

CARLISLE AREA SCHOOL DISTRICT  
Carlisle, PA 17013

**ADVANCED PLACEMENT 2D DESIGN**

**GRADE 11 and 12**

Date of Board Approval: February 21, 2013

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

Title of Course: AP 2D Design Subject Area: Art Grade Level: 11-12

Course Length: (Semester/Year): Year Duration: 50 minutes Frequency: 5 periods a week

Prerequisites: Drawing and Composition or Design; Painting Credit 1 Level: Advanced

**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:** Lorrie Parris                      Melissa Gallagher

<b>Strand: 9.1 Production, Performance and Exhibition of Visual Arts</b>		<b>Subject Area: AP 2D Design</b>	<b>Grade:11-12</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>	
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"> <li>Identify the various types of lines: actual and implied.</li> <li>Render various lines to achieve illusion of space, form, value and texture.</li> </ul>	<ul style="list-style-type: none"> <li>Skill demonstration.</li> <li>Project completion.</li> <li>Project evaluation.</li> <li>Critique.</li> </ul>	
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"> <li>Recognize the expressive qualities of lines.</li> </ul>	<ul style="list-style-type: none"> <li>Skill demonstration.</li> <li>Project completion.</li> <li>Project evaluation.</li> <li>Critique.</li> </ul>	
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"> <li>Recognize and use various values to create a value scale.</li> <li>Demonstrate an understanding and use of value by creating a drawing of at least ten distinct values.</li> </ul>	<ul style="list-style-type: none"> <li>Skill demonstration.</li> <li>Project completion.</li> <li>Project evaluation.</li> <li>Critique</li> </ul>	
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"> <li>Demonstrate an understanding of value in color by tinting color with white (or diluting) and shading color with black.</li> </ul>	<ul style="list-style-type: none"> <li>Skill demonstration.</li> <li>Project completion.</li> <li>Project evaluation.</li> <li>Critique</li> </ul>	
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"> <li>Demonstrate an understanding of color: hue, saturation, and value.</li> </ul>	<ul style="list-style-type: none"> <li>Skill demonstration.</li> <li>Project completion.</li> <li>Project evaluation.</li> <li>Critique</li> </ul>	

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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"> <li>Design a composition utilizing primary, secondary and tertiary color schemes.</li> </ul>	<ul style="list-style-type: none"> <li>Skill demonstration.</li> <li>Project completion.</li> <li>Project evaluation.</li> <li>Critique.</li> </ul>	
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"> <li>Organize colors of a series of compositions utilizing some of the following color groups/schemes: cool, warm, monochromatic, analogous, complementary, achromatic, and triadic.</li> </ul>	<ul style="list-style-type: none"> <li>Skill demonstration.</li> <li>Project completion.</li> <li>Project evaluation.</li> <li>Critique.</li> </ul>	
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"> <li>Implement complementary versus analogous color schemes in a composition.</li> </ul>	<ul style="list-style-type: none"> <li>Skill demonstration.</li> <li>Project completion.</li> <li>Project evaluation.</li> <li>Critique</li> </ul>	
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"> <li>Describe harmony/unity and contrast as they relate to the use of color in a composition.</li> </ul>	<ul style="list-style-type: none"> <li>Skill demonstration.</li> <li>Project completion.</li> <li>Project evaluation.</li> <li>Critique</li> </ul>	
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"> <li>Recognize harmony as created from unity in work.</li> </ul>	<ul style="list-style-type: none"> <li>Skill demonstration.</li> <li>Project completion.</li> <li>Project evaluation.</li> <li>Critique</li> </ul>	

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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"> <li>• Demonstrate visual unity with variety in a composition through the use of grouping, spacing, repetition, and continuity.</li> </ul>	<ul style="list-style-type: none"> <li>• Skill demonstration.</li> <li>• Project completion.</li> <li>• Project evaluation.</li> <li>• Critique</li> </ul>	
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"> <li>• Produce works with symmetrical and asymmetrical balance.</li> </ul>	<ul style="list-style-type: none"> <li>• Skill demonstration.</li> <li>• Project completion.</li> <li>• Project evaluation.</li> <li>• Critique.</li> </ul>	
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"> <li>• Recognize and use visual elements to produce focal points and emphasis in a composition.</li> </ul>	<ul style="list-style-type: none"> <li>• Skill demonstration.</li> <li>• Project completion.</li> <li>• Project evaluation.</li> <li>• Critique.</li> </ul>	
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"> <li>• Illustrate the relationship between space, form (3D) and shape (2D) in composition.</li> <li>• Distinguish between positive and negative space in a composition.</li> </ul>	<ul style="list-style-type: none"> <li>• Skill demonstration.</li> <li>• Project completion.</li> <li>• Project evaluation.</li> <li>• Critique.</li> </ul>	
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"> <li>• Demonstrate an understanding of accepted guidelines (Golden Mean, rule of thirds) to create effective eye movement in a composition</li> </ul>	<ul style="list-style-type: none"> <li>• Skill demonstration.</li> <li>• Project completion.</li> <li>• Project evaluation.</li> <li>• Critique</li> </ul>	

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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"> <li>• Create visual movement or rhythm with elements such as repetition, pattern, and sequencing.</li> </ul>	<ul style="list-style-type: none"> <li>• Skill demonstration.</li> <li>• Project completion.</li> <li>• Project evaluation.</li> <li>• Critique</li> </ul>	
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"> <li>• Explain how texture is perceived through the senses.</li> <li>• Create a composition that effectively utilizes texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Skill demonstration.</li> <li>• Project completion.</li> <li>• Project evaluation.</li> </ul>	
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"> <li>• Demonstrate an understanding of scale and proportion and its effect on a composition (depth, emphasis, focal point).</li> </ul>	<ul style="list-style-type: none"> <li>• Skill demonstration.</li> <li>• Project completion.</li> <li>• Project evaluation.</li> <li>• Critique.</li> </ul>	
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"> <li>• Recognize and incorporate design elements and principles to create various kinds of natural, realistic distorted or abstract compositions.</li> </ul>	<ul style="list-style-type: none"> <li>• Skill demonstration.</li> <li>• Project completion.</li> <li>• Project evaluation.</li> <li>• Critique</li> </ul>	
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"> <li>• Create a composition that utilizes an expressive or experimental approach to design.</li> </ul>	<ul style="list-style-type: none"> <li>• Skill demonstration.</li> <li>• Project completion.</li> <li>• Project evaluation.</li> <li>• Critique.</li> </ul>	

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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"> <li>Explore and incorporate a variety of traditional techniques in the production of designs.</li> </ul>	<ul style="list-style-type: none"> <li>Skill demonstration.</li> <li>Project completion.</li> <li>Project evaluation.</li> </ul>	
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"> <li>Demonstrate understanding of visual context by examining the relationship of objects seen (observe more closely than ordinary looking, and seeing things that might otherwise not be seen).</li> </ul>	<ul style="list-style-type: none"> <li>Skill demonstration.</li> <li>Project completion.</li> <li>Project evaluation.</li> </ul>	
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"> <li>Produce a work of art that embraces a problem of relevance within the art world and/or has personal meaning/importance.</li> </ul>	<ul style="list-style-type: none"> <li>Skill demonstration.</li> <li>Project completion.</li> <li>Project evaluation.</li> </ul>	
C. Integrate and apply advanced vocabulary to the arts forms.	<ul style="list-style-type: none"> <li>Define elements and principles of design. Explain how they can be or are utilized in a work of art.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion and/or critique.</li> <li>Critical analysis.</li> <li>Project evaluation.</li> </ul>	
C. Integrate and apply advanced vocabulary to the arts forms.	<ul style="list-style-type: none"> <li>Examine and analyze works of art using elements and principles of design and advanced concepts and vocabulary specific to the art world.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion and/or critique.</li> <li>Critical analysis.</li> <li>Project evaluation.</li> </ul>	

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D. Demonstrate specific styles in combination through the production or performance of a unique work of art.	<ul style="list-style-type: none"> <li>• Create a composition that combines at least two art styles or techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Project completion</li> <li>• Project evaluation</li> <li>• Discussion and/or critique.</li> <li>• Written artist statement/reflection.</li> </ul>	
D. Demonstrate specific styles in combination through the production or performance of a unique work of art.	<ul style="list-style-type: none"> <li>• Design a complex work of art that utilizes design elements and principles inspired by different art styles (e.g., mixed mark making, series exploring one image rendered in different styles).</li> </ul>	<ul style="list-style-type: none"> <li>• Project completion</li> <li>• Project evaluation</li> <li>• Discussion and/or critique.</li> <li>• Written artist statement/reflection.</li> </ul>	
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"> <li>• Compose a series of related and expressive designs that increase in complexity of materials and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Skill demonstration.</li> <li>• Project completion</li> <li>• Project evaluation</li> <li>• Discussion and/or critique.</li> </ul>	
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"> <li>• Investigate how the expression of an idea during the production phase of a drawing can change and evolve into something not originally envisioned.</li> </ul>	<ul style="list-style-type: none"> <li>• Project completion</li> <li>• Project evaluation</li> <li>• Discussion and/or critique.</li> <li>• Written artist statement/reflection</li> </ul>	
F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.	<ul style="list-style-type: none"> <li>• Produce a work that is inspired by a historical or cultural source.</li> </ul>	<ul style="list-style-type: none"> <li>• Project completion</li> <li>• Project evaluation</li> <li>• Discussion and/or critique.</li> <li>• Written artist statement/reflection</li> </ul>	



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G. Analyze the effect of rehearsal and practice sessions.	<ul style="list-style-type: none"> <li>• Create a series of compositions that communicates variations of a theme.</li> </ul>	<ul style="list-style-type: none"> <li>• Project completion</li> <li>• Project evaluation</li> <li>• Discussion and/or critique.</li> <li>• Written artist statement/reflection</li> </ul>	
G. Analyze the effect of rehearsal and practice sessions.	<ul style="list-style-type: none"> <li>• Know that rendering multiple sketches can lead to stronger and more unique ideas in the development of works of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Project completion</li> <li>• Project evaluation</li> <li>• Discussion and/or critique.</li> <li>• Written artist statement/reflection</li> </ul>	
G. Analyze the effect of rehearsal and practice sessions.	<ul style="list-style-type: none"> <li>• Develop the mental state to persist in working through and solving encountered problems while completing a work of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Project completion</li> <li>• Project evaluation</li> <li>• Discussion and/or critique.</li> <li>• Written artist statement/reflection.</li> </ul>	
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"> <li>• Demonstrate knowledge of appropriate use, application, cleaning and storage of art materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Skill demonstration use.</li> <li>• Teacher evaluation.</li> </ul>	
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"> <li>• Know what you can and cannot do with materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Skill demonstration use.</li> <li>• Teacher evaluation.</li> </ul>	

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I. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.	<ul style="list-style-type: none"> <li>Identify local, regional, and national art events.</li> </ul>	<ul style="list-style-type: none"> <li>Participation.</li> <li>Teacher evaluation.</li> </ul>	
I. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.	<ul style="list-style-type: none"> <li>Participate in one form of competition or exhibition.</li> </ul>	<ul style="list-style-type: none"> <li>Participation.</li> <li>Teacher evaluation.</li> </ul>	
J. Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the work of others.	<ul style="list-style-type: none"> <li>Explain how traditional art technologies/skills have affected the way an artist worked and what they produced.</li> <li>Apply traditional art technologies/skills in drawings.</li> </ul>	<ul style="list-style-type: none"> <li>Project completion</li> <li>Project evaluation</li> <li>Discussion and/or critique.</li> <li>Teacher evaluation.</li> </ul>	
J. Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the work of others.	<ul style="list-style-type: none"> <li>Compare the techniques of contemporary artists with those of traditional artists.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion and/or critique.</li> <li>Teacher evaluation.</li> <li>Written analysis</li> </ul>	
J. Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the work of others.	<ul style="list-style-type: none"> <li>Recognize that contemporary digital technology can be used for image resources, image manipulation, exhibition and production.</li> </ul>	<ul style="list-style-type: none"> <li>Project completion</li> <li>Discussion and/or critique.</li> <li>Written analysis</li> </ul>	

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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"> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>Project completion</li> <li>Oral and written presentation</li> <li>Critique</li> </ul>	

<b>Strand: 9.2 Historical and Cultural Contexts</b>		<b>Subject Area: AP 2D Design</b>	<b>Grade: 11-12</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>	
A. Explain the historical, cultural and social context of an individual work in the arts.	<ul style="list-style-type: none"> <li>Examine the art of a master artist, period, style or genre and discuss and explain the historical, cultural and social context of the work.</li> </ul>	<ul style="list-style-type: none"> <li>Class participation and discussion.</li> <li>Teacher evaluation.</li> <li>Written analysis or presentation.</li> </ul>	
B. Relate work in the arts chronologically to historical events.	<ul style="list-style-type: none"> <li>Examine multiple works of art within a single genre and from different historical periods. Chronologically organize them based on observed details that relate them to historical events, technologies, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Class participation and discussion.</li> <li>Teacher evaluation.</li> <li>Written analysis or presentation.</li> </ul>	
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"> <li>Examine multiple works of art within a genre and relate them to their historical period based upon visual evidence found in the work and knowledge of popular culture, political events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Class participation and discussion.</li> <li>Teacher evaluation.</li> <li>Written analysis or presentation.</li> </ul>	
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"> <li>Design an original work of art that is inspired by an historical art period or style.</li> </ul>	<ul style="list-style-type: none"> <li>Project completion.</li> <li>Project evaluation.</li> <li>Discussion and/or critique.</li> <li>Written artist statement/reflection.</li> </ul>	
D. Analyze a work of art from its historical and cultural perspective.	<ul style="list-style-type: none"> <li>Compare and contrast the historical and cultural meaning or effect between multiple works of art.</li> </ul>	<ul style="list-style-type: none"> <li>Class participation and discussion.</li> <li>Teacher evaluation.</li> <li>Written analysis or presentation.</li> </ul>	

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D. Analyze a work of art from its historical and cultural perspective.	<ul style="list-style-type: none"> <li>Produce a work of art that embraces a problem of relevance within the art world and has social/cultural meaning/importance.</li> </ul>	<ul style="list-style-type: none"> <li>Project completion.</li> <li>Project evaluation.</li> <li>Discussion and/or critique.</li> <li>Written artist statement/reflection.</li> </ul>	
E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.	<ul style="list-style-type: none"> <li>Discuss how an event, a technique, or a material associated with a particular period in history influenced a work of art or artist.</li> </ul>	<ul style="list-style-type: none"> <li>Class participation and discussion.</li> <li>Teacher evaluation.</li> <li>Written analysis or presentation.</li> </ul>	
F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.	<ul style="list-style-type: none"> <li>Using appropriate terms shared by the social studies program, analyze a work of art to place it within its appropriate historical context and period.</li> </ul>	<ul style="list-style-type: none"> <li>Class participation and discussion.</li> <li>Teacher evaluation.</li> <li>Written analysis or presentation.</li> </ul>	
G. Relate works in the arts to geographic regions.	<ul style="list-style-type: none"> <li>Study artworks from a geographic region such as Chinese Painting, or European Art Nouveau and discuss the artist's approach to composition.</li> </ul>	<ul style="list-style-type: none"> <li>Project completion.</li> <li>Project evaluation.</li> <li>Class participation and discussion.</li> <li>Written analysis or presentation.</li> </ul>	
H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.	<ul style="list-style-type: none"> <li>Identify and discuss the work of Pennsylvania artists such as Cassatt, Wyeth, Warhol, Haring, Johnson</li> <li>Analyze influence of culture and geography on work.</li> </ul>	<ul style="list-style-type: none"> <li>Class participation and discussion.</li> <li>Teacher evaluation.</li> <li>Written analysis or presentation.</li> <li>Written artist statement/reflection.</li> </ul>	

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<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>	
I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts.	<ul style="list-style-type: none"> <li>Analyze the meaning of a work of art based on philosophical beliefs that may have influenced the artist (e.g., new scientific knowledge about atomic structure and music on Kandinsky’s abstract paintings).</li> </ul>	<ul style="list-style-type: none"> <li>Class participation and discussion.</li> <li>Teacher evaluation.</li> <li>Written analysis or presentation.</li> </ul>	
J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts	<ul style="list-style-type: none"> <li>Analyze the meaning of a work of art based on spiritual or cultural beliefs and historical events that may have influenced the artist that created the work.</li> </ul>	<ul style="list-style-type: none"> <li>Class participation and discussion.</li> <li>Teacher evaluation.</li> <li>Written analysis or presentation.</li> </ul>	
K. Identify, analyze, and explain traditions as they relate to works in the arts.	<ul style="list-style-type: none"> <li>Analyze a selected work of art based on regional traditions and/or styles that may have influenced the artist that created the work.</li> </ul>	<ul style="list-style-type: none"> <li>Class participation and discussion.</li> <li>Teacher evaluation.</li> <li>Written analysis or presentation.</li> </ul>	
L. Identify, explain and analyze common themes, forms and techniques from works in the arts.	<ul style="list-style-type: none"> <li>Compare and contrast multiple works of art and analyze/discuss themes, forms and techniques that may have influenced the artists.</li> </ul>	<ul style="list-style-type: none"> <li>Class participation and discussion.</li> <li>Teacher evaluation.</li> <li>Written analysis or presentation.</li> </ul>	

<b>Strand: 9.3 Critical Response</b>		<b>Subject Area: AP 2D Design</b>	<b>Grade: 11-12</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>	
A. Explain and apply the critical examination processes of works in the arts and humanities.	<ul style="list-style-type: none"> <li>Critically compare, contrast, interpret and analyze characteristics and qualities of selected works of art.</li> </ul>	<ul style="list-style-type: none"> <li>Project completion</li> <li>Project evaluation</li> <li>Discussion and/or critique.</li> <li>Written analysis or presentation.</li> </ul>	
A. Explain and apply the critical examination processes of works in the arts and humanities.	<ul style="list-style-type: none"> <li>Critically reflect upon the use of image sources and how they are used in the envisioning process.</li> </ul>	<ul style="list-style-type: none"> <li>Project completion</li> <li>Project evaluation</li> <li>Discussion and/or critique.</li> <li>Written analysis or presentation.</li> </ul>	
A. Explain and apply the critical examination processes of works in the arts and humanities.	<ul style="list-style-type: none"> <li>Discuss and identify ways that artists develop and/or deviate from the image of inspiration/idea in works of art.</li> </ul>	<ul style="list-style-type: none"> <li>Project completion</li> <li>Project evaluation</li> <li>Discussion and/or critique.</li> <li>Written analysis or presentation.</li> </ul>	
A. Explain and apply the critical examination processes of works in the arts and humanities.	<ul style="list-style-type: none"> <li>Discuss and identify how appropriation differs from reproduction and/or copying another's work illegally.</li> </ul>	<ul style="list-style-type: none"> <li>Project completion</li> <li>Project evaluation</li> <li>Discussion and/or critique.</li> <li>Written analysis or presentation.</li> </ul>	
B. Determine and apply criteria to a person's work and works of others in the arts.	<ul style="list-style-type: none"> <li>Critically compare, contrast, interpret and analyze characteristics and qualities of selected works of art.</li> </ul>	<ul style="list-style-type: none"> <li>Class participation and discussion.</li> <li>Teacher evaluation.</li> <li>Written analysis or presentation.</li> <li>Written artist statement/reflection.</li> </ul>	

<b>Strand: 9.3 Critical Response</b>		<b>Subject Area: AP 2D Design</b>	<b>Grade: 11-12</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>	
B. Determine and apply criteria to an artist’s work and works of others in the arts.	<ul style="list-style-type: none"> <li>Critically analyze works of art that have relevance in the contemporary art world utilizing a range of appropriate vocabulary from the art world and wider culture.</li> </ul>	<ul style="list-style-type: none"> <li>Class participation and discussion.</li> <li>Teacher evaluation.</li> <li>Written analysis or presentation.</li> <li>Written artist statement/reflection.</li> </ul>	
C. Apply systems of classification for interpreting works in the arts and forming a critical response.	<ul style="list-style-type: none"> <li>Categorize a group of works of art by selected common characteristics (e.g., art period, art movement, artist’s style, media, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Class participation and discussion.</li> <li>Teacher evaluation.</li> <li>Written analysis or presentation.</li> </ul>	
C. Apply systems of classification for interpreting works in the arts and forming a critical response.	<ul style="list-style-type: none"> <li>Form an interpretation and critical response based on analysis and classification of a work of art or a group of art works.</li> </ul>	<ul style="list-style-type: none"> <li>Class participation and discussion.</li> <li>Teacher evaluation.</li> <li>Written analysis or presentation.</li> </ul>	
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"> <li>Examine and analyze art works from different cultures utilizing appropriate art vocabulary and a variety of appropriate examination processes.</li> </ul>	<ul style="list-style-type: none"> <li>Class participation and discussion.</li> <li>Teacher evaluation.</li> <li>Written analysis or presentation.</li> </ul>	
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"> <li>Interpret the meaning or purpose of works of art created in various cultures and time periods based on impartial critical examination.</li> </ul>	<ul style="list-style-type: none"> <li>Class participation and discussion.</li> <li>Teacher evaluation.</li> <li>Written analysis or presentation.</li> </ul>	



<b>Strand: 9.3 Critical Response</b>		<b>Subject Area: AP 2D Design</b>	<b>Grade: 11-12</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>	
E. Examine and evaluate various types of critical analysis of works in the arts and humanities.	<ul style="list-style-type: none"> <li>Investigate the context of a work of art through various type of critical analysis. Hypothesize the meaning or intent of the artist/work of art.</li> </ul>	<ul style="list-style-type: none"> <li>Class participation and discussion.</li> <li>Teacher evaluation.</li> <li>Written analysis or presentation.</li> </ul>	
E. Examine and evaluate various types of critical analysis of works in the arts and humanities.	<ul style="list-style-type: none"> <li>Examine and apply critical analysis and evaluation of a work of art using the vocabulary of the art world.</li> <li>Provide critical analysis of a work of art in a written critique.</li> </ul>	<ul style="list-style-type: none"> <li>Class participation and discussion.</li> <li>Teacher evaluation.</li> <li>Written analysis or presentation.</li> </ul>	
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"> <li>Compare the meaning of various works of art at the time they were completed to their meaning in the present.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion and critique</li> <li>Class participation and discussion.</li> <li>Written analysis or presentation.</li> </ul>	
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"> <li>Investigate how the role and meaning of a work of art can change over time because of the changing values in society, changing physical appearance of the work or a change in environment.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion and critique</li> <li>Class participation and discussion.</li> <li>Written analysis or presentation.</li> </ul>	
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"> <li>Investigate how the artist's intent may/may not change the meaning or the value placed on a work over an extended period of time.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion and critique</li> <li>Class participation and discussion.</li> <li>Written analysis or presentation.</li> </ul>	

<b>Strand: 9.3 Critical Response</b>		<b>Subject Area: AP 2D Design</b>	<b>Grade: 11-12</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>	
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"> <li>Analyze artworks or compositions based on the knowledge of judgments made by art critics.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion and critique</li> <li>Class participation and discussion.</li> <li>Written analysis or presentation.</li> </ul>	
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"> <li>Examine how personal experience/interpretations may/may not be influenced by the role of an art critic to determine the value of an artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion and critique</li> <li>Class participation and discussion.</li> <li>Written analysis or presentation.</li> </ul>	

<b>Strand: 9.4 Aesthetic Response</b>		<b>Subject Area: AP 2D Design</b>	<b>Grade:11-12</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>	
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"> <li>Examine a philosophical statement about a design, craft or work of art and relate it to one’s own life experience.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion and critique</li> <li>Class participation and discussion.</li> <li>Written analysis or presentation.</li> </ul>	
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"> <li>Examine and define the role of the artist’s intentions.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion and critique</li> <li>Class participation and discussion.</li> <li>Written analysis or presentation.</li> </ul>	
B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture.	<ul style="list-style-type: none"> <li>Analyze designs, crafts or works of art and evaluate the effect they have on an individual or group.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion and critique</li> <li>Class participation and discussion.</li> <li>Written analysis or presentation.</li> </ul>	
B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture.	<ul style="list-style-type: none"> <li>Scrutinize the role of the artist’s intentions.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion and critique</li> <li>Class participation and discussion.</li> <li>Written analysis or presentation.</li> </ul>	
C. Compare and contrast the attributes of various audiences’ environments as they influence individual aesthetic response.	<ul style="list-style-type: none"> <li>Interpret the meaning of various designs, crafts or works of art viewed in different environments (e.g., outdoor public sculpture vs. artist’s studio vs. museum, etc).</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion and critique</li> <li>Class participation and discussion.</li> <li>Written analysis or presentation.</li> </ul>	

<b>Strand: 9.4 Aesthetic Response</b>		<b>Subject Area: AP 2D Design</b>	<b>Grade:11-12</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>	
D. Analyze and interpret a philosophical position identified in works in the arts and humanities.	<ul style="list-style-type: none"> <li>Examine and respond to an accepted philosophy about particular designs, crafts, works of art and/or production technique.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion and critique</li> <li>Class participation and discussion.</li> <li>Written analysis or presentation.</li> </ul>	
D. Analyze and interpret a philosophical position identified in works in the arts and humanities.	<ul style="list-style-type: none"> <li>Examine historic works of art that no longer exist in the intended environment and discuss the effects of that change (e.g., an altar piece in a church versus one in a museum).</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion and critique</li> <li>Class participation and discussion.</li> <li>Written analysis or presentation.</li> </ul>	

## **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)