

# *Elizabethtown Area*

## *School District*

### Advanced Art II

Course Number: 810

Length of Course: 18 weeks

Grade Level: 11-12

Total Clock Hours:

Length of Period: 80 minutes

Date Written: 04-05

Periods per Week/Cycle: 5 days/week

Written By: Kay Reist

Credits (if app.): 1

#### Course Description:

This course will further emphasize the methods introduced in Advanced Art I with more independent choices of the media used for completing assignments. Students will work creatively with both 2-dimensional and 3-dimensional media to express a variety of self-promoted ideas and messages. Students will be required to keep a portfolio of their work done during the semester, which will be examined and reflected upon as part of the final exam.

Prerequisite: Advanced Art I

Lab Fee: \$10.00

# *Elizabethtown Area School District*

## **I. Overall Course/Grade Level Standards**

Students will KNOW and be able TO DO the following as a result of taking this course.

A. Demonstrate an understanding of the art elements and the principles of design through identifying specific facts and creating specific projects emphasizing concepts associated with each art element/principle studied.

B. Demonstrate an understanding of the Art Criticism Method (Description, Analysis, Interpretation, Judgment) and the art theories used in judging a work of art. Also demonstrate an understanding of Imitationalism, Emotionalism, Formalism, and Functionalism by critiquing works of art created by student artists and master artists.

C. Recognize the characteristics of the art produced during the various art style periods and integrate specific facts in a two or three-dimensional art piece.

D. Produce well-balanced works of art demonstrating various methods and techniques used for creating two-dimensional and three-dimensional forms of art demonstrating growth in making sound aesthetic evaluations.

E. Learn specific techniques in improving one's drawing skills, and produce a variety of drawings that demonstrate techniques used to capture reality in human, natural, and man-made forms.

F. Understand quality craftsmanship criteria and demonstrate in producing works of personal art.

G. Understand that the development of a theme is an artist's way of expressing particular personal or universal concerns.

H. Define and identify the terminology, techniques, and equipment used in producing various 2-D or 3-D art pieces evident by the use of proper skills in handling and caring for art supplies.

I. Complete a portfolio assessment of a selection of quality art which was produced during the year.

J. Recognize that through studying the history of art, talking about art, and producing art we can become more expressive human beings.

K. Understand that many different kinds of art can be appreciated by using the Art Criticism Method of "seeing".

L. Identify personal feelings and thoughts, purposeful and intuitive-necessary in the creative process.

M. Recognize that it is important to build an internal repository of art experiences on which to base aesthetic evaluation.

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#### **II. Content**

#### Major Areas of Study

List all units of study below:

<u>Unit</u>	<u>Estimated Time</u>	<u>Materials</u>
1. Creativity	2 weeks	Various Supplies
2. 3-D Visual Pun	3 weeks	Various 3-D Supplies
3. 2-D Mixed Media	1 week	Various 2-D Supplies
4. Acrylic Paint/Self Portrait	2 weeks	Acrylic Paint Supplies
5. Surrealism	1 week	Various Supplies
6. Creativity Midterm	1 week	Paper/Pencil
7. Figure 2-D/3-D	7 weeks	Various Supplies
8. Creative Presentation – Portfolio Assessment	1 week	Various Supplies
9.		
10.		
11.		

# *Elizabethtown Area School District*

Name of Course: Advanced Art II    Name of Unit: Creativity

Essential Question for the Unit: How can a person become a successful creative thinker?

<b>Unit Objectives/Key Questions</b>	<b>Priority</b>	<b>Aligned to Course Standard</b>	<b>Aligned to PA Standard</b>
A. What is creativity?	E	G, J, L, M	9.1A, E 9.3F 9.4A-D
B. What are the four roles of the creative process?	E	G, J, L, M	9.1A, E 9.3F 9.4A-D
C. What does “think outside of the box” mean?	E	G, J, L, M	9.1A 9.3F 9.4A-D
D.			
E.			
F			
G.			
H.			
I.			

# *Elizabethtown Area School District*

Name of Course: Advanced Art II      Name of Unit: 3-D Visual Pun  
 Essential Question for the Unit: How can the four roles of the creative process be used when creating an art piece?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. What are the supplies and processes needed to create a successful 3-D piece?	E	D	9.1B, F 9.4D
B. How do the four roles of the creative process affect one's ideas to produce a work of art?	E	L	9.4A-D
C.			
D.			
E.			
F			
G.			
H.			
I.			

# *Elizabethtown Area School District*

Name of Course: Advanced Art I    Name of Unit: 2-D Mixed Media

Essential Question for the Unit: What are the personal and technical skills needed to create a 2-D mixed media piece of art work?

<b>Unit Objectives/Key Questions</b>	Priority	Aligned to Course Standard	Aligned to PA Standard
A. What are the specific facts about artists, art styles, and cultures studied in class?	E	C	9.2A-F
B. What are the supplies needed to create a mixed media piece?	E	D, H	9.1D 9.4A-D
C.			
D.			
E.			
F			
G.			
H.			
I.			

# *Elizabethtown Area School District*

Name of Course: Advanced Art II      Name of Unit: Acrylic Paint/Self-Portrait  
 Essential Question for the Unit: What are the personal and technical skills needed to create an acrylic painting – self-portrait?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. What are the supplies needed to create an acrylic painting?	E	D, H	9.1D 9.4A-D
B. How does one go about creating a successful self-portrait?	E	L, M	9.1A-F 9.3A-G 9.4A-D
C.			
D.			
E.			
F			
G.			
H.			
I.			

# *Elizabethtown Area School District*

Name of Course: Advanced Art II    Name of Unit: Surrealism

Essential Question for the Unit: What are the personal and technical skills needed to create a surrealist piece of art work?

<b>Unit Objectives/Key Questions</b>	<b>Priority</b>	<b>Aligned to Course Standard</b>	<b>Aligned to PA Standard</b>
A. What are the specific facts about artists, art styles, and cultures studied in class?	E	C	9.2A-F
B. What are the supplies needed to create a surrealist piece of art?	E	D, H	9.1D 9.4A-D
C. How does one go about creating a successful surrealist piece?	E	L, M	9.1A-F 9.3A-G 9.4A-D
D.			
E.			
F			
G.			
H.			
I.			



# *Elizabethtown Area School District*

Name of Course: Advanced Art II Name of Unit: Creativity/Midterm  
 Essential Question for the Unit: How can a person become a successful creative thinker?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. How can the idea of “think outside the box” affect the creative process?	E	G, J, L, M, B, K	9.1A-E 9.3A, F 9.4A-D
B.			
C.			
D.			
E.			
F.			
G.			
H.			
I.			

# *Elizabethtown Area School District*

Name of Course: Advanced Art II

Name of Unit: Figure 2-D/3-D

Essential Question for the Unit: What are various forms in which a figure can be portrayed in art?

<b>Unit Objectives/Key Questions</b>			
A. What are the specific facts about artists, art styles, and cultures studied in class?	E	C, J, K, L, M	9.2A, L 9.3F 9.4A-D
B. How do color schemes and media techniques affect the theme and mood of a composition?	E	A, G	9.1A, E
C. How can composition organization affect the outcome of a drawing?	E	A, D	9.1A
D. Why is good craftsmanship essential when presenting a finished piece of artwork?	E	F	9.3 9.4B, D
E. How does the use of the art elements and principles affect a successful composition?	E	A, E	9.1A
F.			
G.			
H.			
I.			
J.			

# *Elizabethtown Area School District*

Name of Course: Advanced Art II Name of Unit: Creative Presentation/Portfolio  
 Essential Question for the Unit: Why is it important to assess personal growth through a portfolio review?

<b>Unit Objectives/Key Questions</b>			
A. What are the characteristics of a portfolio that demonstrates organization and quality craftsmanship?	E	I	9.3F 9.4B,D
B. Which are the strong and weak pieces in the (student's) portfolio and why were they chosen?	E	I	9.3F 9.4B, D
C. Why is it important to assess personal growth through a portfolio review?	E	I	9.3F 9.4B,D
D. Why is it important to present a portfolio in a "creative" manner?	E	L	9.1A, E 9.3F 9.4A-D
E.			
F.			
G.			
H.			
I.			
J.			

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## III. Course Assessments

Check types of assessments to be used in the teaching of the course.  
(Provide examples of each type.)

- |  |   |
|--|---|
| <input type="checkbox"/> Objective Tests/Quizzes<br><input type="checkbox"/> Constructed Responses<br><input type="checkbox"/> Essays<br><input type="checkbox"/> Reports<br><input checked="" type="checkbox"/> Projects<br><input checked="" type="checkbox"/> Portfolios<br><input type="checkbox"/> Presentations<br><input type="checkbox"/> Performance tasks<br><input checked="" type="checkbox"/> Rubrics | <input type="checkbox"/> Response Journals<br><input type="checkbox"/> Logs<br><input type="checkbox"/> Computer Simulations<br><input type="checkbox"/> Research Papers<br><input type="checkbox"/> Class Participation<br><input type="checkbox"/> Notetaking<br><input type="checkbox"/> Daily Assignments<br><input type="checkbox"/> Writing Samples<br><br><input type="checkbox"/> _____<br><input type="checkbox"/> _____ |
|--|---|

Provide copies of common assessments that will be utilized for all students taking this course. Overall course/grade level standards will be measured by a common course assessment. Unit objectives will be measured on an ongoing basis as needed by the classroom teacher to assess learning and plan for instruction. List common assessments below and recommended date/time frame for administration (at least quarterly).

Name of Common Assessment	When given?
1. Rubrics	At the end of a project
2. Final Portfolio Review	End of semester
3.	
4.	
5.	
6.	

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## **IV. Expected levels of achievement**

Current grading scale:

PA Proficiency Levels
Advanced Proficient
Basic Below Basic

Attach rubrics, checklists, or other documentation noting how levels of proficiency will be determined for common assessments. The following scoring documents have been developed for this course: