

Grade, Course: 9-12, Drawing II	
Strand 1: Experimentation	
<p>National Content Area Standards: VA:Cr1.1.IIa Individually or collaboratively formulate new creative problems based on existing student’s artwork VA:Cr2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. VA:Re7.2.IIa Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences. VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.</p> <p>PA Core Standards: CC.3.5.11-12.C-Follow a complex multistep procedure CC.3.5.11-12.D-Determine the meaning of symbols, key terms & other domain-specific words/phrases CC.3.6.11-12.B-Write informative/explanatory texts CC.3.6.11-12.H-Draw evidence from informational texts</p>	<p>PA Content Area Standards: 9.1 Production, Performance and Exhibition a. Elements and Principles to create works of art b. Produce, review, and revise in each art form c. Vocabulary in each art form d. Combination of styles in production or exhibition e. Unifying theme in media processes and techniques f. Production, performance or exhibition based on experiences or historical & cultural events g. Practice in each art form h. Safety in each art form j. Using traditional and contemporary technologies in the arts k. Understanding effects of technologies in various arts 9.3 Critical Response a. Critical processes b. Apply criteria c. Classify to interpret and respond</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to try different art materials? • How do artists use knowledge of materials to guide the creation of their artwork? 	<p>Understandings: Students will understand...</p> <ul style="list-style-type: none"> • drawing is a contributing part of idea development and integral to image making • artists plan what material they will use based on the finished product that they want. • plans change to accommodate innovation • knowledge of materials is an essential for an artist.
<p>Knowledge: Students will know that...</p> <ul style="list-style-type: none"> • different materials create different effects. • different materials used together influence each other • different materials change the message of an artwork 	<p>Skills: Students will be able to...</p> <ul style="list-style-type: none"> • emphasize composition by demonstrating the effective use of the elements and principles of art • expand the use of the sketchbook-journal to include personal research

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Strand 2: Change	
<p><u>National Content Area Standards:</u> VA:Cr3.1.IIa Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision. VA:Re7.1.IIa Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. VA:Re8.1.IIa Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. VA:Re9.1.IIa Determine the relevance of criteria used by others to evaluate a work of art or collection of works. VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.</p> <p><u>PA Core Standards:</u> CC.3.6.11-12.A-Write arguments focused on discipline-specific content. CC.3.6.11-12.C-Produce clear and coherent writing CC.3.6.11-12.F-Conduct research projects to solve a problem</p>	<p><u>PA Content Area Standards:</u> 9.1 Production, Performance and Exhibition a. Elements and Principles to create works of art b. Produce, review, and revise in each art form c. Vocabulary in each art form d. Combination of styles in production or exhibition e. Unifying theme in media processes and techniques f. Production, performance or exhibition based on experiences or historical & cultural events g. Practice in each art form j. Using traditional and contemporary technologies in the arts k. Understanding effects of technologies in various arts 9.3 Critical Response b. Apply criteria c. Classify to interpret and respond d. Vocabulary for criticism f. Compare original & contemporary meaning g. Analyze based on critical judgments 9.4 Aesthetic Responses b. Aesthetic interpretation d. Artistic choices</p>
<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● What causes change? ● How can change influence artwork during the artmaking process? ● How can change influence artwork after the artwork has been created? ● How can change affect how a person views an artwork? ● How will change be different if an artwork is indoors or outdoors? 	<p><u>Understandings: Students will understand...</u></p> <ul style="list-style-type: none"> ● change can happen many different ways ● change in an artist's life will affect the way they create and what they create ● time can change an artwork's meaning and how it looks

Elizabethtown Area School District Curriculum
Related Arts - Visual - High School Art - Drawing II

Knowledge: Students will know that...

- change can happens in relationships, time, seasons
- artists have this think about how their artwork is going to be displayed and how that will change their material choice
- people can project their own feelings onto a work of art

Skills: Students will be able to...

- produce works that show a greater complexity of ideas, methods, and techniques.
- use drawing skills in other media areas such as sculpture, printmaking, painting.
- document research and study in the sketchbook-journal.
- select and prepare work for display to be received as designed

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Strand 3: Influence	
<p>National Content Area Standards: VA:Cr1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. VA:Cr2.2.IIa Demonstrate awareness of ethical implications of making and distributing creative work. VA:Re7.1.IIa Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. VA:Re8.1.IIa Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p> <p>PA Core Standards: CC.3.5.11-12.D-Determine the meaning of symbols, key terms & other domain-specific words/phrases CC.3.5.11-12.G-Integrate and evaluate multiple sources of information CC.3.5.11-12.I-Synthesize information from a range of sources into a coherent understanding CC.3.6.11-12.A-Write arguments focused on discipline-specific content. CC.3.6.11-12.C-Produce clear and coherent writing CC.3.6.11-12.H-Draw evidence from informational texts</p>	<p>PA Content Area Standards: 9.1 Production, Performance and Exhibition a. Elements and Principles to create works of art b. Produce, review, and revise in each art form c. Vocabulary in each art form e. Unifying theme in media processes and techniques f. Production, performance or exhibition based on experiences or historical & cultural events g. Practice in each art form j. Using traditional and contemporary technologies in the arts k. Understanding effects of technologies in various arts</p> <p>9.3 Critical Response a. Critical processes b. Apply criteria c. Classify to interpret and respond d. Vocabulary for criticism g. Analyze based on critical judgments</p> <p>9.4 Aesthetic Responses b. Aesthetic interpretation c. Environmental influences d. Artistic choices</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is art critique? • Why is it important to look at other artist's work? • Why is it important to look at each other's artwork? • Why do people create artwork? 	<p>Understandings: Students will understand...</p> <ul style="list-style-type: none"> • problem solving can be used to fix mistakes • artists use problem solving to create innovative artwork • artists use problem solving to choose materials

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Knowledge: Students will know...

- Artists use other people's opinions to guide their creative process
- Artists gather ideas by looking at artwork by other artists
- Artists create art for a variety of reasons (social justice, enjoyment, employment, function, commission)
- Details in artwork support inferences about artwork to form opinions

Skills: Students will be able to...

- analyze and interpret a work of art for the artist's meaning and its expressive properties
- critically view artwork as a source of inspiration and insight into one's own work
- interpret and evaluate artworks based on established criteria and personal opinion
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Grade, Course: 9-12, Drawing II	
Strand 4: Purpose	
<p>National Content Area Standards: VA:Cr2.3.IIa Redesign an object, system, place, or design in response to contemporary issues. VA:Pr6.1.IIa Make, explain, and justify connections between artists or artwork and social, cultural, and political history. VA:Re9.1.IIa Determine the relevance of criteria used by others to evaluate a work of art or collection of works. VA:Cn11.1.IIa 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.</p> <p>PA Core Standards: CC.3.5.11-12.C-Follow a complex multistep procedure CC.3.5.11-12.I-Synthesize information from a range of sources into a coherent understanding CC.3.6.11-12.B-Write informative/explanatory texts CC.3.6.11-12.C-Produce clear and coherent writing CC.3.6.11-12.H-Draw evidence from informational texts</p>	<p>PA Content Area Standards: 9.1 Production, Performance and Exhibition a. Elements and Principles to create works of art b. Produce, review, and revise in each art form c. Vocabulary in each art form d. Combination of styles in production or exhibition f. Production, performance or exhibition based on experiences or historical & cultural events g. Practice in each art form j. Using traditional and contemporary technologies in the arts k. Understanding effects of technologies in various arts 9.2 Historical and Cultural Context a. Context of works in the arts c. Styles and genre in the arts d. Historical and cultural perspectives of a work of art k. Traditions in the arts. l. Themes, forms and techniques in works in the arts 9.3 Critical Response a. Critical processes b. Apply criteria c. Classify to interpret and respond d. Vocabulary for criticism f. Compare original & contemporary meaning g. Analyze based on critical judgments</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can art have different purposes? • How can an artist's purpose be different than a viewer's purpose? • How can purpose change an artist's plan for their artwork? 	<p>Understandings: Students will understand...</p> <ul style="list-style-type: none"> • Understand the importance of critically viewing artwork as a source of inspiration and insight into one's own work • art is created for for different reasons • a viewer doesn't always understand an artist's purpose • the purpose of an artwork can influence an artist's choices

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Knowledge: Students will know...

- restrictions guide artist's ideas and process
- Art is created to entertain, educate, create awareness, show prestige
- Artist can have a lot or a little control over how their artwork is displayed
- how artwork is displayed can change the viewer's perception
- viewers get to make their own opinions about artwork
- artists don't always have control over what they create

Skills: Students will be able to...

- Understand how to select and prepare work for display.
- Participate in critiques and formal oral presentations of individual artworks
- Create artworks, exemplars that reflect an understanding of historical periods, cultures and contemporary issues