

***Elizabethtown Area***  
***School District***  
Advanced Art I

Course Number: 805

Length of Course: 18 weeks

Grade Level: 10-12

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 basic elements of art with a deeper concentration on the principles of design, which artists use to create unity in a work of art. Drawing (pencil, pastel), painting (watercolor, acrylic), mixed media, printmaking, collage, and sculpture will be explored with a focus on the fine art application of those techniques learned. 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: Foundations of Art

Placement Criteria: Grade 9 may take in Spring semester

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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Curriculum Form

**II. Content**

Major Areas of Study

List all units of study below:

<u>Unit</u>	<u>Estimated Time</u>	<u>Materials</u>
1. GRID Assignment	2 weeks	Pencil/Paper
2. Realistic Drawing with Lead Pencil	4 weeks	Pencil/Paper
3. 3-D Foamcore Project	2 weeks	Foamcore and Supplies
4. Watercolor Painting	2 weeks	Paint/Brushes
5. Principles of Design Midterm	1 week	Variety of Materials
6. Acrylic Painting	2 weeks	Paint/Brushes and Supplies
7. Monoprint	2 weeks	Printing Supplies
8. Self-Portrait	2 weeks	Variety of Matierals
9. Portfolio Assessment	1 week	Art Work
10.		
11.		

# *Elizabethtown Area School District*

Name of Course: Advanced Art I Name of Unit: GRID

Essential Question for the Unit: How can a composition be enlarged proportionally?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. How can a grid be used to enlarge a composition?	I	D, E	9.1A
B. How can a grid be used to distort a composition?	I	D, E	9.1A
C. How can the art element of VALUE add dimension to a 2-D piece?	I	A, E	9.1A
D.			
E.			
F.			
G.			
H.			
I.			

## *Elizabethtown Area School District*

Name of Course: Advanced Art I Name of Unit: Realistic Drawing w/Lead  
 Essential Question for the Unit: What are the personal and technical skills needed to create a successful drawing?

<b>Unit Objectives/Key Questions</b>	<b>Priority</b>	<b>Aligned to Course Standard</b>	<b>Aligned to PA Standard</b>
A. How can the art element of Value add dimension to a 2-D piece?	E	A, E	9.1A
B. How can composition organization affect the outcome of a drawing?	E	A, D	9.1A
C. How does the use of principles of design affect a successful composition?	E	A, E	9.1A
D. Why is good craftsmanship essential when presenting a finished piece of art work?	E	F	9.3 9.4B, D
E.			
F			
G.			
H.			
I.			

# *Elizabethtown Area School District*

Name of Course: Advanced Art I    Name of Unit: 3-D Foamcore

Essential Question for the Unit: What are the personal and technical skills needed to create a successful 3-D piece?

<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 supplies needed to create a 3-D piece?	E	H, D	9.1B 9.4D
B. How have other artists created in 3-D materials?	E	C, A, J	9.1F 9.2C 9.3F 9.4D
C. Why is it important to have a theme in artwork?	E	G	9.1E
D.			
E.			
F			
G.			
H.			
I.			

## *Elizabethtown Area School District*

Name of Course: Advanced Art I      Name of Unit: Watercolor Painting  
 Essential Question for the Unit: How are aesthetically pleasing watercolor compositions created?

<b>Unit Objectives/Key Questions</b>			
A. What must be considered when creating a watercolor composition?	E	A, D, F, H	9.1A, B, D 9.3E 9.4B, D
B. How do the art elements and the principles of design affect design?	E	A	9.1A
C. 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
D. How do color schemes and media techniques affect the theme and mood of a composition?	E	A, G	9.1A, E
E.			
F			
G.			
H.			
I.			

## *Elizabethtown Area School District*

Name of Course: Advanced Art I      Name of Unit: Principles of Design  
 Essential Question for the Unit: How do the use of the principles of design affect a composition?

<b>Unit Objectives/Key Questions</b>			
A. What are the principles of design?	E	A	9.1A
B. How do the use of the principles of design affect a composition?	E	A, D	9.1A, D 9.4B, D
C.			
D.			
E.			
F			
G.			
H.			
I.			



## *Elizabethtown Area School District*

Name of Course: Advanced Art I Name of Unit: Acrylic Painting

Essential Question for the Unit: What are the personal and technical skills needed to create a successful acrylic painting?

<b>Unit Objectives/Key Questions</b>			
A. What are the supplies needed to create an acrylic painting?	E	H, D	9.1B 9.4D
B. 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
C.			
D.			
E.			
F.			
G.			
H.			
I.			
J.			

## *Elizabethtown Area School District*

Name of Course: Advanced Art I    Name of Unit: Monoprint

Essential Question for the Unit: What are the personal and technical skills needed to create a monoprint?

<b>Unit Objectives/Key Questions</b>			
A. What are the supplies needed to create a monoprint?	E	H, D	9.1B 9.4D
B. 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
C.			
D.			
E.			
F.			
G.			
H.			
I.			
J.			

## *Elizabethtown Area School District*

Name of Course: Advanced Art I

Name of Unit: Self-Portrait

Essential Question for the Unit: What are the personal and technical skills needed to create a self-portrait?

<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 does the development of a theme influence an artist's way of expressing particular personal/universal concerns?	E	G	9.1E
C. How does studying art, talking about art, and producing art, help people become more expressive human beings?	E	J	9.3A-G 9.4A-D
D. How does critiquing others art work benefit in one's own art work?	E	B	9.3A-G
E.			
F.			
G.			
H.			
I.			
J.			

## *Elizabethtown Area School District*

Name of Course: Advanced Art I      Name of Unit: Portfolio Assessment  
 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. What 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 protfolio review?	E	I	9.3F 9.4B, D
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><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:

