

Grades 10, 11 and 12

Form & Function

Curriculum

January 2024

Unit A: Form Follows Function

Timeframe: Approximately 3 class periods

Optional Resources

- Links and/or references referring to form, function and design

Academic Vocabulary:

- Form
- Function
- Ergonomic
- Design
- Environment
- Louis Henri Sullivan

Big Idea	Content	Objectives	Activities/Strategies	Assessment	PA Standards
Form Follows Function	Introduction to Form and Function	TLW Differentiate the components of form, function, content and/or context of a work of art. Explain how artistic decisions about art-making shape a work of art. Describe how context influences artistic decisions about creating a work of art.	Discuss “what and where” are form (formal elements), function (purpose of intent), content (idea within the work), and context (how it relates to its environment) of an artwork. Develop solutions during a group tower building project. In class activities demonstrating the purpose of design.	Informal Assessment • Teacher will walk around the room and check for understanding. Formal Assessment • Teacher will evaluate student participation.	9.1 C- Integrate and apply advanced vocabulary to the arts forms. 9.1 E- Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1 F- Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1 K- Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities. 9.2 E- Analyze how historical events and culture impacts forms, techniques and purposes of works in the arts. 9.4 B- Describe and analyze the effects that works in the arts have on groups, individuals and the culture.

UNIT B: Textile Design

Timeframe: Approximately 34 class periods

Optional Resources

- Various cathedrals such as Strasburg Cathedral and Sainte Chapelle showcasing Rose windows
- Embroidery stitching tutorial videos

Academic Vocabulary:

- Rose window
- Radial balance
- Gothic

- Pattern
- Composition
- Adorn
- Muslin
- Batik
- Color
- Dye bath
- Primary color
- Secondary color
- Tertiary color
- Wax resist
- Iron
- Embellish
- Embroidery
- Embroidery needle
- Running stitch
- Backstitch
- Blanket stitch
- Satin stitch
- Chain stitch
- Quilting cotton
- Assorted sewing needles
- Straight pins
- Lateral (invisible) stitch

Big Idea	Content	Objectives	Activities/Strategies	Assessment	PA Standards
Textile Design	Planning	TLW: Recognize traditional art forms and designs related to Rose windows and Batik. Know how to create radial designs. Predict what happens to various colors when layered with a new color.	Use traditional art forms and designs as a source of inspiration. Create radial balance by using a design that originates on a triangle and repeats. Plan a color scheme limited to 4 colors including a primary color, secondary color and a tertiary color.	Informal Assessment • Teacher will walk around the room and check for understanding. Formal Assessment • Teacher will evaluate student participation.	9.1 A- Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1 B- Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1 C- Integrate and apply advanced vocabulary to the arts forms. 9.1 F- Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.2 A- Explain the historical, cultural and social context of an individual work in the arts. 9.2 C- Relate works in the arts to varying styles and genres and to the periods in which they were created. 9.1 D- Analyze a work of art from its historical and cultural perspective. 9.1 G- Relate works in the arts to geographic regions. 9.2 L- Identify, explain and analyze common themes, forms and techniques from works in the arts.

Textile Design	Producing	TLW: Create a functional object using the batik process. Embellish designs with various embroidery stitches. Use sewing as a construction technique in textile design.	Transfer design from paper to muslin. Change the color of the muslin by applying wax and dyes to fabric following their intricate and colorful pattern. Iron away wax using newspapers, paper towels and the heat of an iron until all of the wax has been removed. Embellish radial design with various embroidery stitches learned in class. Sew and stuff the pillow using the materials and techniques learned in class.	Informal Assessment - Teacher will walk around the room and check for understanding. Formal Assessment - Teacher and student will complete a rubric evaluating all final projects.	9.1 A- Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1 B- Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1 C- Integrate and apply advanced vocabulary to the arts forms. 9.1 E- Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1 H- Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces. 9.3 A- Explain and apply the critical examination processes of works in the arts and humanities. 9.3 G- Analyze works in the arts by referencing judgments advanced by art critics as well as one's own analysis and critique.
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Unit C: Visual Communication

Timeframe: Approximately 60 class periods

Optional Resources

- magickeys.com/books
- Ezra Keats, Eric Carle, David Shannon, David Wiesner and William Wegman
- *The Snowy Day*, *Wild Things* and *Flora and the Flamingo*
- Art Deco links and/or resources
- Japanese Toro Nagashi Lantern Festival information and images
- A list of 19th century artists
- A list of 20th century artists
- 10 Inspiring Ceramic Artists

Academic Vocabulary:

- Illustrate
- Communication
- Stencil
- Logo
- Lantern
- Template
- Positive
- Negative
- Slab
- Pottery
- Bisque
- Coils
- Vessel
- Wedging
- Ceramics
- Glaze
- Kiln
- Slip
- Pitcher
- Fuse
- Fire
- Handbuilding
- Ware
- Form
- Stamp
- Leather-hard
- Greenware
- Scoring
- Sprig mold
- Slab construction
- Coil construction
- Clay
- Functional

Big Idea	Content	Objectives	Activities/Strategies	Assessment	PA Standards
Visual Communication	Illustration	TLW: Create artwork that speaks to the viewer by telling a story, visually representing an idea, conveying a message, or delivering information by rendering visual accompaniment to text.	Write and illustrate a children's book that includes colorful and engaging images that capture the attention of young readers. Create illustrations that reflect the themes and characters of the story, and are designed to complement the text while also adding	Informal Assessment - Teacher will walk around the room and check for understanding. Formal Assessment - Teacher will evaluate student participation. - Teacher and student will complete a	9.1 A- Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1 B- Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.3 A- Explain and apply the critical examination processes of works in the arts and humanities. 9.3 B- Determine and apply criteria to a person's work and works of others in the arts. 9.3 E- Examine and evaluate various types of critical analysis of works in the arts and humanities. 9.3 F- Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.

			visual interest and helping to convey the narrative. Design and create greeting card pictures to express affection, good will, gratitude or sympathy.	rubric evaluating all final projects.	9.3 G- Analyze works in the arts by referencing judgments advanced by art critics as well as one's own analysis and critique. 9.4 A- 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. 9.4 B- Describe and analyze the effects that works in the arts have on groups, individuals and the culture. 9.4 C- Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.
Visual Communication	Graphic Design	TLW: Analyze, synthesize, and utilize design processes and strategy from concept to delivery to creatively solve communication problems. Create communication solutions that address audiences and contexts, by recognizing the human factors that determine design decisions.	Create and design graphics for logos, packaging, magazines and/or advertisements based on consumer needs. Create custom stamps by hand carving, using found objects, or by drawing/cutting into foam. Create a stencil template that can be used to apply a design to a functional object and possibly repeated over and over again. Design and create a functional lantern adorned with a motif.	Informal Assessment - Teacher will walk around the room and check for understanding. Formal Assessment - Teacher will evaluate student participation. - Teacher and student will complete a rubric evaluating all final projects.	9.1 A- Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1 B- Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1 C- Integrate and apply advanced vocabulary to the arts forms. 9.1 E- Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1 H- Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces. 9.1 J- Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others. 9.1 K- Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities. 9.2 A- Explain the historical, cultural and social context of an individual work in the arts. 9.2 D- Analyze a work of art from its historical and cultural perspective. 9.2 E- Analyze how historical events and culture impacts forms, techniques and purposes of works in the arts. 9.2 G- Relate works in the arts to geographic regions. 9.2 I- Identify, explain and analyze philosophical beliefs as they relate to works in the arts. 9.2 J- Identify, explain and analyze historical and cultural differences as they relate to works in the arts. 9.2 K- Identify, explain and analyze traditions as they relate to works in the arts. 9.3 A- Explain and apply the critical examination processes of works in the arts and humanities. 9.3 E- Examine and evaluate various types of critical analysis of works in the arts. 9.3 G- Analyze works in the arts by referencing the judgments of one's own analysis and critique.
Visual Communication	Industrial Design	TLW: Understand that developing the ability to consciously select designs that connect with our emotions should help us populate our lives with meaningful, satisfying objects. Recognize that design is all around us and impacts our daily life.	Identify how objects affect each of our senses. Identify good designs and bad designs. Make connections about sensory clues and feelings about objects. Construct handmade functional pottery that is	Informal Assessment - Teacher will walk around the room and check for understanding. Formal Assessment - Teacher will evaluate student participation. - Teacher and student will complete a	9.1 A- Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1 B- Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1 C- Integrate and apply advanced vocabulary to the arts forms. 9.1 H- Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces. 9.1 J- Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others.

		Know that pottery is utilitarian because it has a purpose. Know that form and function is important to consider when making pottery. Know that handmade ceramics are created by artisans who use traditional techniques and tools to shape and mold the clay into unique and individual pieces. Know that mass-produced ceramics are created using industrial manufacturing processes that are designed to produce large quantities of identical pieces.	efficient, easy to use, comfortable in the hands, and gives pleasure to the viewer.	rubric evaluating all final projects.	9.1 K- Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities. 9.2 A- Explain the historical, cultural and social context of an individual work in the arts. 9.2 D- Analyze a work of art from its historical and cultural perspective. 9.3 A- Explain and apply the critical examination processes of works in the arts and humanities. 9.3 E- Examine and evaluate various types of critical analysis of works in the arts. 9.3 G- Analyze works in the arts by referencing the judgments of one's own analysis and critique. 9.4 A- 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. 9.4 B- Describe and analyze the effects that works in the arts have on groups, individuals and the culture. 9.4 C- Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.
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Unit D: Sustainable Art	
Timeframe: Approximately 39 class periods	
Optional Resources • Commercial products containing famous artwork • Easily identifiable famous artwork • Links/resources on Fauvism • Henri Matisse • Andre Derain • Complementary colors • Ornithology • Frida Kahlo	
Academic Vocabulary: • Art infusion • Upcycling • Refurbish • Renovate • Rejuvenate • Repurpose • Reuse • Recycle • Decoupage	

Big Idea	Content	Objectives	Activities/Strategies	Assessment	PA Standards
Sustainable Art	Upcycling	TLW: Recognize the creativity and skill involved in artistic expression. Know that upcycling is to repair and/or give a second chance to an object and its function remains the same.	Investigate the phenomenon of “art infusion” in which the presence of visual art has a favorable influence on the perception and evaluation of consumer products. Enhance an everyday object by attaching it to a work of art.	Informal Assessment - Teacher will walk around room and check for understanding Formal Assessment - Teacher will evaluate student participation. - Teacher and student will complete a rubric evaluating all final projects.	9.1 A- Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1 B- Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1 C- Integrate and apply advanced vocabulary to the arts forms. 9.1 D- Demonstrate specific styles in combination through the production or performance of a unique work of art. 9.1 H- Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces. 9.2 C- Relate works in the arts to varying styles and genre and to the periods in which they were created. 9.2 L- Identify, explain and analyze common themes, forms and techniques from works in the arts. 9.3 A- Explain and apply the critical examination processes of works in the arts and humanities. 9.3 E- Examine and evaluate various types of critical analysis of works in the arts and humanities. 9.3 G- Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique. 9.4 A- 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. 9.4 B- Describe and analyze the effects that works in the arts have on groups, individuals and the culture. 9.4 C- Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response. 9.4 D- Analyze and interpret a philosophical position identified in works in the arts and humanities.
Sustainable Art	Repurposing	TLW: Know that repurposing is to take an object and give it a new purpose. Recognize that an everyday object can be elevated into a work of art.	Transform a functional object into an artistic creation. Prepare, decorate and display discarded everyday objects into functional art pieces. Projects may include: alternative plant holder, bird feeder, picture frame, bowl and bud vase.	Informal Assessment - Teacher will walk around room and check for understanding Formal Assessment - Teacher will evaluate student participation. - Teacher and student will complete a rubric evaluating all final projects.	9.1 A- Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1 B- Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1 C- Integrate and apply advanced vocabulary to the arts forms. 9.1 E- Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1 H- Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces. 9.2 C- Relate works in the arts to varying styles and genres and to the periods in which they were created. 9.3 E- Examine and evaluate various types of critical analysis of works in the arts and humanities. 9.3 G- Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.

Unit E: Fashion

Timeframe: Approximately 10 class periods

Optional Resources

- Hill Jephson Robb, *Cries and Whispers*
- Paul Kirps. *protekt, universal protection set, A5 Card*
- Yves Saint Laurent
- *Dress* by Yves Saint Laurent
- Christian Dior
- Piet Mondrian
- *Composition with Red, Blue and Yellow* by Piet Mondrian
- Genre
- Impressionism, Pointillism, Fauvism and Cubism
- Matisse, Rousseau and Monet

Academic Vocabulary:

- Protective
- Garment
- Marketing
- Collection
- Fashion

Big Idea	Content	Objectives	Activities/Strategies	Assessment	PA Standards
Fashion	Clothing	TLW: Explain the primary functions and requirements of different types of clothing. Analyze the role environmental influences have on clothing choice and/or design.	Know fashion trends and anticipate designs that will appeal to the target audience. Design a protective garment or wearable object that protects the wearer's body or head. Design a garment that combines art and fashion.	Informal Assessment • Teacher will walk around room and check for understanding Formal Assessment • Teacher will evaluate student participation. • Teacher and student will complete a rubric evaluating all final projects.	9.1 A- Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1 B- Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1 C- Integrate and apply advanced vocabulary to the arts forms. 9.1 D- Demonstrate specific styles in combination through the production or performance of a unique work of art. 9.1 E- Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.2 C- Relate works in the arts to varying styles and genres and to the periods in which they were created. 9.2 D- Analyze a work of art from its historical and cultural perspective. 9.2 E- Analyze how historical events and culture impacts forms, techniques and purposes of works in the arts. 9.2 J- Identify, explain and analyze historical and cultural differences as they relate to works in the arts. 9.3 A- Explain and apply the critical examination processes of works in the arts and humanities. 9.3 B- Determine and apply criteria to a person's work and works of others in the arts. 9.3 E. Examine and evaluate various types of critical analysis of works in the arts and humanities. 9.3 F- Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.

					9.3 G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique. 9.4 A- 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. 9.4 C- Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.
Fashion	Lifestyle Accessories	TLW: Understand why accessories for clothing were developed. Understand how cultural and social influences inspire designs of a specific time.	Compare, contrast, and analyze styles of jewelry from a variety of times, places, and cultures. Recognize, describe, analyze, discuss, and write about the visual characteristics of jewelry. Create original jewelry using a variety of materials.	Informal Assessment - Teacher will walk around room and check for understanding Formal Assessment - Teacher will evaluate student participation. - Teacher and student will complete a rubric evaluating all final projects.	9.1 A- Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1 B- Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1 C- Integrate and apply advanced vocabulary to the arts forms. 9.1 D- Demonstrate specific styles in combination through the production or performance of a unique work of art. 9.1 E- Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.2 C- Relate works in the arts to varying styles and genres and to the periods in which they were created. 9.2 D- Analyze a work of art from its historical and cultural perspective. 9.2 E- Analyze how historical events and culture impacts forms, techniques and purposes of works in the arts. 9.2 J- Identify, explain and analyze historical and cultural differences as they relate to works in the arts. 9.3 A- Explain and apply the critical examination processes of works in the arts and humanities. 9.3 B- Determine and apply criteria to a person's work and works of others in the arts. 9.3 E. Examine and evaluate various types of critical analysis of works in the arts and humanities. 9.3 F- Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time. 9.3 G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique. 9.4 A- 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. 9.4 C- Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.

Unit F: Architecture

Timeframe: Approximately 28 class periods

Optional Resources

- Nationale Nederlanden Building, Norton Residence, Gehry Residence, Easy Edges Wiggle Chair, Vitra Design Museum, Frederick R. Weisman Art Museum, Guggenheim Museum and Zaha Hadid
- Frank Gehry and Frank Lloyd Wright
- Paul Cezanne, Jan Vermeer, Auguste Renoir, Raphael, Claude Monet, Rembrandt, Andy Warhol, Pablo Picasso, Yayoi Kusama, Frida Kahlo, Edward Hopper, Salvador Dali, Rene Magritte, Edvard Munch, Jackson Pollock, Henri Matisse, Michelangelo, Leonardo da Vinci and Vincent van Gogh

Academic Vocabulary:

- Laminated
- Detached
- Fragmented
- Inverted
- Linear
- Sculpted
- Dynamic
- Distorted
- Texture
- Repetition
- Unity
- Vertical
- Horizontal
- Geometric
- Organic
- Curved lines
- Symmetrical
- Asymmetrical
- Simplified
- Interlocking
- Curvilinear
- Architecture
- Facade
- Furniture
- Accessories
- Color schemes

Big Idea	Content	Objectives	Activities/Strategies	Assessment	PA Standards
Architecture	Commercial Architecture	TLW Study the design of buildings and structures that are developed for commercial use. Recognize that architecture is all around us and impacts our daily life. Know that form and function is important to consider when designing buildings.	Analyze functional art pieces, buildings and museums. Study architectural facades. Study master artists and their artwork. Design a building facade using architectural choice. Use famous artwork to fill the gallery windows of the facade. Complete architectural research. Create original design solutions that endow spaces with	Informal Assessment • Teacher will walk around room and check for understanding Formal Assessment • Teacher will evaluate student participation. • Teacher and student will complete a rubric evaluating all final projects.	9.1 A- Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1 B- Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1 C- Integrate and apply advanced vocabulary to the arts forms. 9.1 D- Demonstrate specific styles in combination through the production or performance of a unique work of art. 9.2 C- Relate works in the arts to varying styles and genres and to the periods in which they were created. 9.2 D- Analyze a work of art from its historical and cultural perspective. 9.2 E- Analyze how historical events and culture impacts forms, techniques and purposes of works in the arts. 9.3 A- Explain and apply the critical examination processes of works in the arts and humanities. 9.3 B- Determine and apply criteria to a person's work and works of others in the arts. 9.3 E. Examine and evaluate various types of critical analysis of works in the arts and humanities. 9.3 F- Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.

			utilitarian, aesthetic, and affective value.		9.3 G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique. 9.4 A- 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. 9.4 B- Describe and analyze the effects that works in the arts have on groups, individuals and the culture. 9.4 C- Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.
Architecture	Interior Design Architecture	TLW: Understand that color and the color wheel can be used to create moods and/or themes. Study the aesthetic design of functional and appealing interior spaces. Recognize that interior design architecture is all around us and impacts our daily life. Know that form and function is important to consider when designing interior spaces.	Practice various color activities as related to color theory, moods and themes. Develop floor plans for redesigned bedroom space using appropriate symbols. Make a presentation and mood board. Create original interior design solutions that endow spaces with utilitarian, aesthetic, and affective value.	Informal Assessment - Teacher will walk around the room and check for understanding. Formal Assessment - Teacher will evaluate student participation. - Teacher and student will complete a rubric evaluating all final projects.	9.1 A- Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1 B- Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1 C- Integrate and apply advanced vocabulary to the arts forms. 9.1 E- Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.3 A- Explain and apply the critical examination processes of works in the arts and humanities. 9.3 B- Determine and apply criteria to a person's work and works of others in the arts. 9.3 E. Examine and evaluate various types of critical analysis of works in the arts and humanities. 9.3 G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique. 9.4 A- 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. 9.4 C- Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.

UNIT G: Technical Presentation

Timeframe: Approximately 4 class periods

Mandatory Resources:

- Student Artworks
- Reflection Resources
- Artwork Reflection Worksheet
- Google Slides

Optional Resources

- Power Point
- Canva

Academic Vocabulary:

- Portfolio
- Crop
- Upload
- Aesthetics
- Reflection

Big Idea	Content	Objectives	Activities/Strategies	Assessment	PA Standards
Technical Presentation	Digital Portfolio Preparation	TLW: Be able to reflect on their own works of art. Be able to photograph their works of art. Be able to upload photographs to a digital format. Be able to present their portfolios to the class. Be able to establish a format for an [ongoing] portfolio of art for their high school career.	Presentation (visuals & class discussion). In-class activities demonstrating understanding of a digital portfolio Photograph/scan artwork. Upload & crop images to a digital format such as PP or Google Slides. Write a reflective statement for each artwork. Students will present digital portfolios to their peers.	Informal Assessment • Teacher will walk around the room and check for understanding. Formal Assessment • Students will share digital portfolios with teacher. • Students will use a rubric to self-evaluate their portfolio/presentation. • Teacher will evaluate portfolio/presentation based on rubric.	9.1 A- Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1 B- Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1 C- Integrate and apply advanced vocabulary to the arts forms. 9.1 E- Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1 F- Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1 H- Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces. 9.2 A- Explain the historical, cultural and social context of an individual work in the arts. 9.2 F- Know and apply appropriate vocabulary used between social studies and the arts and humanities. 9.2 L- Identify, explain and analyze common themes, forms and techniques from works in the arts. 9.3 A- Explain and apply the critical examination processes of works in the arts and humanities. 9.3 B- Determine and apply criteria to a person's work and works of others in the arts. 9.3 C- Apply systems of classification for interpreting works in the arts and forming a critical response 9.3 D- Evaluate works in the arts and humanities using a complex vocabulary of critical response. 9.4 A- 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. 9.4 B- Describe and analyze the effects that works in the arts have on groups, individuals and the culture. 9.4 C- Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response. 9.4 D- Analyze and interpret a philosophical position identified in works in the arts and humanities.

UNIT H: Curate**Timeframe:** Approximately 2 class periods

Mandatory Resources: • Student-created artworks • Nametags					
Academic Vocabulary: • Aesthetics					
Big Idea	Content	Objectives	Activities/Strategies	Assessment	PA Standards
Curate	Art Show Preparation	TLW: Be able to recognize the importance of displaying artwork. Be able to distinguish what makes an artwork more aesthetically pleasing. Be able to choose the best artworks. Be able to create a name tag.	Discussion on purpose of art show. Teacher demonstration of how to create name tags. Students will choose the best artworks. Students will make name tags.	Informal Assessment • Teacher will walk around the room and check that students are following directions.	9.1 A- Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1 B- Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. 9.1 C- Integrate and apply advanced vocabulary to the arts forms. 9.1 D- Demonstrate specific styles in combination through the production or performance of a unique work of art. 9.1 E- Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. 9.1 F- Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition. 9.1 H- Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces. 9.1 I- Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission. 9.2 A- Explain the historical, cultural and social context of an individual work in the arts. 9.2 F- Know and apply appropriate vocabulary used between social studies and the arts and humanities. 9.2 L- Identify, explain and analyze common themes, forms and techniques from works in the arts. 9.3 B- Determine and apply criteria to a person's work and works of others in the arts. 9.4 A- 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. 9.4 B- Describe and analyze the effects that works in the arts have on groups, individuals and the culture. 9.4 C- Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response. 9.4 D- Analyze and interpret a philosophical position identified in works in the arts and humanities.