			<b>Honors Drawing and Painting Grades 11 &amp; 12</b>  <b>Unit #1</b>
<b>Course/Subject:</b> Honors Drawing and Painting	<b>Grade:</b> 11 & 12	<b>Unit 1: Elements and Principles of Design</b>	<b>Suggested Timeline:</b> <b>10 classes/42 minutes each</b>

<b>Grade Level Summary</b>	This yearlong course is designed to enable students to develop intermediate level perceptual, observational skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing media, processes, techniques, and history. Students interested in taking AP Studio Art as a senior are strongly encouraged to enroll in this course.
<b>Grade Level Units</b>	Unit 1: Elements and Principles of Design Unit 2: Media Choice Unit 3: Method Exploration Unit 4: Unity Unit 5: Personal Experience Unit 6: Cultural Influence Unit 7: Aesthetic Appreciation Unit 8: Artist Statement

<b>Unit Title</b>	Elements and Principles of Design
<b>Unit Summary</b>	This unit will continue to build student knowledge of structural development of sophisticated art approaches used by professionals in art production and business.

<b>Unit Essential Questions:</b> <ol style="list-style-type: none"> <li>How do the elements and principles of design guide the creation of art?</li> <li>How can the application of the elements and principles of design create meaning in individual artwork?</li> <li>How do the elements and principles of design affect decision making during the creative process?</li> <li>Is it possible to interpret and express emotions through works of art?</li> </ol>	<b>Key Understandings:</b> <ol style="list-style-type: none"> <li>Artists use the elements and principles of design to guide the creation of art.</li> <li>The elements and principles of design are used to create meaning in artwork.</li> <li>The elements and principles of design have a direct affect on the artist's decision making during the creative process.</li> <li>It is possible to interpret and express emotions through works of art.</li> </ol>
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<b>Focus Standards Addressed in the Unit:</b>	
<b>Standard Number</b>	<b>Standard Description</b>
<b>9.1.12.A</b>	Know and use the elements and principles of each art form to create works in the arts and humanities.
<b>9.2.12.I</b>	Identify, explain and analyze philosophical beliefs as they relate to works in the art
<b>9.2.12.L</b>	Identify, explain and analyze common themes, forms and techniques from works in the art

<b>Important Standards Addressed in the Unit:</b>
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<b>9.1.12.C</b>	Integrate and apply advanced vocabulary to the arts forms.
<b>9.1.12.H</b>	Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces. • Evaluate the use and applications of materials. • Evaluate issues of cleanliness related to the arts. • Evaluate the use and applications of mechanical/electrical equipment. • Evaluate differences among selected physical space/environment. • Evaluate the use and applications of safe props/stage equipment. • Evaluate the use and apply safe methods for storing materials in the arts.
<b>9.3.12.B</b>	Determine and apply criteria to a person's work and works of others in the arts

<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
1. Art does not have meaning.	1. The elements and principles of design create are used by artists to create meaning.
2. Artists do not plan their artwork.	2. Artists carefully plan the composition of artwork using the elements and principles of design.

<b>Knowledge &amp; Concepts</b>	<b>Skills &amp; Competencies</b>	<b>Dispositions &amp; Practices</b>
<ul style="list-style-type: none"> <li>Artists use elements and principles of design to organize visual communication.</li> <li>Art can be used to record what one sees as well as what one feels.</li> <li>Art is a distinct form of communication that enriches the understanding of other disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>plan and create artwork utilizing the Elements of Art and Principles of Design.</li> <li>choose and apply the appropriate Elements of Art and Principles of Design to create a well-balanced and unified composition.</li> <li>use constructive criticism and develop a language in which they can converse and discuss artistic decisions, aesthetics, history, and possible solutions to problems</li> </ul>	<ul style="list-style-type: none"> <li>Perseverance</li> <li>Critical thinking</li> <li>Creativity</li> <li>Collaboration</li> <li>Communication</li> <li>Language Lens - subject specific vocabulary</li> <li>Meaning Centered Lens - Actively making sense of concepts</li> </ul>

<b>Academic Vocabulary:</b>		
<ul style="list-style-type: none"> <li>Composition</li> <li>Elements of design</li> </ul>	<ul style="list-style-type: none"> <li>Principles of design</li> </ul>	

<b>Assessments:</b>
<ul style="list-style-type: none"> <li>Artwork eliciting a specific viewer response through the element and principles of design</li> <li>Formal reflection of personal artwork</li> <li>Evidence of planning and revision</li> </ul>

<b>Differentiation:</b>
<ul style="list-style-type: none"> <li>Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional project time, and use of visual and auditory teaching methods (recommendations: discovery education, group projects...).</li> <li>A wide variety of assessments and strategies complement the individual learning experience. Use of goal worksheet for each student to individualize their experience.</li> </ul>

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**Interdisciplinary Connections:**

- ELA - formal written reflection

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**Additional Resources:**


- Teacher examples
- Art history exemplars

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**Created By:**

Jennifer Brink

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		<b>Honors Drawing and Painting Grades 11 &amp; 12</b>	
		<b>Unit #2</b>	
<b>Course/Subject:</b> Honors Drawing and Painting	<b>Grade:</b> 11 & 12	<b>Unit 2: Media Choice</b>	<b>Suggested Timeline:</b> <b>15 classes/42 minutes each</b>

<b>Grade Level Summary</b>	This yearlong course is designed to enable students to develop intermediate level perceptual, observational skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing media, processes, techniques, and history. Students interested in taking AP Studio Art as a senior are strongly encouraged to enroll in this course.
<b>Grade Level Units</b>	Unit 1: Elements and Principles of Design Unit 2: Media Choice Unit 3: Method Exploration Unit 4: Unity Unit 5: Personal Experience Unit 6: Cultural Influence Unit 7: Aesthetic Appreciation Unit 8: Artist Statement

<b>Unit Title</b>	Media Choice
<b>Unit Summary</b>	This unit will focus on the skills students need to be able to identify and employ the proper materials and methods needed to create specific works of art.

<b>Unit Essential Questions:</b> 1. How does experimentation and exploration lead to more creativity? 2. How do critiques present multiple problem solving opportunities? 3. How can one best express their artistic vision in concept and media? 4. What choices must an artist make before/during beginning a work?	<b>Key Understandings:</b> 1. Artistic progress is often characterized by cycles of experimentation. 2. The process of reflection enables one to understand and appreciate art 3. Media is an important consideration in expressing artistic vision. 4. There are many important choices that an artist must make before/during the creation of art.
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<b>Focus Standards Addressed in the Unit:</b>	
<b>Standard Number</b>	<b>Standard Description</b>
<b>9.1.12.E</b>	Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
<b>9.3.12.B</b>	Determine and apply criteria to a person's work and works of others in the arts
<b>9.3.12.G</b>	Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.
<b>9.4.12.A</b>	Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.

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**Important Standards Addressed in the Unit:**

<b>9.1.12.C</b>	Integrate and apply advanced vocabulary to the arts forms.
<b>9.1.12.H</b>	Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces. • Evaluate the use and applications of materials. • Evaluate issues of cleanliness related to the arts. • Evaluate the use and applications of mechanical/electrical equipment. • Evaluate differences among selected physical space/environment. • Evaluate the use and applications of safe props/stage equipment. • Evaluate the use and apply safe methods for storing materials in the arts.

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<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
1. Artists only work in their favorite media	1. Artists choose media based on the visual and emotional effect they wish to convey
2. Media does not affect artworks success	2. Media choice has a dramatic impact on the success of an art work.

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<b>Knowledge &amp; Concepts</b>	<b>Skills &amp; Competencies</b>	<b>Dispositions &amp; Practices</b>
<ul style="list-style-type: none"><li>● Identify the unique expressive qualities of art materials in relation to a finished work</li><li>● Recognize and successfully apply various techniques in diversified fine art areas</li></ul>	<ul style="list-style-type: none"><li>● Identify and prioritize the steps needed to create a work of art</li><li>● Identify and employ the proper materials and methods to create specific works of art</li><li>● Create a work of art successfully incorporating media and technique choice to express a specific concept</li></ul>	<ul style="list-style-type: none"><li>● Perseverance</li><li>● Critical thinking</li><li>● Creativity</li><li>● Collaboration</li><li>● Communication</li><li>● Language Lens - subject specific vocabulary</li><li>● Meaning Centered Lens - Actively making sense of concepts</li></ul>

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**Academic Vocabulary:**

<ul style="list-style-type: none"><li>● Media</li><li>● Method</li></ul>		
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**Assessments:**

<ul style="list-style-type: none"><li>● Artwork eliciting a specific viewer response through media choice</li><li>● Formal reflection of personal artwork</li><li>● Evidence of planning and revision</li></ul>
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**Differentiation:**

<ul style="list-style-type: none"><li>● Each student will make a series of choices to personalize their art work.</li></ul>
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**Interdisciplinary Connections:**

<ul style="list-style-type: none"><li>● ELA - formal written reflection</li></ul>
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**Additional Resources:**


- Teacher examples
- Art history exemplars

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**Created By:**

Jennifer Brink

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		<b>Honors Drawing and Painting Grades 11 &amp; 12</b>  <b>Unit #3</b>
<b>Course/Subject:</b> Honors Drawing and Painting	<b>Grade:</b> 11 & 12	<b>Unit 3: Method Exploration</b>  <b>Suggested Timeline:</b> 18 classes/42 minutes each

<b>Grade Level Summary</b>	This yearlong course is designed to enable students to develop intermediate level perceptual, observational skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing media, processes, techniques, and history. Students interested in taking AP Studio Art as a senior are strongly encouraged to enroll in this course.
<b>Grade Level Units</b>	Unit 1: Elements and Principles of Design Unit 2: Media Choice Unit 3: Method Exploration Unit 4: Unity Unit 5: Personal Experience Unit 6: Cultural Influence Unit 7: Aesthetic Appreciation Unit 8: Artist Statement

<b>Unit Title</b>	Method Exploration
<b>Unit Summary</b>	Through a series of experiments with various art methods, students will explore novel artmaking techniques.

<b>Unit Essential Questions:</b> 1. How do the arts foster decision making and the ability to think creatively? 2. How is imagination and fresh perspective fostered within an individual? 3. Is it possible to interpret and express emotions through works of art? 4. How does art encourage self expression?	<b>Key Understandings:</b> 1. Exploration in the arts foster creative problem solving. 2. Imagination and fresh perspective are fostered in individuals through the arts. 3. Emotions can be interpreted and expressed through art. 4. The artistic process encourages self expression.
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<b>Focus Standards Addressed in the Unit:</b>	
<b>Standard Number</b>	<b>Standard Description</b>
<b>9.1.12.F</b>	Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.
<b>9.2.12.L</b>	Identify, explain and analyze common themes, forms and techniques from works in the arts
<b>9.3.12.C</b>	Apply systems of classification for interpreting works in the arts and forming a critical response
<b>9.3.12.G</b>	Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.

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**Important Standards Addressed in the Unit:**

<b>9.1.12.C</b>	Integrate and apply advanced vocabulary to the arts forms.
<b>9.1.12.H</b>	Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces. • Evaluate the use and applications of materials. • Evaluate issues of cleanliness related to the arts. • Evaluate the use and applications of mechanical/electrical equipment. • Evaluate differences among selected physical space/environment. • Evaluate the use and applications of safe props/stage equipment. • Evaluate the use and apply safe methods for storing materials in the arts.

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**Misconceptions:**

1. There is one correct way to use art media
2. Artists always use specialized art tools to create work

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**Proper Conceptions:**

1. Art media can be used in many different ways
  2. Artists use non-traditional tools to create art work.
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**Knowledge & Concepts**

- Artists use many different tools and techniques to create artwork
- Experimentation often leads to innovative art styles

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**Skills & Competencies**

- Create art using a variety of nontraditional techniques
- Experiment with a variety of art media and processes to express a specific meaning

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**Dispositions & Practices**

- Perseverance
  - Critical thinking
  - Creativity
  - Collaboration
  - Communication
  - Language Lens - subject specific vocabulary
  - Meaning Centered Lens - Actively making sense of concepts
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**Academic Vocabulary:**

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|---|--|--|
| <ul style="list-style-type: none"><li>• Abstract</li><li>• Expressive</li></ul> | <ul style="list-style-type: none"><li>• Underdrawing</li></ul> |  |
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**Assessments:**

- Artwork eliciting a specific viewer response through technique choice
  - Formal reflection of personal artwork
  - Evidence of planning and revision
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**Differentiation:**

- Each student will make a series of choices to personalize their art work.
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**Interdisciplinary Connections:**

- ELA - formal written reflection
  - Science - experimentation with various materials
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**Additional Resources:**


- Teacher examples
- Variety of art materials and non traditional tools

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**Created By:**

Jennifer Brink

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			<b>Honors Drawing and Painting Grades 11 &amp; 12</b>  <b>Unit #4</b>
<b>Course/Subject:</b> Honors Drawing and Painting	<b>Grade:</b> 11 & 12	<b>Unit 4: Unity</b>	<b>Suggested Timeline:</b> <b>20 classes/42 minutes each</b>

<b>Grade Level Summary</b>	This yearlong course is designed to enable students to develop intermediate level perceptual, observational skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing media, processes, techniques, and history. Students interested in taking AP Studio Art as a senior are strongly encouraged to enroll in this course.
<b>Grade Level Units</b>	Unit 1: Elements and Principles of Design Unit 2: Media Choice Unit 3: Method Exploration Unit 4: Unity Unit 5: Personal Experience Unit 6: Cultural Influence Unit 7: Aesthetic Appreciation Unit 8: Artist Statement

<b>Unit Title</b>	Unity
<b>Unit Summary</b>	This unit will focus on the importance of creating unity in a body of work and ways in which artists achieve this goal.

<b>Unit Essential Questions:</b> <ol style="list-style-type: none"> <li>1. Why do certain themes recur in works of art?</li> <li>2. How and why do artists make stylistic choices such as realism, abstraction, non-objective, surrealism, postmodernism, etc.?</li> <li>3. What Principles of Design work best to demonstrate an artist's intention?</li> <li>4. How can a unified body of work by an artist be a road map to artistic growth and development?</li> </ol>	<b>Key Understandings:</b> <ol style="list-style-type: none"> <li>1. Artists repeat specific themes in a body of work.</li> <li>2. Artists make stylistic choices in their body of work to convey specific messages</li> <li>3. Artists must choose the principles of design that will best convey a specific intention.</li> <li>4. The creative problem solving process involved in developing a unified body of work allows artistic growth and development.</li> </ol>
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<b>Focus Standards Addressed in the Unit:</b>	
<i>Standard Number</i>	<i>Standard Description</i>
<b>9.1.12.D</b>	Demonstrate specific styles in combination through the production or performance of a unique work of art
<b>9.1.12.E</b>	Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
<b>9.1.12.F</b>	Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition
<b>9.2.12.E</b>	Analyze how historical events and culture impact forms, techniques and purposes of works in the arts

<b>9.2.12.L</b>	Identify, explain and analyze common themes, forms and techniques from works in the arts
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#### Important Standards Addressed in the Unit:

<b>9.1.12.C</b>	Integrate and apply advanced vocabulary to the arts forms.
<b>9.1.12.H</b>	Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces. • Evaluate the use and applications of materials. • Evaluate issues of cleanliness related to the arts. • Evaluate the use and applications of mechanical/electrical equipment. • Evaluate differences among selected physical space/environment. • Evaluate the use and applications of safe props/stage equipment. • Evaluate the use and apply safe methods for storing materials in the arts.
<b>9.3.12.C</b>	Apply systems of classification for interpreting works in the arts and forming a critical response.

<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
<ol style="list-style-type: none"> <li>1. Artists create one piece of work at a time</li> <li>2. Repeating subject matter is the only way to create a unified body of work.</li> </ol>	<ol style="list-style-type: none"> <li>1. Artists rely on previous learning to inform future works of art</li> <li>2. A body of work can be unified in many ways.</li> </ol>

<b>Knowledge &amp; Concepts</b>	<b>Skills &amp; Competencies</b>	<b>Dispositions &amp; Practices</b>
<ul style="list-style-type: none"> <li>• Creating a unified body of work allows artist to express a specific concept</li> <li>• Artists work in series to fully explore a concept</li> </ul>	<ul style="list-style-type: none"> <li>• Create a series of artwork unified in concept and message</li> <li>• Show evidence of planning and revision based on previous learning</li> </ul>	<ul style="list-style-type: none"> <li>• Perseverance</li> <li>• Critical thinking</li> <li>• Creativity</li> <li>• Collaboration</li> <li>• Communication</li> <li>• Language Lens - subject specific vocabulary</li> <li>• Meaning Centered Lens - Actively making sense of concepts</li> </ul>

#### Academic Vocabulary:

<ul style="list-style-type: none"> <li>• Unity</li> <li>• Theme</li> </ul>	<ul style="list-style-type: none"> <li>• Repetition</li> </ul>	
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#### Assessments:

<ul style="list-style-type: none"> <li>• Series of artwork demonstrating a unifying theme through the use of the elements and principles of design</li> <li>• Formal reflection of personal artwork</li> <li>• Evidence of planning and revision</li> </ul>
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#### Differentiation:

<ul style="list-style-type: none"> <li>• Students will chose the message/concept they wish to convey and work with the teacher to achieve this goal.</li> </ul>
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**Interdisciplinary Connections:**

- ELA - formal written reflection
- Social studies - exploration of concepts are conveyed in various cultures and time periods.

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**Additional Resources:**


- Teacher examples
- Examples of unified bodies of work from various cultures and time periods

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**Created By:**

Jennifer Brink

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		<b>Honors Drawing and Painting Grades 11 &amp; 12</b>  <b>Unit #5</b>	
<b>Course/Subject:</b> Honors Drawing and Painting	<b>Grade:</b> 11 & 12	<b>Unit 5: Personal Experience</b>	<b>Suggested Timeline:</b> <b>20 classes/42 minutes each</b>

<b>Grade Level Summary</b>	This yearlong course is designed to enable students to develop intermediate level perceptual, observational skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing media, processes, techniques, and history. Students interested in taking AP Studio Art as a senior are strongly encouraged to enroll in this course.
<b>Grade Level Units</b>	Unit 1: Elements and Principles of Design Unit 2: Media Choice Unit 3: Method Exploration Unit 4: Unity Unit 5: Personal Experience Unit 6: Cultural Influence Unit 7: Aesthetic Appreciation Unit 8: Artist Statement

<b>Unit Title</b>	Personal Experience
<b>Unit Summary</b>	Through this unit of study, students will gain an understanding of various ways to incorporate personal experience into unique pieces of artwork.

<b>Unit Essential Questions:</b> <ol style="list-style-type: none"> <li>How do one's experiences influence artwork</li> <li>In what ways have artistic traditions, cultural values, and social issues influenced and given rise to new artistic expression?</li> <li>How can reflecting on your own work help you improve as an artist?</li> <li>If art is personal, how is it critiqued?</li> </ol>	<b>Key Understandings:</b> <ol style="list-style-type: none"> <li>Artists get inspiration from many sources. Art is a personal or individual response to their environment.</li> <li>Artistic expression arises from the the time and culture an artist lives in</li> <li>Reflection is a critical part of the artistic process</li> <li>Critiquing artwork allows artists to enhance personal expression.</li> </ol>
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<b>Focus Standards Addressed in the Unit:</b>	
<b>Standard Number</b>	<b>Standard Description</b>
<b>9.1.12.E</b>	Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
<b>9.1.12.F</b>	Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition
<b>9.2.12.E</b>	Analyze how historical events and culture impact forms, techniques and purposes of works in the arts
<b>9.2.12.I</b>	Identify, explain and analyze philosophical beliefs as they relate to works in the arts

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**Important Standards Addressed in the Unit:**

<b>9.1.12.C</b>	Integrate and apply advanced vocabulary to the arts forms.
<b>9.1.12.H</b>	Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces. • Evaluate the use and applications of materials. • Evaluate issues of cleanliness related to the arts. • Evaluate the use and applications of mechanical/electrical equipment. • Evaluate differences among selected physical space/environment. • Evaluate the use and applications of safe props/stage equipment. • Evaluate the use and apply safe methods for storing materials in the arts.
<b>9.3.12.D</b>	Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response

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**Misconceptions:**

1. Making a pretty picture is the main objective of artists

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**Proper Conceptions:**

1. Artists use artwork to visually represent personal experiences
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<b>Knowledge &amp; Concepts</b>	<b>Skills &amp; Competencies</b>	<b>Dispositions &amp; Practices</b>
<ul style="list-style-type: none"><li>• Artwork conveys messages unique to the artist creating it.</li><li>• Personal experience affects the way artists create work as well as the way viewers interpret the work</li></ul>	<ul style="list-style-type: none"><li>• Incorporate personal experience into a unique piece of artwork</li><li>• Successfully convey personal meaning in a piece of artwork</li></ul>	<ul style="list-style-type: none"><li>• Perseverance</li><li>• Critical thinking</li><li>• Creativity</li><li>• Collaboration</li><li>• Communication</li><li>• Language Lens - subject specific vocabulary</li><li>• Meaning Centered Lens - Actively making sense of concepts</li></ul>

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**Academic Vocabulary:**

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|--|--|
| <ul style="list-style-type: none"><li>• Aesthetics</li><li>• Formal analysis</li></ul> | <ul style="list-style-type: none"><li>• Visual communication</li></ul> |
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**Assessments:**

- Artwork successfully conveying personal experience
  - Formal artist's statement expressing the meaning and process choices employed
  - Formal reflection of personal artwork
  - Evidence of planning and revision
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**Differentiation:**

- Students will chose the message/concept they wish to convey and work with the teacher to achieve this goal.
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**Interdisciplinary Connections:**

- ELA - formal written reflection and artist's statement
  - Social studies - exploration of concepts are conveyed in various cultures and time periods.
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**Additional Resources:**


- Teacher examples
- Examples of art exemplars featuring personal experience
- Examples of artist's statements conveying personal experience

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**Created By:**

Jennifer Brink

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			<b>Honors Drawing and Painting Grades 11 &amp; 12</b>  <b>Unit #6</b>
<b>Course/Subject:</b> Honors Drawing and Painting	<b>Grade:</b> 11 & 12	<b>Unit 6: Cultural Influence</b>	<b>Suggested Timeline:</b> <b>28 classes/42 minutes each</b>

<b>Grade Level Summary</b>	This yearlong course is designed to enable students to develop intermediate level perceptual, observational skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing media, processes, techniques, and history. Students interested in taking AP Studio Art as a senior are strongly encouraged to enroll in this course.
<b>Grade Level Units</b>	Unit 1: Elements and Principles of Design Unit 2: Media Choice Unit 3: Method Exploration Unit 4: Unity Unit 5: Personal Experience Unit 6: Cultural Influence Unit 7: Aesthetic Appreciation Unit 8: Artist Statement

<b>Unit Title</b>	Cultural Influence
<b>Unit Summary</b>	Through this unit of study, students will gain an understanding of the impact cultural influence has had on the art world.

<b>Unit Essential Questions:</b> 1. In what ways have artistic traditions, cultural values, and social issues influenced new artistic expression?  2. What can artworks tell us about a culture or society?  3. Do artists have a responsibility to society?	<b>Key Understandings:</b> 1. New forms of artistic expression are influenced by artistic traditions, cultural values, and social issues specific to a culture 2. Artwork captures the values and experiences of a culture or society. 3. Artist reflect and document the positive and negative aspects of a society.
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<b>Focus Standards Addressed in the Unit:</b>	
<i>Standard Number</i>	<i>Standard Description</i>
<b>9.1.12.F</b>	Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.
<b>9.1.12.J</b>	Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
<b>9.1.12.K</b>	Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.
<b>9.2.12.A</b>	Explain the historical, cultural and social context of an individual work in the arts.
<b>9.2.12.E</b>	Analyze how historical events and culture impact forms, techniques and purposes of works in the art



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**Important Standards Addressed in the Unit:**

<b>9.1.12.C</b>	Integrate and apply advanced vocabulary to the arts forms.
<b>9.1.12.H</b>	Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces. • Evaluate the use and applications of materials. • Evaluate issues of cleanliness related to the arts. • Evaluate the use and applications of mechanical/electrical equipment. • Evaluate differences among selected physical space/environment. • Evaluate the use and applications of safe props/stage equipment. • Evaluate the use and apply safe methods for storing materials in the arts.
<b>9.3.12.A</b>	Explain and apply the critical examination processes of works in the arts and humanities. • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments

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**Misconceptions:**

1. Successful art is the same in all cultures
2. The elements and principles are used the same by all artists
3. Visual symbols have the same meaning in all societies.

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**Proper Conceptions:**

1. Successful art is uniquely defined in each culture.
  2. Artists use the elements and principles of design in culturally specific ways.
  3. The meaning of visual symbols is unique to each society.
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<b>Knowledge &amp; Concepts</b>	<b>Skills &amp; Competencies</b>	<b>Dispositions &amp; Practices</b>
<ul style="list-style-type: none"><li>• Viewer's must understand the visual language of a culture in order to properly read a work of art.</li><li>• Artists are responsible for capturing and creating a visual record of their time and culture.</li><li>• Artwork can tell us many things about a time, place, or society.</li></ul>	<ul style="list-style-type: none"><li>• Successfully develop a work of art reflecting their own time and culture</li><li>• Successfully develop a work of art influenced by a different culture or society</li><li>• Accurately analyze works of art from cultures other than their own.</li></ul>	<ul style="list-style-type: none"><li>• Perseverance</li><li>• Critical thinking</li><li>• Creativity</li><li>• Collaboration</li><li>• Communication</li><li>• Language Lens - subject specific vocabulary</li><li>• Meaning Centered Lens - Actively making sense of concepts</li></ul>

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**Academic Vocabulary:**

<ul style="list-style-type: none"><li>• Culture</li><li>• Symbolism</li></ul>	<ul style="list-style-type: none"><li>• Appropriation</li></ul>	
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**Assessments:**

- Formal analysis of artwork from a different culture
  - Completed artwork reflecting personal culture
  - Completed artwork reflecting a different society
  - Formal reflection of personal artwork
  - Evidence of planning and revision
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**Differentiation:**

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- Students will chose the aspect of their personal culture they wish to represent and work with the teacher to achieve this goal.
  - Students will personally select the society or culture of which they chose to analyze and interpret
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**Interdisciplinary Connections:**

- ELA - formal written reflection and artist's statement
  - Social studies - exploration of concepts conveyed in various cultures and societies
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**Additional Resources:**

- Teacher examples
  - Examples of art exemplars exploring symbolism and meaning in a variety of cultures/societies
  - Examples of formal analysis of artwork
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**Created By:**

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			<b>Honors Drawing and Painting Grades 11 &amp; 12</b>  <b>Unit #7</b>
<b>Course/Subject:</b> Honors Drawing and Painting	<b>Grade:</b> 11 & 12	<b>Unit 7: Aesthetic Appreciation</b>	<b>Suggested Timeline:</b> ongoing throughout the course

<b>Grade Level Summary</b>	This yearlong course is designed to enable students to develop intermediate level perceptual, observational skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing media, processes, techniques, and history. Students interested in taking AP Studio Art as a senior are strongly encouraged to enroll in this course.
<b>Grade Level Units</b>	Unit 1: Elements and Principles of Design Unit 2: Media Choice Unit 3: Method Exploration Unit 4: Unity Unit 5: Personal Experience Unit 6: Cultural Influence Unit 7: Aesthetic Appreciation Unit 8: Artist Statement

<b>Unit Title</b>	Aesthetic Appreciation
<b>Unit Summary</b>	This unit will focus on equipping students with additional formal critique methods necessary to develop a sense of aesthetics leading to artistic personal growth and the ability to make informed judgments.

<b>Unit Essential Questions:</b> <ol style="list-style-type: none"> <li>1. How does the arrangement of elements impact artwork?</li> <li>2. How does the viewer react to an artist's design choices?</li> <li>3. How can critique improve artwork?</li> <li>4. How can decisions about the placement of elements and principles of design affect the viewer's interpretation of a work or art?</li> <li>5. Why is a work of art examined within the context of the time and culture in which it was created</li> </ol>	<b>Key Understandings:</b> <ol style="list-style-type: none"> <li>1. The arrangement of the elements impacts the success of an artwork.</li> <li>2. Viewers have personal reactions to artist's design choices.</li> <li>3. Critiques are essential to improving artwork.</li> <li>4. A Viewer's interpretation of a work of art is affected by the placement of the elements and principles of art.</li> <li>5. The time and culture in which an work of art is created provides the context through which the work should be examined.</li> </ol>
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<b>Focus Standards Addressed in the Unit:</b>	
<b>Standard Number</b>	<b>Standard Description</b>
<b>9.2.12.D</b>	Analyze a work of art from its historical and cultural perspective.
<b>9.3.12.C</b>	Apply systems of classification for interpreting works in the arts and forming a critical response
<b>9.3.12.D</b>	Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.

<b>9.3.12.E</b>	Examine and evaluate various types of critical analysis of works in the arts and humanities. • Contextual criticism • Formal criticism • Intuitive criticism
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#### Important Standards Addressed in the Unit:

<b>9.1.12.C</b>	Integrate and apply advanced vocabulary to the arts forms.
<b>9.1.12.H</b>	Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces. • Evaluate the use and applications of materials. • Evaluate issues of cleanliness related to the arts. • Evaluate the use and applications of mechanical/electrical equipment. • Evaluate differences among selected physical space/environment. • Evaluate the use and applications of safe props/stage equipment. • Evaluate the use and apply safe methods for storing materials in the arts.
<b>9.3.12.A</b>	Explain and apply the critical examination processes of works in the arts and humanities. • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments

<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
<ol style="list-style-type: none"> <li>1. A critique is making negative judgements about a work of art.</li> <li>2. Good art can not be critiqued.</li> <li>3. Artists do not critique their own work.</li> </ol>	<ol style="list-style-type: none"> <li>1. A critique is honest, informative feedback concerning the positive aspects of a work of art and offering suggestions for improvement.</li> <li>2. All artwork can be effectively critiqued to the benefit of the artist and viewer.</li> <li>3. Self-critique is an essential part of the artistic process.</li> </ol>

<b>Knowledge &amp; Concepts</b>	<b>Skills &amp; Competencies</b>	<b>Dispositions &amp; Practices</b>
<ul style="list-style-type: none"> <li>• Critiques affect the creation and modification of an existing or new artwork</li> <li>• Different styles and techniques of using the elements and principles are used to evoke meaning, curiosity and awareness in artwork</li> <li>• Critiques and aesthetic analysis can aid the creation of successful artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Successfully participate in a formal critique of their work and that of their peers</li> <li>• Show evidence of revising artwork based on suggestions and ideas gained during a formal critique</li> </ul>	<ul style="list-style-type: none"> <li>• Perseverance</li> <li>• Critical thinking</li> <li>• Creativity</li> <li>• Collaboration</li> <li>• Communication</li> <li>• Language Lens - subject specific vocabulary</li> <li>• Meaning Centered Lens - Actively making sense of concepts</li> </ul>

#### Academic Vocabulary:

<ul style="list-style-type: none"> <li>• Formal critique</li> <li>• Composition</li> </ul>		
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#### Assessments:

<ul style="list-style-type: none"> <li>• Formal written critique of personal artwork</li> <li>• Artwork showing evidence of revision based on insights gained through the critique process</li> <li>• Active and appropriate participation in formal class critique</li> </ul>
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**Differentiation:**

- Students will utilize a variety of graphic organizers to lead them through the formal critique process and aid in formulating feedback
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**Interdisciplinary Connections:**

- ELA - formal written reflection and critique
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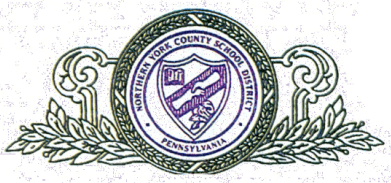
**Additional Resources:**

- Sentence starters to jumpstart critique process
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**Created By:**

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		<b>Honors Drawing and Painting Grades 11 &amp; 12</b>  <b>Unit #8</b>	
<b>Course/Subject:</b> Honors Drawing and Painting	<b>Grade:</b> 11 & 12	<b>Unit 8: Artist Statement</b>	<b>Suggested Timeline:</b> <b>ongoing throughout the course</b>

<b>Grade Level Summary</b>	This yearlong course is designed to enable students to develop intermediate level perceptual, observational skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing media, processes, techniques, and history. Students interested in taking AP Studio Art as a senior are strongly encouraged to enroll in this course.
<b>Grade Level Units</b>	Unit 1: Elements and Principles of Design Unit 2: Media Choice Unit 3: Method Exploration Unit 4: Unity Unit 5: Personal Experience Unit 6: Cultural Influence Unit 7: Aesthetic Appreciation Unit 8: Artist Statement

<b>Unit Title</b>	Artist Statement
<b>Unit Summary</b>	This unit will focus on equipping students with the skills necessary to select excellent quality work, which is representative of concept, composition, demonstration of technical skill, and the realization of the student's intentions and the ability to verbalize their creative process.

<b>Unit Essential Questions:</b> <ol style="list-style-type: none"> <li>1. What qualities and attributes does an artist look for when selecting their best work?</li> <li>2. Why is it important for artists to write a formal statement about their work?</li> <li>3. How do artists express the message and meaning of their work?</li> </ol>	<b>Key Understandings:</b> <ol style="list-style-type: none"> <li>1. Artists use a specific set of criteria when selecting their best works.</li> <li>2. Writing a formal statement about artwork is a valuable process for all artists.</li> <li>3. Artists utilize specific processes to express the message and meaning of their work.</li> </ol>
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<b>Focus Standards Addressed in the Unit:</b>	
<b>Standard Number</b>	<b>Standard Description</b>
<b>9.3.12.A</b>	Explain and apply the critical examination processes of works in the arts and humanities. • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments
<b>9.3.12.B</b>	Determine and apply criteria to a person's work and works of others in the arts
<b>9.3.12.G</b>	Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique
<b>9.4.12.A</b>	Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience

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**Important Standards Addressed in the Unit:****9.1.12.C**

Integrate and apply advanced vocabulary to the arts forms.

**9.4.12.D**

Analyze and interpret a philosophical position identified in works in the arts and humanities.

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**Misconceptions:**

1. Artists include all of their artwork in their portfolio
2. Artists only include formal pieces of artwork in their portfolio
3. Artwork does not need to be explained
4. Artists do not make consistent statements in their work.

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**Proper Conceptions:**

1. Artists use specific criteria to select the most appropriate pieces for their portfolio
2. Artist include in-progress and research pieces in their portfolio when appropriate
3. Artist statements are often included with artwork to further inform the viewer.
4. Artists often work in series or to express a specific statement through their work.

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**Knowledge & Concepts**

- Artist statements are a valuable way to share information about a body of artwork
- The process of selecting and ordering artwork is a valuable exercise for artists when building a portfolio

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**Skills & Competencies**

- Write a successful and informative artist statement about a body of work
- Build a portfolio which reflects the careful selection and ordering of artwork

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**Dispositions & Practices**

- Perseverance
- Critical thinking
- Creativity
- Collaboration
- Communication
- Language Lens - subject specific vocabulary
- Meaning Centered Lens - Actively making sense of concepts

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**Academic Vocabulary:**

- Artist statement

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**Assessments:**

- Formal written artist statement
- Portfolio of artwork showing successful application of selection criteria

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**Differentiation:**

- Artist statements and completed portfolios will reflect the individual artist
- Graphic organizers can be utilized by students to organize portfolio and guide statement writing

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**Interdisciplinary Connections:**

- ELA - formal written artist statement

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**Additional Resources:**

- Portfolio building checklists to guide artwork selection
- Graphic organizers to guide writing of artist statement
- Examples of successful artist statements

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