East Penn School District
Secondary Curriculum

A Planned Course Statement
for

Art

Course # __268__   Grade(s) _____7_____

Department: ___Art_____

Length of Period (mins.)   __42__

Periods per Week: __5__

Length of Course (yrs.)   __0.25__

Type of Offering: required__✓__   elective_____

Credit: __0.25__

Adopted: __4/23/07__

Developed by:

Kenneth Glenville
Kathy Thomas
William Weiant
David Willett

Description of Course #268

Course Title: Art

Description: This course serves as an introduction to basic design principles and art terminology. Projects will include color theory, painting, 3-D experience, art history, and drawing.

Goals:
- To acquire an understanding and appreciation of the world of art.
- To become familiar with art terms and techniques needed for future project work.
- To develop patterns of work for successful completion of complex problem solving.
- To organize and implement the principles and elements of art by producing and examining art.
- To develop skills involved with various media, techniques, and applications of technology by producing and examining art.
- To describe, analyze, interpret, and evaluate works of art orally and in written form.
- To recognize and describe contemporary and past works of art in line with social studies curriculum.
- To exhibit pride, safety, and craftsmanship through art production.
- To utilize and understand current and emerging technology.

Requirements: No prerequisites

Text: Katter, Eldon, Stewart, Marilyn, A Global Pursuit, Davis Publications

_____

Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):   Students are introduced to concepts, forms, and patterns.

Learning (L):   Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.

Understanding (U):   Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.

Reinforcement (R):   Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standard
I – Art Aesthetics Elements of Design	1	Students will: - continue to explore and understand the elements of design when creating an aesthetic composition. - be exposed to fine art and gain an appreciation of how the elements of design play a significant role.	L	• Line – identify and use various types of lines to create a composition; create lines with various art tools and media; use line to create shape, pattern, form, texture, and rhythm; use line to draw animate and inanimate objects • Color – review warm and cool colors; mix and use tints and shades; name and use complementary colors; analogous, triadic, and monochromatic color schemes • Shape – identify shape as ? enclosed by a line (two-dimensional); identify geometric, free-form, positive and negative shapes when creating a composition • Texture – identify texture (both visual and tactile) in art; identify texture as the look and feel of a surface (rough, smooth, shiny, dull, etc.) • Form – identify form as being three-dimensional; identify geometric forms (sphere, pyramid, cone, cube); create form by modeling, assembling, or constructing; explore additive and subtractive methods of creating form • Space - identify that space is perceived both as two-dimensional and three-dimensional; learn to use both positive and negative space when creating art	• Student projects • Critiques and self evaluation • Teacher evaluation	9.1.6,7,8 A,C,J

Unit	Num	Objective	Level	Content	Evaluation	Standard
II – Art Aesthetics Principles of Design	2	Students will: - continue to explore and understand the principles of design when creating an aesthetic (2D or 3D) artwork. - be exposed to fine art and gain an appreciation of how all principles of design play a significant role.	L	• Balance – recognize balance as an arrangement in a composition that is pleasing to the eye of the viewer in relation to shape, color, and form; identify and use symmetrical and asymmetrical balance in art; identify and use radial balance • Variety – recognize and use variety in shape, form, color, space, texture, line as a means of adding interest to the artwork • Repetition – explore the use of repeated elements of design to create a pleasing pattern or arrangement • Emphasis – explore and identify emphasis; what parts of an artwork are the most important (main idea, focus, subject matter) as well as supporting or minor details • Proportion – identify proportion as a size relationship between parts of the artwork to each other and to the whole; use proportion when discussing topics such as perspective, figure drawing, still life, etc. • Rhythm – identify and understand that the repetition of the elements of design causes rhythm in art • Unity – recognize that unity results from a pleasing combination of all the components in an artwork, created by the successful placement of the elements and principles of design	• Student projects • Critiques and self evaluation • Teacher evaluation	9.1.6,7,8 A,C,J

Unit	Num	Objective	Level	Content	Evaluation	Standard
III – Art Process Media and Methods	3	Students will continue to develop confidence and competence through a variety of <u>Drawing Techniques</u>.	L	• Draw from memory, observation, and imagination • Explore contour drawing, gesture drawing, and shading • Use a variety of materials to create an artwork	• Student projects • Critiques and self evaluation • Teacher evaluation	9.1.6,7,8 A,C
	4	<u>Painting Techniques</u> Students will develop competence and confidence through a variety of painting experiences involving color theory and craftsmanship.	L	• Explore painting methods through the use of a variety of tools and materials	• Student projects • Self and teacher evaluation • Critiques	9.1.6,7,8 A,C
	5	<u>Sculpture, Modeling, and Assemblage</u> Students will experience a variety of 3D art forms, developing an ability to create relief and in the round.	L	• Construct and model relief sculpture and three-dimensional works from a variety of materials, using simple tools and techniques	• Student projects • Self and teacher evaluation • Critiques	9.1.6,7,8 A,C
IV. Art Criticism	6	Students will critically analyze works of art.	L	• Examine and compare their own and other students' artworks as well as fine art • Contrast and compare the media and mood of an artwork • Analyze, compare, interpret, and evaluate a variety of characteristics when discussing a major artwork (elements of design, principles of design, use of media and methods, etc.)	• Discussion • Written critiques • Self evaluation • Teacher evaluation	9.1.6,7,8 A,C
V. Art History Through Culture Heritage and Environment	7	Students will develop an awareness of contemporary and past works of art from a variety of cultures.	L	• Recognize or describe art as a visual record of mankind and his environment • Recognize images, symbols, motifs, and meanings in the art of European cultures	• Student projects • Critiques • Self evaluation • Teacher evaluation	9.1.6,7,8 A,C

Unit	Num	Objective	Level	• Content	Evaluation	Standard
VI. Craftsmanship Discipline and Safety in Art Processes	8	Students will develop pride, understanding, and craftsmanship in the end product.	L	• Contrast and compare examples of good and poor craftsmanship in artwork	• Critique • Self evaluation • Teacher evaluation	9.1.6,7,8 A,C
	9	Students will learn safety techniques in the handling of materials for all art processes.	L	• Proper techniques will be discussed and demonstrated	• Critique • Self evaluation • Teacher evaluation	9.1.6,7,8J
VII. Technology	10	Students will generate artworks by computer. They will also use it for research and as a tool for experimentation	L	• Students will use a variety of programs and hardware devices to supplement and generate traditional art projects • Students will explore - software programs and peripherals - input devices (digital SLR's and scanners, digital video cameras - output devices (printers) - DVD's and CD's - Laptop lab - Creative Suite - IMac Computer lab stations - Proxima - Digital camera - Digital camcorder with still frame option	• Student projects • Self evaluation • Teacher evaluation	