

**Course Title: Creative Arts**

**Unit: 1 Produce**

**Content Standard(s) and Depth of Knowledge Level(s):**

Students will:

1. Create original works of art from direct observation.
  - Organizing spatial relationships utilizing linear and atmospheric perspective  
Example: photo montage, furniture arrangement
  - Creating the illusion of three-dimensional forms through tonal rendering  
Examples: sketching a floor plan, creating a diorama from a floor plan
  - Incorporating traditional categories of subject matter into original works of art  
Examples: designing a patchwork quilt, creating a landscape design
2. Create original works of art using reflective ideas, personal experiences, and imaginary content.  
Example: create a family or personal collage
3. Apply steps artists use in the production of art, including conceptualizing ideas and forms, refining ideas and forms, and reflecting on and evaluating both the process of production and the product.
4. Apply the elements of art and principles of design to the production of two- and three- dimensional artwork.  
Example: two-dimensional—sketch clothing  
three-dimensional—design clothing
5. Demonstrate the use of traditional, digital, and multimedia techniques to create works of art.  
Examples: two-dimensional—creating an interior design or fashion design timeline, designing an advertisement for a food product  
three-dimensional—creating a cookbook, creating a window covering  
digital—creating a video for prevention of at-risk behaviors
6. Incorporate various subjects, ideas, and symbols from daily life as subject matter for artwork in the appropriate design field.  
Examples: designing fabric silhouettes, motifs, rubbings
7. Demonstrate safe and responsible handling of art materials, including cleanup, storage, and replenishment of supplies where applicable.
  - Identifying safety and environmental regulations

**Learning Objective(s) and Depth of Knowledge Level(s):**

Students will:

1. Determine original works of art from direct observation.
2. Organize spational relationships using linear and atmospheric perspective.
3. Create the illusion of three-dimensional forms through tonal rendering.
4. Create original works of art incorporating traditional subject matter.
5. Utilize reflective ideas, personal experiences, imaginary content create an original work of art.
6. Apply steps used in the production of art.
7. Produce two-dimensional and three-dimensional artwork applying the elements of art and principles of design.

8. Produce original works of art using traditional, multimedia and digital techniques.
9. Create original works of art incorporating various subjects, ideas and symbols from daily life.
10. Practice safe and responsible handling of art materials including cleanup, storage and replenishment of supplies.
11. Determine safety and environmental regulations in safe handling of art materials.

**Essential Question(s):**

- How do you create original works of art from direct observation?  
 How do you organize spatial relationships utilizing atmospheric and linear perspective?  
 How do you incorporate traditional categories of subject matter into original works of art?  
 How do you create the illusion of three-dimensional forms through tonal rendering?  
 How do you create original works of art using reflective ideas, personal experiences, and imaginary content?  
 What are the steps artists use in the production of art, including conceptualizing ideas and forms, refining ideas and forms, and reflecting on and evaluating both the process of production and the product?  
 How do you use traditional, digital, and multimedia techniques to create works of art?  
 How do you incorporate various subjects, ideas, and symbols from daily life as subject matter for artwork?  
 How are the elements of art and the principles of design used to produce two- and three-dimensional artwork?  
 What are safe and responsible ways to handle art materials?

Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Produce</p> <p>A. Creating Original Works of Art from Direct Observation</p> <p>1. Organizing spatial relationships</p> <p>a. Utilizing linear perspective</p> <p>b. Utilizing atmospheric perspective</p>	<p><b>10 + 5 Discussion:</b> Students and teacher define and discuss linear and atmospheric perspective.</p> <p><b>Demonstrate:</b> The teacher uses a Web site to demonstrate how a montage can be created using photos and video.</p> <p><b>Montage Activity:</b> Students use the azure website to create a montage.</p>	<p>Lead Questions</p> <p>Computer, LCD Projector</p> <p><a href="http://www.ahwatukeememorycompany.com/demos.html">http://www.ahwatukeememorycompany.com/demos.html</a>  <a href="http://www.cutandpaste.info/">http://www.cutandpaste.info/</a>  <a href="http://www.tutzor.com/index.php/2008/05/creating-the-water-man/">http://www.tutzor.com/index.php/2008/05/creating-the-water-man/</a></p> <p>Guidelines for Activity Rubric <a href="http://www.azure9montage.com">www.azure9montage.com</a> Computers Internet Art Supplies</p>

2. Illusion of three-dimensional forms through tonal rendering

**Montage Investigation:**

The teacher uses the Internet to investigate how to create a photo and video montage.

**Quick Write:**

Students write down what they think tonal rendering and three dimensional forms mean. Teacher and students will discuss definitions.

**Activity:**

Students use the Window to Art Web site and practice creating the three forms of tonal rendering.

**PowerPoint Presentation:**

Using the PowerPoint presentation as a guide, students follow along with the explanation and practice the drawing examples.

3. Incorporating traditional categories of subject matter

**Investigate Traditional Artwork:**

Students investigate traditional artwork from a selected culture or country.

**Presentation:**

Create a presentation of the traditional artwork investigated and present the artwork to the class.

Guidelines for Investigation

Computer  
Internet  
Art Supplies

Lead Questions

Guidelines for Activity

Computers  
Internet  
[http://www.mmwindowtoart.com/drawing/values  
&line.html](http://www.mmwindowtoart.com/drawing/values&line.html)  
Paper  
Pencil  
Rubric  
Art Media  
Supplies

<http://www.authorstream.com/Presentation/Panfilo-39786-rendering-as-Education-ppt-powerpoint/>

Computer  
Internet  
Lead Questions

Computers  
Guidelines for Activity  
Rubric  
Internet  
Web sites  
References

Computer  
Poster Board  
Art Supplies  
CTX  
Guidelines for Presentation  
Rubric  
Internet

<p>B. Creating Original Works of Art</p> <ol style="list-style-type: none"> <li>1. Using reflective ideas</li> <li>2. Using personal experiences</li> <li>3. Using imaginary content</li> </ol>	<p><b>15 +5 Discussion:</b> Teacher defines original works of art and discusses the concept with students.</p> <p><b>PowerPoint Presentation:</b> Creating Original Works of Art</p> <p><b>Creating an Original Work of Art Project:</b> Students create a collage around a theme. For example, they can create a collage about themselves using personal experiences.</p>	<p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Guidelines for Activity Rubric Old or New Magazines Pencil Sketch paper Sheets of White Paper Crayons or Markers Scissors Sheets of Construction Paper in Assorted Colors Sheet of Oaktag Glue</p>
<p>C. Apply Steps Artists Use in Production of Art</p> <ol style="list-style-type: none"> <li>1. Conceptualizing ideas and forms</li> <li>2. Refining ideas and forms</li> <li>3. Reflecting on and evaluating both the process of production and the product</li> </ol>	<p><b>Quick Talk:</b> Teacher discusses how artists get their ideas using the following Web sites. A variety of sources of ideas and artists should be discussed.</p> <p><b>PowerPoint Presentation:</b> Steps Artists Use in Producing Art</p> <p><b>Investigate Artist Work Activity:</b> Students chose or assigned an idea source and an artist that uses that type of source. Using the computer, students investigate examples of the artists work. They share at least three examples of</p>	<p>Lead Questions <a href="http://www.princetonol.com/groups/iad/Files/ideas.htm">http://www.princetonol.com/groups/iad/Files/ideas.htm</a> <a href="http://www.bartelart.com/arted/sources-of-ideas.html#artist">http://www.bartelart.com/arted/sources-of-ideas.html#artist</a></p> <p>Computer Internet Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions Examples</p> <p>Guidelines for Activity Rubric Computers Internet Various Art Supplies Needed for Project</p>

D. Apply the Elements of Art and Principles of Design in Production of Artwork

1. Two-dimensional artwork
2. Three-dimensional artwork

the artwork with the class and discuss the sources for the ideas represented in the artwork.

**10 + 5 Discussion:**

The teacher discusses how the elements of art and the principles of design are used to create artwork.

**PowerPoint Presentation:**

- Elements of Art
- Principles of Design
- Application

**Guided Practice:**

The teacher uses the Museum Web site to guide students through the application of the the elements of art and principles of design in the production of artwork.

**Demonstrate:**

Teacher will demonstrate how to apply the steps used in production of art while creating some artwork.

**Guided Practice:**

Using the following Web site, the teacher will assist students in understanding the elements of art.

**Dot to Dot Activity:**

Students complete the Dot to Dot activity from the Web site. They print the activity on both sides of the paper.

[http://www.carearts.org/lessons/elements\\_of\\_visual\\_art.html](http://www.carearts.org/lessons/elements_of_visual_art.html)

Books that Introduce Art Elements

Crayons

Finger Paint

Construction Paper

Lead Questions

PowerPoint Presentation

Computer

Web site

Internet

Examples of Artwork

Lead Questions

Objects with different Textures (rocks, sticks, hairbrush, pencils, yarn, etc.)

[Images](#) printed in three sets (30 copies total)

<http://www.uen.org/Lessonplan/preview.cgi?LPid=14189>

[http://www.museum.state.il.us/ismdepts/art/WPA/WPA\\_ArtElements\\_Lesson.html](http://www.museum.state.il.us/ismdepts/art/WPA/WPA_ArtElements_Lesson.html)

Lead Questions

Art Supplies

[http://www.museum.state.il.us/ismdepts/art/WPA/WPA\\_ArtElements\\_Lesson.html](http://www.museum.state.il.us/ismdepts/art/WPA/WPA_ArtElements_Lesson.html)

Computer,

Paper

Internet

<http://www.uen.org/Lessonplan/preview.cgi?LPid=14189>

**Quick Talk:**

Using the PowerPoint presentation from the following Web site, the teacher discusses the principles of design and their relationship with the elements of art.

**PowerPoint Presentation:**

How to Prepare an Artwork Portfolio

**Teacher Demonstration:**

Teacher discusses the terminology related to the properties of color. Color schemes and combinations will also be defined. The teacher demonstrates how color hues and values are created.

**Color Activity:**

Students will design and paint their own color wheel creating secondary and intermediate colors with the three primary colors.

**Color Activity:**

Students choose one of the primary, secondary, or intermediate colors and create tints and shades of that color.

**Portfolio:**

Students find pictures of fashion designs, or interior designs using analogous, monochromatic, and complementary color schemes. Their work is a portfolio entry.

[d=14189](#)

Lead Questions

<http://www.uen.org/Lessonplan/preview.cgi?LPid=14189>

Rubric

PowerPoint Presentation

Computer

Internet

CTX

Lead Questions

Art Supplies

Paper

Red, Yellow and Blue Paints

Paint Brushes

Paper Plates

Plastic Cups

Water

Paper

Red, Yellow, Blue, White and Black Paint

Paint Brushes

Paper Plates

Plastic Cups

Water

Computers

Internet

Web sites

Advertisements

Magazines

White Paper

Scissors

Glue

**PowerPoint Presentation:**  
Creating Two-Dimensional Artwork

**Teacher Demonstration:**  
The teacher demonstrates how to apply the elements of art and the principles of design in producing two-dimensional artwork.

**2D Project:**  
Students create two-dimensional artwork to sketch clothing pieces and/or floor plans.

**PowerPoint Presentation:**  
Creating Two-Dimensional Artwork

**Teacher Demonstration:**  
The teacher demonstrates how to apply the elements of art and the principles of design in producing three-dimensional artwork.

**3 D Project:**  
Students create a diorama of the floor plan sketched.  
Students construct a piece of clothing sketched.

PowerPoint Presentation  
Computer  
CTX  
Lead Questions  
Examples

Art Supplies

Guidelines for Activity  
Rubric  
Pencil  
Sketch paper  
Sheets of white paper

PowerPoint Presentation  
Computer  
CTX  
Lead Questions  
Examples

Art Supplies

Guidelines for Activity  
Rubric  
Crayons or markers  
Shoe box(es)  
Finger paint  
Construction paper  
Fabric  
Thread  
Pattern  
Scissors  
Sewing Machine/Hand Sewing Needles

<p>E. Use of Traditional, Digital, and Multimedia Techniques to Create Works of Art</p>	<p><b>Quick Talk:</b> The teacher defines and discusses multimedia techniques used to create artwork.</p> <p><b>PowerPoint Presentation:</b> Techniques Used to Create Artwork</p> <ul style="list-style-type: none"> <li>• Traditional</li> <li>• Digital</li> <li>• Multimedia</li> </ul> <p><b>Teacher Demonstration:</b> The teacher demonstrates how to use traditional, digital, and multimedia techniques to create artwork.</p> <p><b>Guided Practice:</b> The teacher assists students in using traditional, digital, and multimedia techniques.</p> <p><b>Multimedia Project:</b> Using multimedia techniques including the use of the computer and photography, students design an advertisement for a food product, piece of furniture or clothing item. They post their advertisements on a bulletin board and have classes vote on the best ad.</p> <p><b>Display Window Group Project:</b> Working in groups, students design a display window focusing on a theme for a clothing or furniture store.</p> <p><b>Video Group Project:</b> Divide students into groups and have them create a video on at-risk behaviors. For example: violence,</p>	<p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions Examples</p> <p>Art Supplies</p> <p>Art Supplies</p> <p>Guidelines for Activity Computers Internet Web sites Magazines Advertisements Photo Paper Rubric</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Display Window at School or in a Store Selected Products Related to Theme Rubric</p> <p>DVD Recorder Computer Internet Microphone</p>
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F. Incorporate Various Subjects, Ideas, and Symbols from Daily Life to Create Works of Art

drug abuse, alcohol abuse, teen pregnancy, using seat belts

**15 +10 Discussion:**

The teacher and students discuss how every day art can be used to create a work of art.

**PowerPoint Presentation:**

How to Use Daily Life to Create Art

- Subjects
- Ideas
- Symbols

**Teacher Demonstration:**

The teacher demonstrates how to use subjects, ideas, and symbols from daily life to create artwork.

**Individual Daily Life Projects:**

Students find something they use or see in every day life to make a rubbing. (Suggestions: leaves from the yard , engraved objects)

**Daily Life Artwork:**

Students create artwork using subjects, ideas, or symbols for daily life. They present the inspiration and the artwork to the class.

**Art Show:**

Students exhibit their artwork.

**Quick Read:**

Students read the Art Room Safety Rules from the PAEC Web site. They discuss the safety rules described in the article.

Web Camera  
Digital Camera

Lead Questions

PowerPoint Presentation  
Computer  
CTX  
Lead Questions  
Examples

Art Supplies

Guidelines for Activity  
Rubric  
Various Objects  
Tracing Paper  
Pencil

Guidelines for Activity  
Rubric  
Computers  
Internet  
Web sites  
References  
Art Supplies  
Presentation Guidelines  
Rubric for Presentation

Art Supplies

<http://www.paec.org/AboutPAEC/departments/ri-sk/safetymanual>

Lead Questions  
Computers  
Internet

<p>G. Safe and Responsible Handling of Art Materials</p> <ol style="list-style-type: none"> <li>1. Cleanup</li> <li>2. Storage</li> <li>3. Replenishment of supplies</li> <li>4. Safety and environmental regulations</li> </ol>	<p><b>Safety Rules Activity:</b>  Students create a poster about safety in one of the four areas: clean up, storage replenishment of supplies and safety and environmental regulations. Post the signs in the room for students to refer to throughout the year. Share Out.</p>	<p>Guidelines for Activity</p> <ul style="list-style-type: none"> <li>Computers</li> <li>Internet</li> <li>Web sites</li> <li>References</li> <li>Rubric</li> <li>Colored Printer Paper</li> <li>Laminator</li> <li>Tape</li> <li>Glue</li> <li>Markers</li> </ul>
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<b>Unit Assessment:</b>	Individual Projects, Rubrics, Group Projects, Portfolio, 2 D Project, 3 D Project, Demonstration, Guided Practice, Presentations, Class Participation, and Rubrics
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<b>Unit/Course CTSO Activity:</b>	Students create a design using their art skills for the Interior Design FCCLA STAR Event.
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<b>Unit/Course Culminating Product:</b>	Students create a portfolio with all their original art work from the class.
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<p><b>Course/Program Credential(s):</b>   <input type="checkbox"/> Credential   <input type="checkbox"/> Certificate   <input checked="" type="checkbox"/> Postsecondary Degree   <input checked="" type="checkbox"/> University Degree  <input type="checkbox"/> Other:</p>
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**Course Title: Creative Arts**

<b>Unit: 2</b>	<b>Respond</b>
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<p><b>Content Standard(s) and Depth of Knowledge Level(s):</b></p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>8. Describe personal, sensory, emotional, and intellectual responses to the visual qualities of a work of art. Examples: critiquing display windows, critiquing architectural and landscape designs</li> <li>9. Evaluate selected works of art to determine the effectiveness of their organization.             <ul style="list-style-type: none"> <li>• Describing the subject matter, elements of art, principles of design, media, technique, and style used in selected works of art Example: presentation board, consumer advertising, designer line of clothes</li> <li>• Analyzing the formal organization of subject matter, elements of art, and principles of design in selected works of art to determine structural relationships</li> <li>• Interpreting expressive intentions and purposes in selected works of art Examples: designing jewelry, woven wall hanging</li> <li>• Describing the effectiveness of expressive and meaningful communication in selected works of art Example: creating an advertisement for a product</li> <li>• Identifying aesthetic components and formal qualities in man-made and natural objects Example: comparing Paul Cézanne’s <i>Astonishing Apples</i> painting to apples, comparing Paul Poiret’s <i>Fashions</i> to current lines of fashion</li> </ul> </li> <li>10. Compare works of art with functional and natural objects, aesthetic components, and formal qualities. Examples: stylized lines in furniture; shapes and forms of appliances; shape, line, form, volume, and color of an apple</li> </ol>
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<p><b>Learning Objective(s) and Depth of Knowledge Level(s):</b></p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Determine personal, sensory, emotional, and intellectual responses to the visual qualities of a work of art.</li> <li>2. Compare works of art with functional and natural objects, aesthetic components, and formal qualities.</li> <li>3. Critique selected works of art to determine the effectiveness of their organization.</li> </ol>
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<p><b>Essential Question(s):</b></p>	<p>What are the personal, sensory, emotional, and intellectual responses to the visual qualities of a work of art? How do you critique selected works of art to determine the effectiveness of their organization? What works of art can you compare with functional and natural objects, aesthetic components, and formal qualities?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
II. Respond	<b>10 + 5 Discussion:</b>	Lead Questions

<p>A. Responses to Visual Qualities of Works of Art</p> <ol style="list-style-type: none"> <li>1. Personal</li> <li>2. Sensory</li> <li>3. Emotional</li> <li>4. Intellectual</li> </ol>	<p>Teacher and students discuss the concept of visual qualities of artwork.</p> <p><b>PowerPoint Presentation:</b> Responses to the Visual Qualities of Art</p> <ul style="list-style-type: none"> <li>• Personal</li> <li>• Sensory</li> <li>• Emotional</li> <li>• Intellectual</li> </ul> <p><b>Visual Responses to Artwork Activity:</b> Students view various pieces of art and describe their visual responses to the artwork. Share Out.</p>	<p>PowerPoint Presentation Computer CTX Examples</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Artwork</p>
<p>B. Evaluate Selected Works of Art to Determine Effectiveness of Their Organization</p> <ol style="list-style-type: none"> <li>1. Describing subject matter, elements of art, principles of design, media, technique, and style</li> </ol>	<p><b>PowerPoint Presentation:</b> Factors that Impact the Organization of Art</p> <ul style="list-style-type: none"> <li>• Subject Matter</li> <li>• Elements of Art</li> <li>• Principles of Design</li> <li>• Media</li> <li>• Technique</li> <li>• Style</li> </ul> <p><b>Teacher Demonstration:</b> Teacher demonstrates how subject matter, elements of art, principles of design, media, technique, and style are used in the artwork.</p> <p><b>Report on Effectiveness of Organization:</b> Students select an advertisement for a product. They list everything seen in the advertisement. Students write a report describing how the factors (subject matter, elements of art, principles of design, media, technique, and style) were used in the artist or designer's</p>	<p>PowerPoint Presentation Computer LCD Projector SMART AirLiner Examples Lead Questions</p> <p>Artwork Lead Questions</p> <p>Guidelines for Activity Rubric Internet Web sites <a href="http://www.princetonol.com/groups/iad/Files/Jeannie-critique.htm">http://www.princetonol.com/groups/iad/Files/Jeannie-critique.htm</a> Rubric</p>

2. Analyzing the formal organization to determine structural relationships
- Subject matter
  - Elements of art
  - Principles of design

advertisement. The advertisement and list of everything observed should be attached to the report. (This is the first step of art criticism: What do you see?)

**Teacher Talk:**

Teacher discusses the formal organization used to determine structural relationships when observing and describing a work of art. (Use Web site as a review of the elements of art and principles of design.)

- Balance
- Rhythm/Movement
- Proportions
- Emphasis
- Pattern
- Unity and variety
- Relationships in Subject matter

**Demonstration:**

Teacher will select a piece of art work and demonstrate how to analyze the formal organization.

**Power Point Presentation:**

Students use the advertisement selected for their report and analyze its formal organization. Students create a PowerPoint presentation to analyze the structural relationships in what they see. (This is the second step of art criticism: How is the work planned?)

**Quick Talk:**

The teacher discusses step three of the art critic's process, interpretation. (Step three: What are the main expressive qualities?)

3. Describing the effectiveness of expressive and meaningful communication

Magazine  
Paper

Lead Questions

<http://www.artsconnected.org/toolkit/encyclopedia.html>

Internet  
Computer  
CTX  
Examples

Lead Questions  
Artwork

PowerPoint Presentation  
Computer  
CTX  
Lead Questions  
Checklist of Formal Organization Qualities

Checklist of Interpretation Factors  
Computer  
Paper

4. Identifying aesthetic components and formal qualities
- a. Man-made objects
  - b. Natural objects

**Teacher Demonstration:**

The teacher demonstrates how to describe the effectiveness of expressive and meaningful communication in selected works of art.

**Essay:**

Students write a short essay (three paragraphs) using expressive language, analogies, and cause and effect to interpret the consumer advertisement previously analyzed. The essay should also include how the work of art is related to other ideas or events in our world. Report Out.

**10 + 5 Discussion:**

Teacher and student will discuss the fourth step used by art critics. (What are the strengths and weaknesses?)

- State what you are judging and why
- Identify criteria
- Give reasons (cite evidence)
- State the judgement

**Teacher Demonstration:**

The teacher demonstrates how to identify aesthetic components and formal qualities in man-made and natural objects.

**Think, Pair, Share:**

Have students apply the art critic's fourth step to judge the consumer advertisement that has already been analyzed and interpreted. Discuss in pairs and with class using the Web site as a guideline.

**PowerPoint Presentation:**

Four Traditional Philosophies of Art

- Art as imitation
- Art as expression
- Art as formal order

Art Work

Lead Questions

Guidelines for Activity

Computer

Internet

Web sites

References

Rubric

Lead Questions

Lead Questions

Checklist for Critical Judgement

Works of Art

Checklist for Critical Judgment

Works of Art

Computer

Internet

<http://www.princetonol.com/groups/iad/Files/artist-research.htm>

Lead Questions

PowerPoint Presentation

Computer

CTX

Examples

<p>C. Compare Works of Art</p> <ol style="list-style-type: none"> <li>1. Functional and natural objects</li> <li>2. Aesthetic components</li> <li>3. Formal qualities</li> </ol>	<ul style="list-style-type: none"> <li>• Art as instrumental</li> </ul> <p><b>Compare Works of Art Activity:</b> The teacher creates an Art Gallery with various works of art. Students compare the works art with functional and natural objects, aesthetic components, and formal qualities. Share Out.</p> <p><b>Philosophies of Art Presentation:</b> Students choose one of the four philosophies of art and select two works of art that fall into that category. They present the works of art to the class explaining why it meets the criteria of that philosophy.</p>	<p>Guidelines for Activity Rubric Works of Art Lead Questions Art Gallery Exhibit</p> <p>Guidelines for Activity Rubric <a href="http://www.princetonol.com/groups/iad/Files/artist-research.htm">http://www.princetonol.com/groups/iad/Files/artist-research.htm</a> Computer Internet Books Poster Board Presentation Board</p>
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<b>Unit Assessment:</b>	PowerPoint Presentation, Demonstration, Presentation, Essay, Report Visual Responses to Artwork Activity, Visual Responses to Artwork Activity, Compare Works of Art Activity, Philosophies of Art Presentation, Class Participation, and Rubrics
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<b>Unit/Course CTSO Activity:</b>	Develop a project for the Recycle and Redesign FCCLA STAR Event.
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<b>Unit/Course Culminating Product:</b>	Display Window: Teacher will take students to a mall to select a display window to analyze. Pairs of students will take a photo of the display selected. They will use the four steps of an art critic to evaluate the display and present it to the class using a Power Point.
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<p><b>Course/Program Credential(s):</b>   <input type="checkbox"/> Credential   <input type="checkbox"/> Certificate   <input checked="" type="checkbox"/> Postsecondary Degree   <input checked="" type="checkbox"/> University Degree  <input type="checkbox"/> Other:</p>
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**Course Title: Creative Arts**

<b>Unit: 3</b>	<b>Understand</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>11. Utilize specialized terminology form art history, aesthetics, criticism, and production in discussions of works of art.           <ul style="list-style-type: none"> <li>• Defining visual arts terminology, including the elements of art and principles of design</li> <li>• Describing intrinsic qualities of a work of art</li> </ul> <p style="margin-left: 40px;">Example: comparing handmade furniture to factory made furniture</p> </li> <li>12. Describe historical themes, symbols, and styles associated with works of art from various cultures, times, and places, including major periods and movements.           <ul style="list-style-type: none"> <li>• Identifying the style associated with selected works of major artists</li> </ul> <p style="margin-left: 40px;">Examples: Frank Lloyd Wright—organic architecture Ray Halston Frowick—pillbox hat Mies van der Rohe—Barcelona chair</p> <li>• Describing the extrinsic context qualities of a work of art</li> <p style="margin-left: 40px;">Examples: optical color mixing theory—newspaper images, television resolution</p> <li>• Using digital processes or media to identify symbols and styles associated with works of art from various periods</li> <p style="margin-left: 40px;">Examples: using the Internet to view, collect, or find examples of art and architecture in the fashion and interior design industries</p> </li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Utilize specialized terminology form art history, aesthetics, criticism, and production in discussions of works of art.</li> <li>2. Define the visual arts terminology, including the elements of art and principles of design.</li> <li>3. Describe the intrinsic qualities of a work of art.</li> <li>4. Describe historical themes, symbols, and styles associated with works of art from various cultures, times, and places, including major periods and movements.</li> <li>5. Describe the extrinsic context qualities of a work of art.</li> <li>6. Use digital process or media to identify symbols and styles associated with works of art from various periods.</li> </ol>
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<b>Essential Question(s):</b>	<p>What is the specialized terminology used in art history?</p> <p>What is the terminology used in visual arts?</p> <p>What are the intrinsic qualities of a work of art?</p> <p>What are the historical themes, symbols, and styles associated with works of art from various cultures, times and places including major periods and movements?</p> <p>What are the extrinsic context qualities of a work of art?</p> <p>How can you identify symbols and styles associated with works of art from various periods?</p> <p>How are digital processes or media used to identify symbols and styles associated with works of art?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>III. Understand</p> <p>A. Utilize Specialized Terminology in Discussion of Works of Art and Art history</p> <ol style="list-style-type: none"> <li>1. Aesthetics</li> <li>2. Criticism</li> <li>3. Production</li> <li>4. Visual arts terminology</li> <li>5. Describing intrinsic qualities</li> </ol> <p>B. Describe Historical Themes, Symbols, and Styles Associated with Works of Art</p> <ol style="list-style-type: none"> <li>1. Various cultures</li> <li>2. Various times</li> <li>3. Various places</li> </ol> <p>4. Major periods and movements</p> <p>5. Style associated with major artists</p>	<p><b>10 + 5 Discussion:</b> Teacher describes various artists and cultures using the timeline on the Web site. Students record important information including terminology, characteristics of time periods, and or artists.</p> <p><b>Game:</b> Students use the Web site to investigate and identify the correct artist with his/her work of art.</p> <p><b>Pre-Selected Culture Project:</b> Students are divided into pairs. Each pair of students research the art of a pre-selected culture. Students design art from that culture or collect samples of art from the culture. Important characteristics of the culture's art will be presented to class with art samples. Students use the sheet from the Web site to help collect information for their project.</p> <p><b>Group Research:</b> Students are divided into nine groups and are assigned one of the major periods or movements from the artaccess Web site. They choose a lesson from the Web site and teach it to the other students.</p> <p><b>PowerPoint Presentation:</b> Teacher reviews artists and their styles using the artchive Web site. The teacher uses the princetonol Web site for works of art.</p>	<p>Lead Questions <a href="http://www.alifetimeofcolor.com/study/timeline.html">http://www.alifetimeofcolor.com/study/timeline.html</a> Computer Internet CTX</p> <p>Guidelines for Activity <a href="http://www.eduweb.com/pintura/index.html">http://www.eduweb.com/pintura/index.html</a> Computer Internet</p> <p>Guidelines for Activity Rubric Computer Internet Art Supplies Presentation Board LCD Projector <a href="http://www.princetonol.com/groups/iad/lessons/middle/artnet2.htm">http://www.princetonol.com/groups/iad/lessons/middle/artnet2.htm</a></p> <p>Guidelines for Activity Rubric <a href="http://www.artic.edu/artaccess/">http://www.artic.edu/artaccess/</a> Computer Internet Art Supplies</p> <p><a href="http://artchive.com/ftp_site.htm">http://artchive.com/ftp_site.htm</a> Computer Internet LCD projector <a href="http://www.princetonol.com/groups/iad/Files/artists.htm">http://www.princetonol.com/groups/iad/Files/artists.htm</a></p>

6. Extrinsic context qualities

**Birthday Party Project:**

Teacher places the names of major artists in a hat. Students draw a name and research enough about the arties so that they can select six items that would make good birthday gifts for the artist. They wrap the six presents in a box that is constructed/painted in the artist's style. At the "Birthday Party," each student opens his/her box and explains why these items would be appreciated by the artist and they show examples of the artist's work to help everyone understand the style of the wrapping for the present. Students display their presents by placing a 3 x 5 card next to each of the six presents to explain why these gifts were chosen for the artist. Students celebrate by decorating the opening their gifts and eating birthday cake.

**Fieldtrip:**

Students participate in a field trip to a local museum that has art work from the major artists previously researched.

**Quick Talk:**

The teacher discusses the extrinsic context qualities of art with students. Use the Web site the teacher describes the the extrinsic value of color.

**Guided Practice:**

Students follow the guided practice on the Web site to identify the extrinsic value of color.

7. Digital processes or media to identify symbols and styles associated with various periods

**Digital Process Project:**

Students choose a culture, artist, period or movement. Using a digital process or type of media, students design a room or fashion collection that is associated with the era chosen.

Guidelines for the Activity

Rubric

Artist names

Hat

Internet

Computers

Internet

Web sites

Birthday Cake

Plates

Napkins

Cups

Birthday Party Decorations

Arrangements for Field Trip

Permission Slips

Lead Questions

Lead Questions

<http://www.princetonol.com/groups/iad/lessons/middle/color2.htm>

Computer

Internet

Guidelines for Activity

<http://poynterextra.org/cp/index.html>

Computer

Internet

Guidelines for Activity

Rubric

Presentation Board

Paper

Computer

Internet

Digital Camera

Digital Video Recorder

<b>Unit Assessment:</b>	Game, Pre-Selected Culture Project, Group Research, Birthday Party Project, Guided Practice, Digital Process Project, Presentations, Class Participation, and Rubrics
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<b>Unit/Course CTSO Activity:</b>	Use art skills to create a project for the STAR Event Recycle and Redesign.
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<b>Unit/Course Culminating Product:</b>	Students will create a portfolio with all art work designed in class.
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<b>Course/Program Credential(s):</b> <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input checked="" type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input type="checkbox"/> Other:
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**Course Title: Creative Arts**

<b>Unit: 4</b>	<b>Technology and Careers</b>
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>13. Analyze ways technological and scientific advances in the arts and other disciplines, including humanities, sciences, and mathematics, determine the influence of the creation of artwork and products in an appropriate design field. Example: silk screen prints</li> <li>14. Utilize technology to create artwork and products in appropriate design field.</li> <li>15. Analyze careers to determine options and entrepreneurial opportunities related to the world of art, art design, and the appropriate design field.</li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Determine ways technological and scientific advances in the arts and other disciplines, including humanities, sciences, and mathematics, determine the influence of the creation of artwork and products in an appropriate design field.</li> <li>2. Utilize technology to create artwork and products in appropriate design field.</li> <li>3. Determine careers to determine options and entrepreneurial opportunities related to the world of art, art design, and the appropriate design field.</li> </ol>
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<b>Essential Question(s):</b>	<p>What are the careers and entrepreneurial opportunities related to field of art? How can technology be used to create artwork? How have technological and scientific advances in the arts and other disciplines influenced the creation of artwork?</p>
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<p>IV. Technology and Careers</p> <p>A. Influences of the Creation of Artwork and Products</p> <ol style="list-style-type: none"> <li>1. Technological advances</li> <li>2. Scientific advances</li> <li>3. Humanities</li> <li>4. Sciences</li> <li>5. Mathematics</li> </ol> <p>B. Use Technology to Create Artwork and Products</p>	<p><b>Quick Write:</b> Have students read the article on the advances in art and write three sentences to summarize the article.</p> <p><b>PowerPoint Presentation:</b> Influences of the Creation of Artwork and Products Technological Advances</p> <ul style="list-style-type: none"> <li>• Scientific Advances</li> <li>• Humanities</li> <li>• Sciences</li> <li>• Mathematics</li> </ul>	<p>Lead Questions <a href="http://www.artsci.washington.edu/news/Autumn03/TechnologyArt_intro.htm">http://www.artsci.washington.edu/news/Autumn03/TechnologyArt_intro.htm</a></p> <p>PowerPoint Presentation Computer CTX Examples</p>

<p>C. Career Options and Entrepreneurial Opportunities</p>	<p><b>Technology Project:</b> Design an informational PowerPoint Presentation or advertisement using the clip art from the Web site. Report Out.</p> <p><b>10+5 Discussion:</b> Teacher uses the princetonol Web site to discuss various careers in the field of art.</p> <p><b>Career Poster:</b> Using the Web site, students create a poster on an advertisement for an art related career. Share Out.</p>	<p>Guidelines for Activity Rubric Computers Internet Web sites <a href="http://www.princetonol.com/groups/iad/links/clipart.html">http://www.princetonol.com/groups/iad/links/clipart.html</a></p> <p>Lead Questions <a href="http://www.princetonol.com/groups/iad/lessons/middle/careers.htm">http://www.princetonol.com/groups/iad/lessons/middle/careers.htm</a></p> <p>Guidelines for Activity Rubric <a href="http://www.princetonol.com/groups/iad/lessons/middle/careers.htm">http://www.princetonol.com/groups/iad/lessons/middle/careers.htm</a> Computers</p>
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<b>Unit Assessment:</b>	Technology Project, Career Poster, Class Discussion, and Rubrics
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<b>Unit/Course CTSO Activity:</b>	Students investigate a career in art and enter it in the STAR Event, Career Investigations.
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<b>Unit/Course Culminating Product:</b>	Students will create an art careers portfolio.
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<p><b>Course/Program Credential(s):</b>   <input type="checkbox"/> Credential   <input type="checkbox"/> Certificate   <input type="checkbox"/> Postsecondary Degree   <input checked="" type="checkbox"/> University Degree  <input checked="" type="checkbox"/> Other:</p>
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