



**A Planned Course of Study
for
HONORS ART**

ASHS Course # 0700

Abington School District

Abington, Pennsylvania

September, 2016

Honors Art 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.

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.

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2. Students will learn to evaluate works of art in progress and upon completion.

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. The course meets for a full year, five days per week, for approximately 48 minutes per period.

B. Pacing

1. MP 1: Principles of Design
2. MP 1: Color Theory
3. MP 1: Landscape Drawing –Charcoal, Pencil, Pen and Ink

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4. MP 1: Web Quest on Printmaking
5. MP 1: Landscape – Printmaking- Monotype
6. MP 1: Conceptual Landscape- Mixed Media
7. MP 1: How to View, Create, and Critique Contemporary Art
8. MP 1: Landscape artists: Turner, Charles Demuth, Oscar Bluemner, John Constable
9. MP 2: Conceptual Portraits
10. MP 2: Pen and Ink Portraits
11. MP 2: Artists: Frida Kahlo, Alice Neel, Kathe Kollwitz, Vincent VanGogh, Chuck Close, Jenny Saville
12. MP 2: Black and White Design
13. MP 2: Line Quality and Design
14. MP 2: Printmaking: Etching based on writings of Dante
15. MP 2: Artists: Dante Alighieri (writer), Gustav Dore, Sandro Botticelli, William Blake, Sandow Birk
16. MP 3: Artists Books – multiple media and techniques
17. MP 3: Artists: William Blake, Beatrice Coron, Judith Hoffman, Dineke McLean

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18. MP 3: Basics of PhotoShop
19. MP 3: Focus on Theme and Plot Development in Illustration
20. MP 3: Artists: Maxfield Parrish, Aubrey Beardsley, Guillermo Del Toro, Lorna Balian
21. MP 3: Chinese Paper Cuts – Jianzhi
22. MP 3: Comparison Paper on Two Contemporary Artists
23. MP 4: Silk Screen - Printmaking
24. MP 4: Artists: Andy Warhol, Shepard Fairey, Xavier Viramontes, Bonnie MacLean, Victor Moscoso
25. MP 4: Blog Design – students create their own blog where they highlight their portfolio
26. MP 4: Digital Photography – How to shoot 2D and 3D Art Work
27. MP 4: Large Scale Drawing- Vegetable or Fruit – Artist: Claus Oldenburg
28. MP 4: How to write an Artist's Statement

C. Methods

1. Lessons have the following components:
 - a. Motivation and Demonstration

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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 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

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E. Resources

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

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 from 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

B. Expected Levels of Achievement

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