

Grade/Course: 9-12 Painting an Color Concepts II AESTHETIC CHOICES (Creating, Presenting)	
Strand: Aesthetic Choices: Expressive Art, Conceptual Art, Self-portrait	
CREATING	
#VA:Cr3.1 Reflect, Refine, Continue -Refine and complete artistic work.	
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.	
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.	
Cr3.1.HSIII-Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.	
PRESENTING	
#VA:Pr.4.1 Relate -Select, analyze and interpret artistic work for presentation.	
Pr.4.1.HSI-Analyze, select, and curate artifacts and/or artworks for presentation and preservation.	
Pr.4.1.HSII-Analyze, select, and critique personal artwork for a collection or portfolio presentation.	
Pr.4.1.HSIII-Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.	
#VA:Pr5.1 Select -Develop and refine artistic techniques and work for presentation.	
Pr5.1.HSI-Analyze and evaluate the reasons and ways an exhibition is presented.	
Pr5.1.HSII-Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.	
Pr5.1.HSIII-Investigate, compare, and contrast methods for preserving and protecting art.	
#VA:Pr6.1 Analyze -Convey meaning through the presentation of artistic work.	
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.	
Pr6.1.HSII-Make, explain, and justify connections between artists or artwork and social, cultural, and political history.	
Pr6.1.HSIII-Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.	
Subject Specific PA Standards:	
9.1-Production, Performance and Exhibition of... Visual Arts	d-Historical and cultural perspectives
a-Elements and Principles in each art form	e-Historical and cultural impact on works in the arts
b-Demonstration of... visual arts	j-Historical differences of works in the arts
c-Vocabulary in each art form	l-Common themes in works in the arts
d-Styles in production...exhibition.	9.4-Aesthetic Responses
e-Themes in art forms	a-Philosophical studies
j-Technologies in the arts	b-Aesthetic interpretation
9.2-Historical and Cultural Context	c-Environmental influences
a-Context of works in the arts	d-Artistic choices
b-Chronology of works in the arts	

Elizabethtown Area School District Curriculum

c-Styles and genre in the arts

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.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.

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, 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.

-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.

Elizabethtown Area School District Curriculum

Knowledge: Students will KNOW...

-various artists and art styles from art history.

Skills: Students will be able TO ...

-create a successful Expressive art piece using advanced painting techniques.

-create a successful Conceptual art piece using advanced painting techniques.

-create a successful Self-portrait using advanced painting techniques.

Grade/Course: 9-12 Painting and Color Concepts II ART HISTORY/ART CRITICISM (Responding, Connecting)	
Strand: Art History/Art Criticism: study various artists, styles, describe, analyze, interpret, evaluate, ideas, history, society	
National Content Area Standards:	
RESPONDING	
#VA:Re7.1 Share -Perceive and analyze artistic work.	
Re7.1.HSII-Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.	
Re7.1.HSIII-Analyze how responses to art develop over time based on knowledge of and experience with art and life.	
#VA:Re7.2 Perceive -Perceive and analyze artistic work.	
Re7.2.HSII-Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.	
Re7.2.HSIII-Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.	
#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.	
Re8.1.HSIII-Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.	
#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.	
Re9.1.HSII-Determine the relevance of criteria used by others to evaluate a work of art or collection of works.	
Re9.1.HSIII-Construct evaluations of a work of art or collection of works based on differing sets of criteria.	
CONNECTING	
#VA:Cn11.1 -Synthesize -Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	
Cn11.1.HSII-Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.	
Cn11.1.HSIII-Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.	
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

Elizabethtown Area School District Curriculum

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, 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 ...

-create a successful Expressive composition

-create a successful Conceptual composition.

Elizabethtown Area School District Curriculum

- create a successful painting of their choice of idea and media.
- 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 Painting and Color Concepts II PAINT MEDIA AND COLOR (Creating, Presenting, Connecting)	
Strand: Acrylic Painting techniques, Watercolor painting techniques, Color Theory	
National Content Area Standards:	
CREATING	
#VA:Cr1.1 Investigate, Plan and Make -Generate and conceptualize artistic ideas and work. Cr1.1.HSII-Individually or collaboratively formulate new creative problems based on student’s existing artwork. Cr1.1.HSIII-Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.	
#VA:Cr1.2 Investigate, Plan and Make -Generate and conceptualize artistic ideas and work. Cr1.2.HSII-Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. Cr1.2.HSIII-Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.	
#VA:Cr2.1 Investigate, Plan and Make -Generate and conceptualize artistic ideas and work. . 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.	
#VA:Cr2.3 Investigate, Plan and Make -Generate and conceptualize artistic ideas and work. Cr2.3.HSII-Redesign an object, system, place, or design in response to contemporary issues. Cr2.3.HSIII-Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.	
CONNECTING	
#VA:Cn10.1 Interpret -Synthesize and relate knowledge and personal experiences to make art. Cn10.1.HSII-Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making. Cn10.1.HSIII-Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.	
Subject Specific PA Standards:	
9.1-Production, Performance and Exhibition of... Visual Arts	d-Historical and cultural perspectives
a-Elements and Principles in each art form	e-Historical and cultural impact on works in the arts
b-Demonstration of... visual arts	j-Historical differences of works in the arts
c-Vocabulary in each art form	l-Common themes in works in the arts
d-Styles in production...exhibition.	9.4-Aesthetic Responses
e-Themes in art forms	a-Philosophical studies
9.2-Historical and Cultural Context	b-Aesthetic interpretation
a-Context of works in the arts	c-Environmental influences
b-Chronology of works in the arts	d-Artistic choices

Elizabethtown Area School District Curriculum

c-Styles and genre in the arts

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.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.

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, 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 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? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate? 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?

Understandings: Students will understand THAT . . .

Elizabethtown Area School District Curriculum

-color plays important role in creating a successful painting.
Knowledge: Students will KNOW... -various color terminology. -various painting terminology. -various color properties. -various properties of paint media.
Skills: Students will be able TO ... -create a successful watercolor painting emphasizing advanced color theory. -create a successful acrylic painting emphasizing advanced color theory.