



**A Planned Course of Study
for**

ART II MAJOR

ASHS Course # 0702

Abington School District

Abington, Pennsylvania

September, 2016

Art II Major Planned Course of Study

I. Objectives

Students will demonstrate a level of proficiency in each of the following areas of the Arts and Humanities as related to the Fine Arts.

- A. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts
- B. Historical and Cultural Contexts
- C. Critical Response
- D. Aesthetic Response

II. Major Concepts

A. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

1. Element of Art:

- a. Line
- b. Shape
- c. Form
- d. Space
- e. Color/ Value
- f. Texture/ Pattern

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2. Principles of Design:

- a. Variety
- b. Emphasis
- c. Repetition
- d. Balance
- e. Unity
- f. Movement

B. Historical and Cultural Contexts

1. Each assignment will have a history component where there will be a specific artist or movement highlighted. Students will learn about the history of each production process through various methods (i.e. lecture, research). Students will view PowerPoint presentations, research various types of artists and ethnographic examples of historic artwork. Students will also read and compose written responses to content based on the history of art. Students will apply what they have learned in art history units to studio assignments.
2. Students will be using the text *Janson History of Art* where they will be taught Egyptian Art to Rococo Period of Art. Students will read sections of each time period and complete homework packets.

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C. Critical Response

1. Students will be expected to respond to contemporary and historic works of art as well as their own work through verbal and written critiques. Critiques will address the principles of design, conceptual strengths, compositional creativity, craftsmanship, and manipulation of the medium.

D. Aesthetic Response

1. Students will be expected to respond to contemporary and historic works of art as well as their own work through verbal and written critiques. Critiques will address the conceptual strengths, compositional creativity, craftsmanship, and manipulation of the medium as seen through the eyes of the creator and viewer. i.e., How does this particular work of art affect the creator as well as the viewer?
2. Students will learn to evaluate works of art in progress and upon completion.

III. Instruction

A. Course Schedule

1. Full year, five days per week, each period approximately 48 minutes.

B. Pacing

1. MP 1: Principles of Design
2. MP 1: Compositional Studies

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3. MP 1: Color Theory
4. MP 1: Conceptual and Observational Drawings
5. MP 1: Still Life Drawing using Chalk or Oil Pastel
6. MP 1: Egyptian and Archaic Greek Art History
7. MP 1: Classical Greek Art History
8. MP 1: Still Life in Pencil and Charcoal with a concept
9. MP 2: Portrait Drawing - realistic and conceptual
10. MP 2: Figure Drawing – understanding proportion
11. MP 2: 4th Century and Hellenistic Art
12. MP 2: Roman Art
13. MP 2: Romanesque and Gothic Art
14. MP 3: Color Theory
15. MP 3: Cubism and Futurism
16. MP 3: Memory Project
17. MP 3: Printmaking- 3 color linoleum block
18. MP 3: Northern Renaissance

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- 19.MP 3: Early Italian Renaissance
- 20.MP 4: Color Theory using watercolor and acrylic paint
- 21.MP 4:_Acrylic Painting
- 22.MP 4:_Still Life Painting
- 23.MP 4: Portrait Painting
- 24.MP 4: High Renaissance
- 25.MP 4: Venetian Renaissance
- 26.MP 4: Baroque Period
- 27.MP 4: Applying to College Preparation

C. Methods

1. Lessons have the following components:

- a. Motivation and Demonstration

The motivation and demonstration phase of the lesson begins with teacher introduction of a concept and artistic technique. During the introduction of a lesson the teacher actively engages the students by asking questions and draws on prior knowledge, models creative/ critical thinking, and sets high

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expectations. The teacher also demonstrates new techniques that students will be expected to master. The teacher also provides students with tools such as library books, posters, past student work, and Internet resources for students to utilize throughout a project.

b. Application in hands-on production

During the application phase of a lesson, the teacher moves among the students at work and assists each individual. Discussions may involve use of a particular technique or media. The teacher also takes time to show the class a particular student's progress or problem with a particular technique or medium.

D. Technology

1. Google Classroom
2. Mac Computers
3. Photoshop

E. Resources

1. Janson History of Art Book

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2. High school Library Media Center
3. Past Student Examples
4. Field Trips
5. Scholastic Art Magazines

IV. Assessment

A. Procedures for Evaluation

1. Summative Assessments
 - a. A common assessment will be administered at the end of each unit in the form of a studio project
 - b. In Class figure, portrait, still life and landscape drawings and paintings are based on Principles of Design, use of space, observational quality, and attention to technique of media, levels of growth form first to last work.
 - c. Art History Tests
2. Formative Assessments
 - a. Art History Quizzes
 - b. Group Critiques
 - c. Individual critiques
 - d. Small Studio Exercises
3. Accommodations aligned with those permitted for the PSSA/Keystone Exams and included in IEP's will be provided for Special Education students who are enrolled in this course.

B. Expected Levels of Achievement

Students are expected to achieve at least a minimum level of proficiency. Proficiency and related grades are defined as follows:

- A.....90 – 100%
B.....80 - 89%

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C.....70 - 79%
D.....60 - 69%