quizzes</p> <p>Unit tests</p> <p>Class work</p> <p>Completed projects/project comprehension</p> <p>Project rubrics</p> <p>Following directions</p> <p>Time management</p> <p>Responses to class discussions</p> <p>Class participation</p>

AR.9-12.1.1.12.2	Stimuli for the creation of artworks can come from many places, including other arts disciplines.
AR.9-12.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
AR.9-12.1.3.12.3	The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.
AR.9-12.1.3.12.5	Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials, and methodologies that are germane to a particular cultural style.
AR.9-12.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

## Differentiation

Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional project time, and use of visual and auditory teaching methods (recommendations: discovery education, group projects...).

A wide variety of assessments and strategies complement the individual learning experience.

Use of goal worksheet for each student to individualize their experience (see attached document).

## Technology

Technology will assist students in exploring the Internet for media and method possibilities, including artist-specific methods.

Students will be encouraged to use technology to explore schools of art, periods of art history and individual, influential artistic statements.

Multimedia presentations may facilitate illuminating particular approaches of style and media.

## College and Workplace Readiness

This unit of study involves the ongoing learning process found in the production of art in the classroom. It deals with the hands-on essential expertise that a young artist needs—knowledge and skills that are prerequisites to all college art studies and any art challenges found in a workplace that employs design work, graphic work or any art work that calls upon the an artist's eye and hand.

# Honors Fine Art IV - Unit 3

## Creation and Performance

### **Enduring Understandings:**

The arts instill creative, critical thinking, collaborations and problem solving skills needed for life.

Artwork represents a range of expressions, materials, designs and principles.

Relations of various art media allows for different artistic styles.

### **Essential Questions:**

How do the arts foster decision making and the ability to think creatively?

How is imagination and fresh perspective fostered within an individual?

What specific works of art communicate meaning?

How are particular works of art used as a means to express ideas?

In what ways can the production of artwork in one or more mediums demonstrate different artistic styles?

Is there a limit or range of conceptual approaches when creating art?

Is it possible to interpret and express emotions through works of art?

How does art encourage self expression?

Why is art an effective way of expressing ideas and emotions?

### **Unit Goals:**

Students will be able to design and create original artwork.

Students will be able to formulate and express different artistic styles in various media.

Students will be able to evaluate ones personal work and that of their peers using positive commentary through different methods of critique.

**Recommended Duration:** Ongoing throughout course

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>What makes artwork successful?</p> <p>How can the elements of design be used to express artistic concepts in two and three dimensional works of art?</p> <p>What are different careers paths affiliated within the fine arts?</p> <p>How can the production of original works of art be created by applying the elements and principles of design?</p> <p>Why is it important to understand how to apply correct units of measurement to artwork?</p>	<p>Encourage students to experiment with different art forms and styles within the media of their choice</p> <p>Emphasize the arrangement of elements to create interest</p> <p>Complete a project focused on space and shape incorporating pattern, texture and line</p> <p>Incorporate lessons in which students are able to apply original designs in the media of their choice</p> <p>Combine skills learned previously with new concepts and materials</p> <p>Create lessons which identify the significance and the differences of media such as paints: acrylic/oils, inks: water/oil and mixed media and how each can be manipulated (see attached <i>suggested</i> collage project)</p> <p>Assign a final project allowing the students to infuse and push their creative abilities to their limits within their artwork (see attached <i>suggested</i> final project worksheet)</p> <p>Outline different applications of the fine arts</p> <p>Suggested content and materials: Painting: Oils, Acrylic, Tempera and Watercolor Impressionism, Abstract Expressionism, Realism</p> <p>Printmaking: water-based and oils Linoleum, Monotype, Intaglio, Etching</p> <p>Collage: newspaper, magazine, various materials self portrait, photo imagery</p> <p>Mixed Media: paints, inks, paper Use of elements and principles with various materials</p>	<p>Teacher demonstrations</p> <p>Art History references</p> <p>Teacher hand-outs and worksheets</p> <p>Image resources: art books, magazines, newspaper and internet</p> <p>Student projects from previous years (use as examples)</p> <p>Use of technology for visual reference and guide</p>	<p>Class discussions and practices:</p> <p>Teacher demonstrations: applicable to specific projects</p> <p>Teacher mini-lesson: The importance of time management (relate to real life situations)</p> <p>Applications of the elements/principles of design</p> <p>Observations and feedback throughout projects regarding proper handling and use of art media and materials</p> <p>Break projects down into mini lessons when necessary</p> <p>Daily/ weekly student activities for proper assessment of student learning (content review, class observations, question/answer, quizzes, content trivia involving teamwork, etc.)</p> <p>Use of technology for visual reference and guide</p> <p>Proper handling of materials in the classroom</p> <p>Illustrate how to create a successful portfolio for college interviews</p> <p><u>Review units of measurements:</u> Review to use and read a ruler</p> <p>Introduce units of measurement in relation to their works in progress</p>	<p>Quizzes</p> <p>Unit tests</p> <p>Class work</p> <p>Completed projects/project comprehension</p> <p>Project rubrics</p> <p>Following directions</p> <p>Time management</p> <p>Responses to class discussions</p> <p>Class participation</p> <p>Assessment of time management</p>



AR.9-12.1.1.12.2	Stimuli for the creation of artworks can come from many places, including other arts disciplines.
AR.9-12.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
AR.9-12.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
AR.9-12.1.3.12.1	How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.
AR.9-12.1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
AR.9-12.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
AR.9-12.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
AR.9-12.1.4.12.3	Art and art-making reflect and affect the role of technology in a global society.

## Differentiation

Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional project time, and use of visual and auditory teaching methods (recommendations: discovery education, group projects...).

A wide variety of assessments and strategies complement the individual learning experience.

Use of goal worksheet for each student to individualize their experience (see attached document).

## Technology

Technology will be used throughout unit to explore artist specific references, periods of art history and virtual museum tours. Internet-facilitated research of particular artists and art periods will be encouraged or incorporated in year long unit of study.

Instruction may include the usage of power point and Internet sources (web pages, art videos).

## College and Workplace Readiness

This unit of study involves the continued art making skills of the art student. This unit will help the art student obtain and strengthen the skills that will be essential in further studies, as well as those used in jobs with art in them (graphic artist, cartoonist, fine artist, illustrator, textile artist, fashion designer, sign painter, foundry worker, and product designer).

# Honors Fine Art IV - Unit 4

## Aesthetic Appreciation

### **Enduring Understandings:**

The study of critique methodologies and aesthetics are essential in having a meaningful artistic experience.

The practice of critique helps develop a sense of aesthetics leading to artistic personal growth and the ability to make informed judgments.

### **Essential Questions:**

What are the essential skills learned through critique and aesthetics?

How does aesthetic awareness assist in interpretation, appreciation and awareness of the arts?

How can critique methods such as aesthetic scanning and peer critique help develop a variety of approaches to individual art making?

How does the practice of aesthetics and critique portray different responses to artwork? What does personal imagery mean in art?

How can critique and aesthetics assist with familiarity of different styles in art?

### **Unit Goals:**

Students will be able to interpret and judge works of art.

Students will be able to formulate responses to artwork.

**Recommended Duration:** Ongoing throughout course

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>How the arrangement elements affect one another and impact artwork?</p> <p>How does the viewer react to an artist's design choices?</p> <p>How can critique improve artwork?</p> <p>How can decisions about the placement of elements and principles of design affect the viewer's interpretation of a work of art?</p> <p>Why is a work of art examined within the context of the time and culture in which it was created?</p> <p>How can the elements and principles of design be used to create meaningful artwork?</p>	<p>Employ individual and class critiques (see attached <i>suggested</i> worksheets)</p> <p>Emphasize how critique and aesthetics can assist in improving artwork</p> <p>Incorporate different styles and techniques using the elements and principles to evoke meaning, curiosity and awareness in artwork</p> <p>Evaluate how critique may affect the creation and modification of an existing or new artwork</p> <p>Suggest activities in which students explore a new art movement using familiar materials previously learned</p> <p>Suggested Content and Materials:  Painting: Oils, Acrylic, Tempera and Watercolor  Impressionism, Abstract Expressionism, Realism</p> <p>Printmaking: water-based and oils  Linoleum, Monotype, Intaglio, Etching</p> <p>Collage: newspaper, magazine, various materials  self portrait, photo imagery</p> <p>Mixed Media: paints, inks, paper  Use of elements and principles with various materials</p>	<p>Teacher demonstrations</p> <p>Art History references</p> <p>Teacher hand-outs and worksheets</p> <p>Image Resources: art books, magazines, newspaper and internet</p> <p>Student projects from previous years (use as examples)</p> <p>Use of technology for visual reference and guide</p>	<p>Class discussions and practices:</p> <p>Teacher demonstrations: applicable to specific projects</p> <p>Teacher mini-lesson: The importance of time management (relate to real life situations)</p> <p>Applications of the elements/principles of design</p> <p>Observations and feedback throughout projects regarding proper handling and use of art media and materials</p> <p>Break projects down into mini lessons when necessary</p> <p>Daily/ weekly student activities for proper assessment of student learning (content review, class observations, question/answer, quizzes, content trivia involving teamwork, etc.)</p> <p>Use of technology for visual reference and guide</p> <p>Proper handling of materials in the classroom</p> <p>Illustrate how to create a successful portfolio for college interviews</p> <p>Teacher guided art critiques (see attached suggestions)</p>	<p>Quizzes</p> <p>Unit tests</p> <p>Class work</p> <p>Completed projects/project comprehension</p> <p>Project rubrics</p> <p>Following directions</p> <p>Time management</p> <p>Responses to class discussions</p> <p>Class participation</p>

AR.9-12.1.3.12.2	Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.
AR.9-12.1.3.12.3	The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.
AR.9-12.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
AR.9-12.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
AR.9-12.1.4.12.4	Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.
AR.9-12.1.4.12.1	Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.
AR.9-12.1.4.12.2	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.
AR.9-12.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

## Differentiation

Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional project time, and use of visual and auditory teaching methods (recommendations: discovery education, group projects).

A wide variety of assessments and strategies complement the individual learning experience.

Use of goal worksheet for each student to individualize their experience (see attached document).

## Technology

Technology will assist students in researching general approaches of style and specific usages of technical means. Technology will assist students in researching particular art historical references and influences as the unit develops.

Students will be encouraged to use technology to enhance, explore and research their artwork.

## College and Workplace Readiness

This unit of study continues to ask the art student to have a critical eye. The insight and expertise of perceptive art production are essential tools for future successful college level art studies. They are also essential for the artistic takes found in any workplace that uses visual aesthetics (museums, galleries, design studios, fashion fields, product design, architecture, craft work, landscape design, cosmetology, graphic work, web page design).

# Honors Fine Art IV - Unit 5

## Art History

### **Enduring Understandings:**

Cultural and historical events help dictate movements throughout history.

Awareness and involvement in the arts allow for positive contributions to society.

### **Essential Questions:**

Does art define culture or does culture define art?

What influences have world culture had on artistic interpretations and responses throughout history?

How and why do works of art reflect diverse cultures, beliefs and society?

In what ways do traditional methods and forms of artistic expression affect today's artwork?

### **Unit Goals:**

Students will familiarize themselves with periods of art history in relation to technique and philosophy.

Students will be able to summarize and reflect upon how various art forms preserve cultural heritage.

**Recommended Duration:** Ongoing throughout course

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>Why is it important to understand previous art methods?</p> <p>How does art history influence present artwork?</p> <p>How has art been used in provoking thought?</p> <p>How have previous practices and approaches with various media been used throughout art history?</p>	<p>Incorporate different art movements into lessons</p> <p>Introduce artists who represent different approaches within an art movement</p> <p>Incorporate various artists who represent specific media relevant to student interest and projects</p> <p>Evaluate the impact of innovations in the Fine arts from various historical periods (see <i>suggested</i> attached worksheet)</p> <p>Compare and contrast the stylistic characteristics of a given historical period within the Fine arts</p> <p>Suggested Content and Materials:  Painting: Oils, Acrylic, Tempera and Watercolor  Impressionism, Abstract  Expressionism, Realism</p> <p>Printmaking: water-based &amp; oils  Linoleum, Monotype, Intaglio, Etching</p> <p>Collage: newspaper, magazine, various materials  self portrait, photo imagery</p> <p>Mixed Media: paints, inks, paper  Use of elements and principles with various materials</p>	<p>Teacher Demonstrations</p> <p>Art History references</p> <p>Teacher hand-outs and worksheets</p> <p>Image Resources: art books, magazines, newspaper &amp; internet</p> <p>Student projects from previous years (use as examples)</p> <p>Use of technology for visual reference and guide</p>	<p>Class discussions and practices:</p> <p>Teacher demonstrations: applicable to specific projects</p> <p>Teacher mini-lesson: The importance of time management (relate to real life situations)</p> <p>Applications of the elements/principles of design</p> <p>Observations and feedback throughout projects regarding proper handling and use of art media and materials</p> <p>Break projects down into mini lessons when necessary</p> <p>Daily/ weekly student activities for proper assessment of student learning (content review, class observations, question/answer, quizzes, content trivia involving teamwork, etc.)</p> <p>Use of technology for visual reference and guide</p> <p>Proper handling of materials in the classroom</p> <p>Illustrate how to create a successful portfolio for college interviews</p>	<p>Quizzes</p> <p>Unit tests</p> <p>Class work</p> <p>Completed projects/project comprehension</p> <p>Project rubrics</p> <p>Following directions</p> <p>Time management</p> <p>Responses to class discussions</p> <p>Class participation</p>

AR.9-12.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
AR.9-12.1.2.12.1	Cultural and historical events impact art-making as well as how audiences respond to works of art.
AR.9-12.1.2.12.2	Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.
AR.9-12.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
AR.9-12.1.3.12.2	Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.
AR.9-12.1.3.12.5	Two- and three-dimensional artworks can be rendered culturally specific by using the tools, techniques, styles, materials, and methodologies that are germane to a particular cultural style.
AR.9-12.1.4.12.3	Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.
AR.9-12.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

## Differentiation

Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional project time, and use of visual and auditory teaching methods (recommendations: discovery education, group projects).

A wide variety of assessments and strategies complement the individual learning experience.

Use of goal worksheet for each student to individualize their experience (see attached document).

## Technology

Students will be exposed to and expected to use technology in various forms: Internet visual references, virtual museum tours, and art historical research.

Classroom technology can include multi-media presentations, artist websites, and streaming video, artist videos (Picasso, Pollock, Bearden, Rauschenberg) to highlight particular art historical periods, approaches, and individuals.

## College and Workplace Readiness

This unit of study continues the exploration of past art periods, movements and individual practitioners. This unit stresses the foundation an artist needs in order to progress to the more sophisticated work in college studies. This is an ongoing unit of study that lays the ground work for individual growth as well as the expertise essential for the art challenges found in the workplace (museum work, curatorial work, art design and illustration work).