

Cocalico School District
Year-at-a-Glance - Curriculum Overview

Department: Art

Course: Independent Study/Portfolio

Grade Level: 10-12

Big Ideas

- Students will implement techniques, elements and principles of the arts, which can be learned, studied, refined and practiced.
- Students will use tools and resources as well as their own experiences and skills to create art.
- Students will learn how to share their experiences and ideas through the arts.
- Students will learn about the historical, cultural and social context of an individual's work in the arts.
- Students will learn how to analyze of a work of art from its historical and cultural perspectives.
- Students will implement, explain and apply the critical examination processes of works in the arts and humanities.
- Students will learn how artists evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experiences.
- Students will learn about vocabulary used between the arts and humanities.

Units of Study	% of Course Time	Textbooks & Supplemental Materials	Assessments	Standards Addressed
Production, Performance and Exhibition <ul style="list-style-type: none"> • Know and use the elements and principles of each art form to create works in the arts and humanities • Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts • Integrate and apply advanced vocabulary to the arts forms • Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques • Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition • Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission • Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities 	70%	<ul style="list-style-type: none"> • Includes but not limited to: pencil and paper • Teacher created tutorial(s) 	<ul style="list-style-type: none"> • Quiz • Integrated throughout all student demonstrations • Art Show 	<ul style="list-style-type: none"> • 9.1.A,B, C, E, F, I, K
Historical and Cultural Context <ul style="list-style-type: none"> • Explain the historical, cultural and social context of an individual work in the arts • Relate works in the arts to varying styles and genre and to the 	20%	<ul style="list-style-type: none"> • Includes but not limited to: acrylic paint, colored pencil, paint brushes, canvas board/paper • Teacher created tutorial(s) 	<ul style="list-style-type: none"> • Quiz • Rubric • Student demonstration • Art Show 	<ul style="list-style-type: none"> • 9.2.A,C,D,E,F,G

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<ul style="list-style-type: none"> periods in which they were created Analyze a work of art from its historical and cultural perspective Analyze how historical events and culture impact forms, techniques and purposes of works in the arts Know and apply appropriate vocabulary used between social studies and the arts and humanities Relate works in the arts around the world 				
Critical Response in the Arts and Humanities <ul style="list-style-type: none"> Explain and apply the critical examination processes of works in the arts and humanities Determine and apply criteria to a person's work and works of others in the arts Apply systems of classification for interpreting works in the arts and forming a critical response Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time 	5%	<ul style="list-style-type: none"> Includes but not limited to: pencil, illustrative markers/pens, paper/illustration board Teacher created tutorial(s) 	<ul style="list-style-type: none"> Quiz Rubric Student demonstration Art Show 	<ul style="list-style-type: none"> 9.3.A,B,C,F
Aesthetic Response in the Arts and Humanities <ul style="list-style-type: none"> 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 Describe and analyze the effects that works in the arts have on groups, individuals and the cultures Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response Analyze and interpret a philosophical position identified in works in the arts and humanities 	5%	<ul style="list-style-type: none"> Includes but not limited to: Acrylic paint, paint brushes, canvas board Teacher created tutorial(s) 	<ul style="list-style-type: none"> Quiz Rubric Student demonstration Art Show 	<ul style="list-style-type: none"> 9.4.A,B,C,D



Eagle P.A.C.T. Course Connections:

Independent Study/Portfolio students implement problem solving skills in order to explore the various aspects of art to communicate their thoughts visually through media, respond to aesthetics, communicate in diverse environments, incorporate feedback effectively, and deal positively with praise and criticism.