

Elizabethtown Area School District Curriculum

<p>Grade/Course: 9-12 Artistic Crafts and Fiber AESTHETIC CHOICES (Creating, Presenting)</p>	
<p>Strand: Aesthetic Choices: Functional and Decorative Crafts</p>	
<p>National Content Area Standards:</p> <p>CREATING</p> <p>#VA:Cr3.1 Reflect, Refine, Continue -Refine and complete artistic work.</p> <p>Cr3.1.HSI-Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p> <p>Cr3.1.HSII-Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</p> <p>PRESENTING</p> <p>#VA:Pr.4.1 Relate -Select, analyze and interpret artistic work for presentation.</p> <p>Pr.4.1.HSII-Analyze, select, and critique personal artwork for a collection or portfolio presentation.</p> <p>#VA:Pr5.1 -Select -Develop and refine artistic techniques and work for presentation.</p> <p>Pr5.1.HSI-Analyze and evaluate the reasons and ways an exhibition is presented.</p> <p>Pr5.1.HSII-Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</p> <p>#VA:Pr6.1 -Analyze -Convey meaning through the presentation of artistic work.</p> <p>Pr6.1.HSI-Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.</p>	
<p>Subject Specific Standards:</p> <p>9.1-Production, Performance and Exhibition of... Visual Arts</p> <p>a-Elements and Principles in each art form</p> <p>b-Demonstration of...visual arts</p> <p>c-Vocabulary in each art form</p> <p>d-Styles in production...exhibition.</p> <p>e-Themes in art forms</p> <p>j-Technologies in the arts</p> <p>9.2-Historical and Cultural Context</p> <p>a-Context of works in the arts</p> <p>b-Chronology of works in the arts</p>	<p>c-Styles and genre in the arts</p> <p>d-Historical and cultural perspectives</p> <p>e-Historical and cultural impact on works in the arts</p> <p>j-Historical differences of works in the arts</p> <p>l-Common themes in works in the arts</p> <p>9.4-Aesthetic Responses</p> <p>a-Philosophical studies</p> <p>b-Aesthetic interpretation</p> <p>c-Environmental influences</p> <p>d-Artistic choices</p>
<p>Pennsylvania Core Standards:</p> <p>CC.3.5.11-12.B-Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>CC.3.5.11-12.C-Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks: analyze the specific results based on explanations in the text.</p> <p>CC.3.5.11-12.D-Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific or technical context.</p>	

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CC.3.5.11-12.F-Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

CC.3.5.11-12.G-Integrate and evaluate multiple sources of information presented in diverse formats and media (e. g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.H-Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CC.3.5.11-12.I-Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CC.3.6.11-12.A-Write arguments focused on discipline-specific content.

CC.3.6.11-12.B-Write informative/explanatory texts, including the narration of historical events, scientific procedures, etc.

CC.3.6.11-12.C-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12.D-Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.3.6.11-12.F-Conduct short as well as more sustained research projects to answer or solve a problem, narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.3.6.11-12.H-Draw evidence from informational texts to support analysis, reflection, and research.

Essential Questions:

What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation? What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection? What is an art museum? How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences? How do objects, artifacts, & artworks collected, preserved, or presented, cultivate appreciation & understanding?

Understandings: Students will understand THAT . . .

-the art process demands responding and understanding a variety of art work.

Knowledge: Students will KNOW...

-various artists and art styles from art history.

Skills: Students will be able TO ...

-create a successful functional piece using a variety of craft media.
-create a successful recycled piece.
-create a successful of series or set using craft media.

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Grade/Course: 9-12 Artistic Crafts and Fiber ART HISTORY/ART CRITICISM (Responding, Connecting)	
Strand: Art History/Art Criticism: study various artists, styles, interpretations, ideas, history, society	
National Content Area Standards:	
RESPONDING	
#VA:Re7.1 Share -Perceive and analyze artistic work.	
Re7.1.HSI-Hypothesize ways in which art influences perception and understanding of human experiences.	
Re7.1.HSII-Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.	
#VA:Re7.2 Perceive -Perceive and analyze artistic work.	
Re7.2.HSI-Analyze how one's understanding of the world is affected by experiencing visual imagery.	
Re7.2.HSII-Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.	
#VA:Re8.1 -Perceive -Interpret intent and meaning in artistic work.	
Re8.1.HSI-Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.	
Re8.1.HSII-Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.	
#VA:Re9.1 -Analyze -Apply criteria to evaluate artistic work.	
Re9.1.HSI-Establish relevant criteria in order to evaluate a work of art or collection of works.	
CONNECTING	
#VA:Cn11.1 -Synthesize -Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	
Cn11.1.HSI-Describe how knowledge of culture, traditions, and history may influence personal responses to art.	
Subject Specific PA Standards:	
9.2-Historical and Cultural Context	9.3-Critical Response
a-Context of works in the arts	a-Critical processes
b-Chronology of works in the arts	b-Criteria
c-Styles and genre in the arts	c-Classifications
d-Historical and cultural perspectives	d-Vocabulary for criticism
e-Historical and cultural impact on works in the arts	f-Comparisons
j-Historical differences of works in the arts	9.4-Aesthetic Responses
l-Common themes in works in the arts	a-Philosophical studies
	b-Aesthetic interpretation
	c-Environmental influences
	d-Artistic choices
Pennsylvania Core Standards:	
CC.3.5.11-12.B-Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms..	
CC.3.5.11-12.D-Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific or technical context.	
CC.3.5.11-12.F-Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text,	

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identifying important issues that remain unresolved.

CC.3.5.11-12.G-Integrate and evaluate multiple sources of information presented in diverse formats and media (e. g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.I-Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CC.3.6.11-12.A-Write arguments focused on discipline-specific content.

CC.3.6.11-12.B-Write informative/explanatory texts, including the narration of historical events, scientific procedures, etc.

CC.3.6.11-12.C-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12.D-Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.3.6.11-12.F-Conduct short as well as more sustained research projects to answer or solve a problem, narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.3.6.11-12.H-Draw evidence from informational texts to support analysis, reflection, and research.

Essential Questions:

How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is an image? Where and how do we encounter images in our world? How do images influence our views of the world? What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art? How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation? How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Understandings: Students will understand THAT . . .

- all artwork can be interpreted differently.
- art work is more meaningful if there is a connection to the viewer.
- art work is more meaningful if there is a connection for the artist.

Knowledge: Students will KNOW...

- various artists' work and their style.
- art work of various cultures around the world.

Skills: Students will be able TO ...

- describe a work of art.
- analyze various pieces of art work.
- interpret a variety of art work.
- evaluate a piece of art work.

Grade/Course: 9-12 Artistic Crafts and Fiber **CRAFT MEDIA AND FIBER (Creating, Presenting, Connecting)**

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Strand: Clay, Found Object, Mixed Media, Fiber, Wool, other

National Content Area Standards:

CREATING

#VA:Cr1.1 Investigate, Plan and Make -Generate and conceptualize artistic ideas and work.

Cr1.1.HSI-Use multiple approaches to begin creative endeavors.

#VA:Cr1.2 Investigate, Plan and Make -Generate and conceptualize artistic ideas and work.

Cr1.2.HSI-Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.

#VA:Cr2.1 Investigate, Plan and Make -Generate and conceptualize artistic ideas and work. .

Cr2.1.HSI-Engage in making a work of art or design without having a preconceived plan.

Cr2.1.HSII-Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

Cr2.1.HSIII-Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

#VA:Cr2.2 Investigate, Plan and Make -Generate and conceptualize artistic ideas and work.

Cr2.2.HSI-Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

Cr2.2.HSII-Demonstrate awareness of ethical implications of making and distributing creative work.
people's lives.

#VA:Cr3.1 Reflect, Refine, Continue -Refine and complete artistic work.

Cr3.1.HSII-Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

PRESENTING

#VA:Pr.4.1 Relate -Select, analyze and interpret artistic work for presentation.

Pr.4.1.HSII-Analyze, select, and critique personal artwork for a collection or portfolio presentation.

CONNECTING

#VA:Cn10.1 Interpret -Synthesize and relate knowledge and personal experiences to make art.

Cn10.1.HSI-Document the process of developing ideas from early stages to fully elaborated ideas.

Cn10.1.HSII-Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.

#VA:Cn11.1 -Synthesize -Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Cn11.1.HSI-Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Subject Specific PA Standards:

9.1-Production, Performance and Exhibition of... Visual Arts

a-Elements and Principles in each art form

b-Demonstration of... visual arts

c-Vocabulary in each art form

d-Styles in production... exhibition.

e-Themes in art forms

9.2-Historical and Cultural Context

a-Context of works in the arts

j-Historical differences of works in the arts

l-Common themes in works in the arts

9.3-Critical Response

a-Critical processes

b-Criteria

c-Classifications

d-Vocabulary for criticism

f-Comparisons

9.4-Aesthetic Responses

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c-Styles and genre in the arts
d-Historical and cultural perspectives
e-Historical and cultural impact on works in the arts

a-Philosophical studies
b-Aesthetic interpretation
d-Artistic choices

Pennsylvania Core Standards:

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CC.3.5.11-12.C-Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks: analyze the specific results based on explanations in the text.

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CC.3.5.11-12.F-Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

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CC.3.6.11-12.H-Draw evidence from informational texts to support analysis, reflection, and research.

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Essential Questions:

What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations? How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for & maintain materials, tools, & equipment? Why is it important for safety & health to understand & follow correct procedures in handling materials & tools? What responsibilities come with the freedom to create? What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation? How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Understandings: Students will understand THAT . . .

-there is a difference between 'artistic crafts' and 'crafts.'

Knowledge: Students will KNOW...

-various art terms for artistic crafts.
-the pros and cons of certain craft media.
-form follows function

Skills: Students will be able TO ...

-create a variety of artistic crafts using a collection of media and fiber.