

CARLISLE AREA SCHOOL DISTRICT
Carlisle, PA 17013

2-D Design
(Formerly Design)

GRADES 9-12

Date of Board Approval: January 21, 2010
Revised: November 17, 2016 (Title change only)

**CARLISLE AREA SCHOOL DISTRICT
PLANNED INSTRUCTION COVER PAGE**

Title of Course: 2-D Design Subject Area: Art Grade Level 9-12

Course Length: (Semester/Year): Year Duration: 50 minutes Frequency: 4 periods a week

Prerequisites: Not Applicable Credit: 1 Level: Not Applicable

Course Description/Objectives: The district shall provide for the attainment of the academic standards per Chapter 4.12. The study of art can foster the ability of students to understand production, performance and exhibition; historical and cultural contexts, critical and aesthetic response.

Major Text(s)/Resources: Not Applicable

Curriculum Writing Committee:

Susan Sheaffer, Fran Tolan, Ashley Knauff, and Melissa Gallagher

Strand: 9.1 Production, Performance and Exhibition of Visual Arts		Subject Area: 2-D Design	Grade: 9-12
PA Academic Standards	Performance Indicators	Assessments	
A/B. Know and use the elements and principles of each art form to create works in the arts and humanities.	<ul style="list-style-type: none"> • Render various lines to achieve space, form, value and texture. • Identify the various types and qualities of lines. 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Project evaluation. 	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> • Demonstrate an understanding of the color wheel through exercises illustrating primary, secondary and tertiary color schemes. 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Project evaluation. 	
A/B. Know and use the elements and principles of each art form to create works in the arts and humanities.	<ul style="list-style-type: none"> • Organize colors in a series of compositions illustrating some of the following color schemes: analogous, monochromatic, complementary, cool, warm, achromatic, and triadic. 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Project evaluation. 	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> • Describe harmony/unity and contrast as they relate to the use of color in a composition. 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Project evaluation. 	
A/B. Know and use the elements and principles of each art form to create works in the arts and humanities.	<ul style="list-style-type: none"> • Demonstrate the use of hue, value and intensity as they relate to color. 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Project evaluation. 	

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PA Academic Standards	Performance Indicators	Assessments	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> • Through the use of tints and shades, compose a 2-D Design emphasizing color and value. 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Critique. • Project evaluation. 	
A/B. Know and use the elements and principles of each art form to create works in the arts and humanities.	<ul style="list-style-type: none"> • Create a value scale. • Demonstrate an understanding of value through the use of at least 4 values in the development of a composition. 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Critique. • Project evaluation. 	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> • Illustrate the relationship between space, form (3D) and shape (2D) in composition. • Distinguish between positive and negative space in a composition. 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Critique. • Project evaluation. 	
A/B. Know and use the elements and principles of each art form to create works in the arts and humanities.	<ul style="list-style-type: none"> • Create a 3D form that demonstrates an understanding of subtractive and/or additive sculpture. 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Critique. • Project evaluation. 	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> • Distinguish the difference between low-relief, high-relief and in-the-round. 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Project evaluation. 	

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A/B. Know and use the elements and principles of each art form to create works in the arts and humanities.	<ul style="list-style-type: none"> • Explain how texture is perceived through the senses. • Create a composition that emphasizes texture. 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Project evaluation. 	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> • Demonstrate an understanding of composition through exercises illustrating the principles of 2-D Design. 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Project evaluation. 	
A/B. Know and use the elements and principles of each art form to create works in the arts and humanities.	<ul style="list-style-type: none"> • Demonstrate an understanding of accepted guidelines (Golden Mean, rule of thirds) to create effective eye movement in a composition. 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Project evaluation. 	
A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> • Create compositions illustrating some of the following techniques: collage, assemblage, cut paper, printmaking, and wet media. 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Project evaluation. 	
A/B. Know and use the elements and principles of each art form to create works in the arts and humanities.	<ul style="list-style-type: none"> • Create a 2-D Design that utilizes a new or emerging media. (e.g. computer, collaborations, installation or performance.) 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Project evaluation. 	

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A/B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the art.	<ul style="list-style-type: none"> • Create a composition that utilizes an experimental or expressive approach to 2-D Design. 	<ul style="list-style-type: none"> • Skill demonstration. • Project completion. • Project evaluation. 	
C. Integrate and apply advanced vocabulary to the arts forms.	<ul style="list-style-type: none"> • Define the terms: line, shape, form, value, space, texture and color in context to works of art. 	<ul style="list-style-type: none"> • Critique. • Oral presentation. 	
C. Integrate and apply advanced vocabulary to the arts forms.	<ul style="list-style-type: none"> • Define the terms: balance, contrast, emphasis/focal point, repetition, movement/rhythm, proportion/scale, and harmony/unity in context to works of art. 	<ul style="list-style-type: none"> • Critique. • Oral presentation. 	
D. Demonstrate specific styles in combination through the production or performance of a unique work of art.	<ul style="list-style-type: none"> • Create a composition which combines at least two art styles or techniques. • Compare and contrast the use of color, line, texture, form/shape, space or value in different artworks. 	<ul style="list-style-type: none"> • Project completion • Project evaluation • Critique. 	
E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.	<ul style="list-style-type: none"> • Compose a series of related and expressive designs that increase in complexity of materials and techniques. 	<ul style="list-style-type: none"> • Project completion • Project evaluation • Critique 	

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PA Academic Standards	Performance Indicators	Assessments	
F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.	<ul style="list-style-type: none"> • Produce a work that is inspired by a historical or cultural source. 	<ul style="list-style-type: none"> • Project completion • Project evaluation • Critique. 	
G. Analyze the effect of rehearsal and practice sessions.	<ul style="list-style-type: none"> • Create a series of compositions that communicates variations of a theme. 	<ul style="list-style-type: none"> • Project completion • Project evaluation • Critique. 	
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.	<ul style="list-style-type: none"> • Demonstrate knowledge of appropriate use, application, cleaning and storage of art materials. • Know what you can and can't do with materials. 	<ul style="list-style-type: none"> • Skill demonstration use. • Teacher evaluation. 	
I. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.	<ul style="list-style-type: none"> • Identify local, regional, and national art events. • Participate in one form of competition or exhibition. 	<ul style="list-style-type: none"> • Participation. • Teacher evaluation. 	
J. Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.	<ul style="list-style-type: none"> • Analyze traditional art technologies and materials. • Analyze contemporary technologies. 	<ul style="list-style-type: none"> • Project completion • Oral and written presentation • Critique 	

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PA Academic Standards	Performance Indicators	Assessments	
K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.	<ul style="list-style-type: none"> Collect images or information about composition based on artists or styles through contemporary technologies such as the internet and/or traditional technologies (e.g., library and photos). 	<ul style="list-style-type: none"> Project completion Oral and written presentation Critique 	

Strand: 9.2 Historical and Cultural Contexts		Subject Area: 2-D Design	Grade: 9-12
PA Academic Standards	Performance Indicators	Assessments	
A. Explain the historical, cultural and social context of an individual work in the arts.	<ul style="list-style-type: none"> Study the work of masters such as Goya, Mondrian, Brancusi or Moore and explain the historical context of the work. 	<ul style="list-style-type: none"> Class participation Oral and written presentation. 	
B. Relate work in the arts chronologically to historical events.	<ul style="list-style-type: none"> Study the work of masters such as Michelangelo, Turner, or Parrish and explain the historical context and chronology of the work. 	<ul style="list-style-type: none"> Class participation Oral and written presentation. 	
C. Relate works in the arts to varying styles and genre and to the periods in which they were created.	<ul style="list-style-type: none"> Compare and contrast the works of master artists. Select an art style or period of art to use as inspiration for an original work. 	<ul style="list-style-type: none"> Project completion Project evaluation 	
D. Analyze a work of art from its historical and cultural perspective.	<ul style="list-style-type: none"> Compare and contrast the historical and cultural meaning or effect between multiple works of art. 	<ul style="list-style-type: none"> Oral and/or written presentation and/or written report. 	
E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.	<ul style="list-style-type: none"> Discuss how an event, a technique, or a material associated with a particular period in history influenced a work of art or artist. (e.g., oil paint in 15th century versus acrylic paint in 20th century) 	<ul style="list-style-type: none"> Oral and/or written presentation and/or written report. 	

Strand: 9.2 Historical and Cultural Contexts	Subject Area: 2-D Design	Grade: 9-12
PA Academic Standards	Performance Indicators	Assessments
F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.	<ul style="list-style-type: none"> • Use appropriate vocabulary related to the study of art history and social studies. 	<ul style="list-style-type: none"> • Oral and/or written presentation and/or written report.
G. Relate works in the arts to geographic regions.	<ul style="list-style-type: none"> • Study artworks from a geographic region such as Moroccan textile designs, or European Art Nouveau and discuss the artists approach to composition. 	<ul style="list-style-type: none"> • Project completion • Project evaluation • Oral discussion and/or critique.
H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.	<ul style="list-style-type: none"> • Identify and discuss the work of Pennsylvania artists such as Wyeth, Warhol, or Haring 	<ul style="list-style-type: none"> • Project completion • Project evaluation • Oral discussion and/or critique.
I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts.	<ul style="list-style-type: none"> • Given a selected piece of work, students will hypothesize the philosophical beliefs of the artist that created it. 	<ul style="list-style-type: none"> • Oral and/or written presentation and/or written report. • Oral discussion and/or critique.
J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts	<ul style="list-style-type: none"> • Given a selected piece of work, students will discuss spiritual or cultural beliefs and historical events that may have influenced the artist that created the work. 	<ul style="list-style-type: none"> • Oral and/or written presentation and/or written report. • Oral discussion and/or critique.

Strand: 9.2 Historical and Cultural Contexts	Subject Area: 2-D Design	Grade: 9-12
PA Academic Standards	Performance Indicators	Assessments
K. Identify, explain and analyze traditions as they relate to works in the arts.	<ul style="list-style-type: none"> Given a selected piece of work, students will discuss regional traditions and/or styles that may have influenced the artist that created the work. 	<ul style="list-style-type: none"> Oral and/or written presentation and/or written report. Oral discussion and/or critique.
L. Identify, explain and analyze common themes, forms and techniques from works in the arts.	<ul style="list-style-type: none"> Compare and contrast multiple works of art and analyze/discuss themes, forms and techniques that may have influenced the artists. 	<ul style="list-style-type: none"> Oral and/or written presentation and/or written report. Oral discussion and/or critique.

Strand: 9.3 Critical Response		Subject Area: 2-D Design	Grade: 9-12
PA Academic Standards	Performance Indicators	Assessments	
A. Explain and apply the critical examination processes of works in the arts and humanities.	<ul style="list-style-type: none"> • Compare, contrast, interpret and analyze characteristics and qualities of selected compositions and express those thoughts through discussion or writing. 	<ul style="list-style-type: none"> • Critique • Oral and written presentation 	
B. Determine and apply criteria to a person's work and works of others in the arts.	<ul style="list-style-type: none"> • Determine elements and principals of design relevant to a specific, work of art. Determine the relevant criteria and apply it to discussion of student and professional work. 	<ul style="list-style-type: none"> • Critique • Oral and written presentation 	
C. Apply systems of classification for interpreting works in the arts and forming a critical response.	<ul style="list-style-type: none"> • Analyze and classify works of art based on style, materials or political/religious point of view. • Form a critical response based on analyzation and classification. 	<ul style="list-style-type: none"> • Critique • Oral and written presentation 	
D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary or critical response.	<ul style="list-style-type: none"> • View artwork from different cultures and analyze how the elements, principles, form and function differ. 	<ul style="list-style-type: none"> • Critique • Oral and written presentation 	
D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary or critical response.	<ul style="list-style-type: none"> • Analyze and interpret with appropriate vocabulary the meaning or purpose found in various works of art created in different cultures and time periods. 	<ul style="list-style-type: none"> • Critique • Oral and written presentation 	

Strand: 9.3 Critical Response	Subject Area: 2-D Design	Grade: 9-12
PA Academic Standards	Performance Indicators	Assessments
E. Examine and evaluate various types of critical analysis of works in the arts and humanities.	<ul style="list-style-type: none"> • Read a critique or analysis of a work of art or art style and discuss. • Examine a composition and discuss in a critical way. 	<ul style="list-style-type: none"> • Formal critique • Class discussion
E. Examine and evaluate various types of critical analysis of works in the arts and humanities.	<ul style="list-style-type: none"> • Provide criticism on a composition in a written critique. • Consider the context of a work of art and write a critical response. 	<ul style="list-style-type: none"> • Formal critique • Written critique or short essay
F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.	<ul style="list-style-type: none"> • Compare the meaning of various compositions at the time they were done to their meaning in the present. 	<ul style="list-style-type: none"> • Critique • Oral and written presentation • Class discussion
G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.	<ul style="list-style-type: none"> • Analyze artworks or compositions based on the knowledge of judgments made by art critics. 	<ul style="list-style-type: none"> • Critique • Oral and written presentation • Class discussion

Strand: 9.4 Aesthetic Response	Subject Area: 2-D Design	Grade: 9-12
PA Academic Standards	Performance Indicators	Assessments
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.	<ul style="list-style-type: none"> Examine a philosophical statement about a design, craft or work of art and relate it to one's own life experience. 	<ul style="list-style-type: none"> Class discussion Oral/written Response
B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture.	<ul style="list-style-type: none"> Analyze designs, crafts or works of art and evaluate the effect they have on an individual or group. 	<ul style="list-style-type: none"> Class discussion Oral/written Response
C. Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.	<ul style="list-style-type: none"> Interpret the meaning of various designs, crafts or works of art viewed in different environments (e.g. studio versus museum). 	<ul style="list-style-type: none"> Class discussion Oral/written Response
D. Analyze and interpret a philosophical position identified in works in the arts and humanities.	<ul style="list-style-type: none"> Examine and respond to an accepted philosophy about particular designs, crafts, or works of art. 	<ul style="list-style-type: none"> Class discussion Oral/written Response

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)