

10-12

Concept and Creative Thinking

Curriculum

June 2024

Unit A: Introduction

Timeframe: 1 week

Mandatory Resources:

- Creativity Worksheets
- Journal

Optional Resources

- Videos
- Tutorials
- Art textbooks

Academic Vocabulary:

- Creativity
- Creative Thinking
- Concept
- Creative Processes
- Elements of Art (Line, Shape, Color, Value, Texture, Form, Space)

Big Idea	Content	Objectives	Activities/Strategies	Assessment	PA Standards	National Standards
What is Creativity?	Understand the nature of creativity, realizing that it is a valued skill that can be developed and used in all aspects of life and work. Understand how to develop the ability to think creatively through purposeful production of creative ideas in a topic area, followed by deliberate effort to implement those ideas through a	TLW: Know how to define creativity. Know why creativity is valued. Know how creativity is used in life and work. Understand that creativity can be developed. Recognize how creativity can be used in visual art forms. Recognize various creative thinking strategies and processes. Know how artists and thinkers have used the creative processes to explore various concepts and respond to problems.	Teacher presentation -Visuals -Pre-discussion points in journal: • "What is your definition of creativity?" • "Give an example of a personal characteristic that you believe shows you are a creative person." • "Explain several reasons why you feel creativity will or will not be important in your future life." <i>(will compare responses to same questions at the end of course)</i> Class discussion to share and compare responses. Participation in simple creative problem solving exercises that demonstrate different strategies and models for developing creativity.	Informal Assessment Journal review Discussion Review of problem solving exercises Teacher will walk around to observe and listen to small groups for understanding Formal Assessment: Presentation rubric	9.1 C. Integrate and apply advanced vocabulary to the arts forms. 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. 9.3 A. Explain and apply the critical examination processes of works in the arts and humanities. 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.	Anchor Standard 1: Generate and conceptualize artistic ideas and work.

	visual art form. Understand how artists and other thinkers have used creative processes to explore concepts and respond to problems.		Learn about creative thinking strategies in small groups through teacher assigned readings and videos. Small groups will present the different strategies to the entire class.			
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UNIT B: Scale**Timeframe: 6 weeks****Mandatory Resources:**

- Journal
- Worksheets

Optional Resources

- Artist references (Georgia O'Keeffe, Chuck Close, Miriam Shapiro, Rene Magritte, Andy Warhol (PA), Claes Oldenburg)
- Past student examples
- Video references (King Kong/ Honey I Shrunk the Kids)
- Tutorials
- Art textbooks

Academic Vocabulary:

- Scale
- Contrast
- Proportion
- Value
- Emphasis

Big Idea	Content	Objectives	Activities/Strategies	Assessment	PA Standards	National Standards
Observing Scale	Understand personal and universal experiences with the concept of scale.	TLW: Know how to observe and analyze subject matter in order to effectively respond to and develop ideas for concept topic of scale.	Brief review of observational drawing techniques regarding value. Creation of value studies of various small objects. Observe and discuss objects and drawings. Revisit, revise and complete study drawings.	Informal Assessment Teacher will walk around the room and check for understanding. Journal review Discussion Formal Assessment Drawing 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 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 G. Analyze the effect of rehearsal and practice sessions. 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. 9.2 H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual 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 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.	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work. Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

					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.	
Recognizing Scale	Understand how artists and other thinkers have used creative processes to explore the concept of scale.	TLW: Understand the importance and usefulness of lateral thinking versus vertical thinking to generate alternative ideas, increasing creativity and innovation for the concept of scale. Recognize the value of research skills that include experimentation of ideas and investigation of what others have developed in the topic area. Recognize "risk taking" in the creative process. Recognize that the ability to think creatively can be transferred to all subject areas and is a valued skill in the workplace.	Review creative processes and discuss how they can be used specifically to explore the problem of scale. View artworks that explore scale and answer journal questions about those works: • "Which piece(s) do you love?" • "Which do you feel most effectively use scale?" • "What personal problems have you encountered with the topic of scale?" Complete scale brainstorm activity in journal.	Informal Assessment Journal review Discussion	9.1 C. Integrate and apply advanced vocabulary to the arts forms. 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 D. Analyze a work of art from its historical and cultural perspective. 9.2 E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts. 9.2 H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts. 9.2 K. Identify, explain and analyze traditions as they relate to works in the arts. 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. 9.3 C. Apply systems of classification for interpreting works in the arts and forming a critical response. 9.3 D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response. 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.	Anchor Standard 8: Interpret intent and meaning in artistic work.
Using Scale	Understand how to develop the ability to think creatively through the purposeful production of creative ideas generated by the concept of scale, followed by implementation and communication of one or more of those ideas individually (or collaboratively)	TLW: Know how to increase individual ability to generate numerous ideas and approaches to the concept of scale. Understand the importance of reflection, revision and redefinition in both the planning stages as well as development of future projects. Develop the ability to effectively implement ideas about scale utilizing technical skill, craftsmanship,	Review and demonstration of the grid method. Use the grid method to enlarge a small object or image. Project 1: Reproduce image on large scale using grid method and complete enlargement with choice of color medium. Project 2: Use knowledge of scale and creative thinking processes to develop a unique scale project. • Use a journal to make plans, research, sketch, reflect and	Informal Assessment Teacher will walk around the room and check for understanding. Journal review Formal Assessment Student participation in critique/reflection of enlargement projects. Teacher will provide feedback during critique of the enlargement project. Students will submit completed enlargement projects with 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 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 G. Analyze the effect of rehearsal and practice sessions. 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.	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work. Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

	through a visual art form.	time-management and visual communication skills.	make aesthetic choices. Effectively create a visual artwork that solves the problem of scale.	Teacher will evaluate and leave feedback for the enlargement project. Student participation in critique/reflection of independent projects. Teacher will provide feedback during critique of independent projects. Students will submit completed independent projects with rubric. Teacher will evaluate and leave feedback for independent project research and projects.	9.2 H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts. 9.2 K. Identify, explain and analyze traditions as they relate to works in the arts. 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. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response. 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 C. Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.	Anchor Standard 6: Convey meaning through the presentation of artistic work. Anchor Standard 7: Perceive and analyze artistic work. Anchor Standard 8: Interpret intent and meaning in artistic work. Anchor Standard 9: Apply criteria to evaluate artistic work. Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
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UNIT C - Ordinary to Extraordinary

Timeframe: 6 weeks

Mandatory Resources:

- Journal
- Worksheets

Optional Resources

- Artist references (Andy Warhol (PA), Jesus Morales, Duchamp, Jeff Koons (PA) Meret Oppenheim)
- Past student examples
- Videos
- Tutorials
- Art textbooks

Academic Vocabulary:

- Ordinary
- Extraordinary
- Variety
- Unity
- Repetition

Big Idea	Content	Objectives	Activities/Strategies	Assessment	PA Standards	National Standards
Comparing Ordinary to Extraordinary	Understand how to begin the creative thinking process by investigating a specific concept of ordinary to extraordinary.	TLW: Understand the difference of ordinary to extraordinary. Recognize various interpretations of ordinary to extraordinary.	Class discussion of words, examples and artworks. Independent student completion of brainstorming worksheets related to ordinary versus extraordinary.. “String” activity (or similar activity)-- students must all take piece of string and turn it into something extraordinary and then write a paragraph about why it is now extraordinary in journals. Present strings and writing to class for critique. Use a list of ordinary objects (or think of new one) and use a journal to brainstorm 3+ ways to make that object extraordinary with accompanying sketches for each idea.	Informal Assessment Teacher will walk around the room and check for understanding. Student string activity Journal review	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 (e.g., a dance composition that combines jazz dance and African dance). 9.1 G. Analyze the effect of rehearsal and practice sessions. 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 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 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.	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 7: Perceive and analyze artistic work. Anchor Standard 9: Apply criteria to evaluate artistic work. Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Transforming Ordinary to Extraordinary	Understand how to use the creative thinking process by implementation and creation of an extraordinary artwork from an ordinary object.	Know how to seek new associations between characteristics to create new meanings ("re-think" to see in a completely new way). Recognize how previous artists have used the concept and communicated it in different ways. Explore the concept of ordinary to extraordinary in a unique visual art piece.	Use a list of ordinary objects (or think of new one) and use a journal to brainstorm 3+ ways to make that object extraordinary with accompanying sketches for each idea. Presentation of ideas to class. Project 1: Following brainstorming activity, create artwork using one of the ordinary objects from the list (may use actual objects or incorporate the objects into the design of 2D work) in an extraordinary way. Project 2: Use knowledge of Ordinary to Extraordinary and creative thinking processes to create own ordinary to extraordinary project. • Use journal to make plan, research, sketch, reflect and make aesthetic choices. • Effectively create a visual artwork that solves the problem of scale.	Informal Assessment Discussion Formal Assessment Student participation in critique/reflection of project 1. Teacher will provide feedback during critique of project 1. Students will submit completed project 1 project with rubric. Teacher will evaluate and leave feedback for project 1 project.	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 (e.g., a dance composition that combines jazz dance and African dance). 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 G. Analyze the effect of rehearsal and practice sessions. 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. 9.1 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 B. Relate works in the arts chronologically to historical events. 9.2 C. Relate works in the arts to varying styles and genre 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 impact forms, techniques and purposes of works in the arts. 9.2 F. Know and apply appropriate vocabulary used between social studies and the arts and humanities. 9.2 G. Relate works in the arts to geographic regions. 9.2 H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts. 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. 9.2 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. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response. 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 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.	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work. Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Anchor Standard 6: Convey meaning through the presentation of artistic work. Anchor Standard 7: Perceive and analyze artistic work. Anchor Standard 8: Interpret intent and meaning in artistic work. Anchor Standard 9: Apply criteria to evaluate artistic work. Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
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UNIT D - Movement

Timeframe: 6 weeks

Mandatory Resources:

- Journal
- Worksheets

Optional Resources

- Artist references (Bruce Nauman, Alexander Calder (PA), Len Lye, Eadweard Muybridge, Clayton Whitehouse)
- Past student examples
- Videos
- Tutorials
- Art textbooks

Academic Vocabulary:

- Movement
 - Actual Movement
 - Implied Movement
- Balance
 - Symmetrical Balance
 - Asymmetrical Balance
- Rhythm
- White Space
 - Positive Space
 - Negative Space

Big Idea	Content	Objectives	Activities/Strategies	Assessment	PA Standards	National Standards
Understanding Movement	Understand how to define the concept of movement through the creative processes cycle.	TLW: Recognize the difference between actual movement and implied movement in artwork. Recognize how past artists have used the concept of movement in artwork.	Discussion of movement and past artists who incorporate movement into their works. Movement activity (act it out, step by step, break it down, etc.). Movement experiments (animations, examine moving toys, etc.). Comparison of actual versus implied movement in art (Calder mobiles vs photography).	Informal Assessment Teacher will walk around the room and check for understanding. Movement activities Journal review Discussion	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. 9.2 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 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.	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 7: Perceive and analyze artistic work.

Actual Movement	Understand how to use the creative thinking process by implementation and creation of an artwork that incorporates actual movement.	TLW: Know how to analyze information about the movement to generate new ways to incorporate movement into an artwork.. Understand the importance of "risk-taking" (easy is not always the best way). Define the problem (movement) using gathered information and address the problem using the creative process to create a visual art piece with actual movement.	Discussion of actual movement with expectations and class problem solving and brainstorming of different types of movement options for art. Actual Movement Project: Students will explore the concept of movement and the problem of how to use the concept in an artwork by creating a visual artwork with actual moving parts.	Informal Assessment Teacher will walk around the room and check for understanding. Journal review Discussion Formal Assessment Student participation in critique/reflection of actual movement projects. Teacher will provide feedback during critique of actual movement projects. Students will submit completed actual movement project with rubric. Teacher will evaluate and leave feedback for actual movement 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 (e.g., a dance composition that combines jazz dance and African dance). 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 G. Analyze the effect of rehearsal and practice sessions. 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. 9.1 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 B. Relate works in the arts chronologically to historical events. 9.2 C. Relate works in the arts to varying styles and genre 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 impact forms, techniques and purposes of works in the arts. 9.2 F. Know and apply appropriate vocabulary used between social studies and the arts and humanities. 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. 9.2 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. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response. 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.	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work. Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Anchor Standard 6: Convey meaning through the presentation of artistic work. Anchor Standard 7: Perceive and analyze artistic work. Anchor Standard 8 Interpret intent and meaning in artistic work. Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
Implied Movement	Understand how to use the creative thinking process by implementation and creation of an artwork that incorporates	TLW: Know how to analyze information about the movement to generate new ways to incorporate movement into an artwork.	Discussion of actual movement with expectations and class problem solving and brainstorming of different types of movement options for art. Implied Movement Project: Students will explore the concept of movement and the problem of how to use	Informal Assessment Teacher will walk around the room and check for understanding. Journal review Discussion Formal Assessment	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 (e.g., a dance composition that combines jazz dance and African dance). 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 G. Analyze the effect of rehearsal and practice sessions.	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work. Anchor Standard 4: Select, analyze, and

	implied movement. Understand the importance of “risk-taking” (easy is not always the best way). Define the problem (movement) using gathered information and address the problem using the creative process to create a visual art piece with implied movement.	the concept in an artwork by creating a visual artwork with actual movement.	Student participation in critique/reflection of actual movement projects. Teacher will provide feedback during critique of actual movement projects. Students will submit completed actual movement project with rubric. Teacher will evaluate and leave feedback for actual movement projects.	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. 9.1 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 B. Relate works in the arts chronologically to historical events. 9.2 C. Relate works in the arts to varying styles and genre 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 impact forms, techniques and purposes of works in the arts. 9.2 F. Know and apply appropriate vocabulary used between social studies and the arts and humanities. 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. 9.2 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. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response. 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.	interpret artistic work for presentation. Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Anchor Standard 6: Convey meaning through the presentation of artistic work. Anchor Standard 7: Perceive and analyze artistic work. Anchor Standard 8 Interpret intent and meaning in artistic work. Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
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UNIT E - Metamorphosis

Timeframe: 6 weeks

Mandatory Resources:

- Journal
- Worksheets

Optional Resources

- Artist references (M.C. Escher, Salvador Dali, Rob Gonsalves)
- Past student examples
- Videos
- Tutorials
- Art textbooks

Academic Vocabulary:

- Metamorphosis
- Harmony
- Unity
- Variety
- Aesthetics
- Composition

Big Idea	Content	Objectives	Activities/Strategies	Assessment	PA Standards	National Standards
Understanding Metamorphosis	Understand how to define the concept of metamorphosis through the creative processes cycle.	TLW: Know how to plan, evaluate and revise preliminary sketches and models to prepare ideas. Develop technical skills and craftsmanship to create a visual implementation of an idea.	Examination of how artists/thinkers have planned, experimented, researched, evaluated and revised ideas (da Vinci's notebooks, Hitchcock's story boards, Spike Lee's journals, etc.). Metamorphosis journal activity (ice cube melting, transformation of object, etc.).	Informal Assessment Teacher will walk around the room and check for understanding. Metamorphosis activities Journal review Discussion	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. 9.1 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. 9.2 A. Explain the historical, cultural and social context of an individual work in the arts. 9.2 B. Relate works in the arts chronologically to historical events. 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.	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work. Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Anchor Standard 6: Convey meaning through the presentation of artistic work. Anchor Standard 7: Perceive and analyze artistic work. Anchor Standard 8: Interpret intent and meaning in artistic work. Anchor Standard 9: Apply criteria to evaluate artistic work. Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Metamorphosis of Self	Understand how to use the creative thinking process by implementation and creation of an artwork that incorporates metamorphosis.	Experiment and research tools, materials and techniques for use in artwork. Make aesthetic choices to result in an effective visual art piece. Effectively implement an idea using the creative process cycle through the creation and presentation of a metamorphosis piece.	Discussion on the idea of self and types of metamorphosis that exist in nature. Journal reflection to define “self” and “metamorphosis.” Brainstorm visual implementation of “metamorphosis of self” idea using notes, thumbnail sketches, preliminary sketches and models. Class discussion of proposed plans to determine materials, techniques, processes for visual implementation. Teacher review of aesthetics and student finalization of aesthetic choices. Creation of visual artwork to demonstrate their ideas of “Metamorphosis of Self.”	Informal Assessment Teacher will walk around the room and check for understanding. Journal review Discussion Formal Assessment Student participation in critique/reflection of “Metamorphosis of Self.” Teacher will provide feedback during critique of “Metamorphosis of Self.” Students will submit completed “Metamorphosis of Self” with rubric. Teacher will evaluate and leave feedback for “Metamorphosis of Self” planning and project.	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 G. Analyze the effect of rehearsal and practice sessions. 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. 9.1 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 B. Relate works in the arts chronologically to historical events. 9.2 C. Relate works in the arts to varying styles and genre 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 impact forms, techniques and purposes of works in the arts. 9.2 F. Know and apply appropriate vocabulary used between social studies and the arts and humanities. 9.2 G. Relate works in the arts to geographic regions. 9.2 H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts. 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. 9.2 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. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response. 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 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.	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work. Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Anchor Standard 6: Convey meaning through the presentation of artistic work. Anchor Standard 7: Perceive and analyze artistic work. Anchor Standard 8: Interpret intent and meaning in artistic work. Anchor Standard 9: Apply criteria to evaluate artistic work. Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
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UNIT F - Revisiting an Implemented Idea

Timeframe: 3 weeks

Mandatory Resources:

- Student artworks
- Journal
- Worksheets

Optional Resources

- Past student examples
- Videos
- Tutorials
- Art textbooks

Academic Vocabulary:

- Evaluation
- Revision
- Reflection

Big Idea	Content	Objectives	Activities/Strategies	Assessment	PA Standards	National Standards
Evaluation and Revision	Understand how to revisit the implemented idea through evaluation and revision or further development to continue the creative-thinking process cycle.	TLW: Reflect and evaluate an idea for purposes of revision and further development. Implement reflections and new ideas into a revision or recreation of a past project for improvement or to carry the idea further.	Discussion of the process of evaluation, implementation of ideas, focusing on: judgment criteria, effective addressing of problems, and new ideas that have surfaced after initial investigation. Selection of a previously implemented concept problem to revisit and revise or recreate in a new version. Compare and contrast previous and new versions, focusing on effectiveness of solution to revision concept problem.	Informal Assessment Teacher will walk around the room and check for understanding. Journal review Discussion Formal Assessment Student participation in critique/reflection of revision projects. Teacher will provide feedback during critique of the revision project. Students will submit completed revision projects with rubric. Teacher will evaluate and leave feedback for the revision project.	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 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 B. Relate works in the arts chronologically to historical events. 9.2 K. Identify, explain and analyze traditions as they relate to works in the arts. 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.	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work. Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Anchor Standard 6: Convey meaning through the presentation of artistic work. Anchor Standard 7: Perceive and analyze artistic work. Anchor Standard 8: Interpret intent and meaning in artistic work.

					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 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.	Anchor Standard 9: Apply criteria to evaluate artistic work. Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
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UNIT G - Real World Applications

Timeframe: 8 weeks

Mandatory Resources:

- Journal
- Worksheets

Optional Resources

- Artist references (Bruce Nauman, Barbara Kruger, Jenny Holzer, Chila Kumari Burman, Judy Chicago, Guerrilla Girls, Keith Piper, Jac Leirner)
- Past student examples
- Videos
- Tutorials
- Art textbooks

Academic Vocabulary:

- Application
- Political
- Social
- Message
- Composition
- Propaganda

Big Idea	Content	Objectives	Activities/Strategies	Assessment	PA Standards	National Standards
Real World Application	Understand how the use of creative-thinking process cycle is incorporated in a real world application, followed by implementation and communication of one or more of those ideas individually (or collaboratively) through a visual art form.	TLW: Recognize the use of the visual arts in our real world surroundings. Understand how real world artists, thinkers and/or employees use the creative-thinking cycle to create visuals to reinforce ideas for public consumption. Create an artwork for real world use (poster, advertisement, pamphlet, etc.). <i>When possible, find local contests to enter.</i>	Discussion of where art is found in our surrounding world. • "Who makes these artworks?" • "What makes these works effective?" • "What is the purpose of these works—social, political, sales, fun, etc.?" Independent completion of worksheet/journal activity to brainstorm and sketch ideas for an effective real world artwork. Creation of real world artwork that is effective in sharing a message for public consumption.	Informal Assessment Teacher will walk around the room and check for understanding. Journal review Discussion Formal Assessment Student participation in critique/reflection of real world application. Teacher will provide feedback during critique of the real world application project. Students will submit completed real world application projects with rubric. Teacher will evaluate and leave feedback for real world application.	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 G. Analyze the effect of rehearsal and practice sessions. 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. 9.1 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 F. Know and apply appropriate vocabulary used between social studies and the arts and humanities. 9.2 G. Relate works in the arts to geographic regions. 9.2 H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work. Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Anchor Standard 6: Convey meaning through the presentation of artistic work. Anchor Standard 7: Perceive and analyze artistic work.

					9.2 K. Identify, explain and analyze traditions as they relate to works in the arts. 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. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response. 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 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.	Anchor Standard 8: Interpret intent and meaning in artistic work. Anchor Standard 9: Apply criteria to evaluate artistic work. Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Art with a Message	Understand how the use of visual imagery and text has been used throughout history to impact the public by conveying messages.	TLW: Recognize propaganda and its use throughout history. Understand the impact visual imagery has on society. Know how to seek new associations to give certain characteristics new meanings. Recognize the importance of "passion" (intrinsic motivation) being a critical aspect of creativity and that it should directly relate to the selection of projects versus extrinsic motivation. Understand how to make aesthetic choices to result in the most	Discussion about visual statement pieces and propaganda throughout history. Discussion of current issues facing students' culture (<i>environment, ecological, school violence, drug and alcohol abuse, mental/physical abuse, anxiety</i>), issues of school and local community (<i>school space, parking, scheduling, work opportunities</i>), or personal interest issues. Journal and brainstorm passion topics and begin thumbnails and preliminary sketches for ideas. Research one passion topic to address through the creative process cycle and find an advocacy group that relates to the topic.	Informal Assessment Teacher will walk around room and check for understanding. Journal review Discussion Comparison of pre/post discussion points Formal Assessment Student participation in critique/reflection of "Art with a Message" presentation. Teacher will provide feedback during critique of "Art with a Message" presentation. Students will submit completed "Art with a Message" project with 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 D. Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance). 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 G. Analyze the effect of rehearsal and practice sessions. 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. 9.1 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 B. Relate works in the arts chronologically to historical events.	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work. Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Anchor Standard 6: Convey meaning through the presentation of artistic work. Anchor Standard 7: Perceive and analyze artistic work.

		effective visual language (clear, organized, creative, relevant to topic, and appropriate to topic). Create a visual artwork to make a statement about a topic they are passionate about by incorporating visual and textual dialogue.	Create an effective visual message artwork to address findings from research. <i>Share artworks with advocacy groups as appropriate.</i> Create a presentation to share research findings and complete visual imagery piece. Post-discussion points in journal: • "What is your definition of creativity?" • "Give an example of a personal characteristic that you believe shows you are a creative person." • "Explain several reasons why you feel creativity will or will not be important in your future life." <i>(will compare responses to same questions from beginning of course)</i>	Teacher will evaluate and leave feedback for "art with a message" presentation and artwork.	9.2 C. Relate works in the arts to varying styles and genre 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 impact forms, techniques and purposes of works in the arts. 9.2 F. Know and apply appropriate vocabulary used between social studies and the arts and humanities. 9.2 G. Relate works in the arts to geographic regions. 9.2 H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts. 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. 9.2 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. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response. 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 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.	Anchor Standard 8: Interpret intent and meaning in artistic work. Anchor Standard 9: Apply criteria to evaluate artistic work. Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
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