

Senior Portfolio

PLANNED COURSE CURRICULUM GUIDE

I. COURSE DESCRIPTION AND INTENT:

This individually based academic course will focus on the preparation of a finished Portfolio for college or art school-specific admissions. This course is for the highly motivated art student with the desire to grow to produce in-depth projects that will culminate in a complete art portfolio that is ready for college admissions. Students will show a true understanding of the Elements and Principles of Art and Design contained by the works within their finished portfolio. Entry to this class requires the prerequisite of a **B** or better in Foundations of Art, Painting and Drawing II and 3-Dimensional Design as well as permission from the instructor. Students will work with the teacher to create projects that are both cross-curricular and art history related in order to create a strong body of work. Life drawing and work from observation is a key part of this course and will be worked through with bi-weekly sketchbook assignments. Students will participate in regular critiques of the work of artists, peers and self in order to better understand art. Required work for this class also includes quizzes, homework and writing assignments that coincide with the writing across the curriculum requirements.

II. INSTRUCTIONAL TIME:

Class Periods: 1 per day

Length of Class Periods (minutes): 43

Length of Course: 1 year / 1 semester

Unit of Credit: 1.0 / 0.5

Course Weight: 1.0

A GREAT PLACE TO LEARN!



PINE GROVE AREA SCHOOL DISTRICT
PINE GROVE, PENNSYLVANIA

PINE GROVE AREA SCHOOL DISTRICT
Pine Grove, Pennsylvania 17963

PLANNED COURSE ADAPTATIONS/MODIFICATIONS
Introduction

The instructional adaptations that follow are provided as suggestions to be implemented with all students, particularly with those in need of special education services including the gifted. This listing is in no way intended to be exhaustive. Rather, it is reflective of some major considerations in the area of curriculum adaptations/modifications.

These instructional adaptations will work with any student, but are especially beneficial to those in need of learning support. Some may argue that these modifications are simply *good teaching*. Indeed, modifications of this type do represent good teaching. These principles of good teaching become instructional modifications whenever: (1) certain students in a particular class require such modifications *above and beyond* what is typically required by *most* students in that class and (2) without these modifications, these same students would not succeed.

PREFACE

Users and information seekers should familiarize themselves with the purpose and terminology of this **Planned Course Curriculum Guide (PCCG)**. We suggest that you first read the following:

- **PCCG PURPOSE AND INTENT**
- **PCCG DEFINITIONS**

The PCCG specifies the unit lesson outcome, essential content, standards, activities, resources, and evaluation of student performance. This sector provides the means to initiate the learning activities to attain the program goal as identified in the course description and intent.

The standards and outcomes are minimal expectations; further embellishment of the course is discretionary with the instructor depending upon the capability of the students.

This PCCG is designed as an ACTIVE document capable of technological modification as required.

The instructional delivery of this curriculum is quality controlled through the lesson plan development of the teacher.

Lawrence J. Mussoline, Jr., Ph.D.
Superintendent of Schools

PLANNED COURSE CURRICULUM GUIDE (PCCG) PURPOSE AND INTENT

The Planned Course Curriculum Guide (PCCG) is a multi-purpose document:

- All staff, particularly new teachers, can understand instructional expectations through the WRITTEN curriculum
- A continuing district-wide instructional process and scope and sequence of subject matter are enhanced. The WRITTEN curriculum is delivered through the TAUGHT curriculum (instructional content and learning activities) and is evaluated through the TESTED curriculum (expected levels of student achievement - learning outcomes)
- Priority student-centered outcomes are identified and attained through suggested learning activities and content designed to help insure a balanced and comprehensive basic curriculum
- Essential content and course standards provide an efficient basis for selecting appropriate instructional materials and resources
- Staff development areas for curriculum improvement are provided
- The PCCG conforms with current Pennsylvania Department of Education curriculum regulations and serves the dual feature of providing both an administrative document and an instructional guide
- Content and subject format remain flexible and adaptable to modification - an "active" document
- Special Pennsylvania Department of Education (PDE) legislation is identified
- Parents and students are provided with an overview of the instructional program and each course in particular

PLANNED COURSE CURRICULUM GUIDE (PCCG) DEFINITIONS

- **Course Description and Intent**: a brief overview of the course and program goals
- **Instructional Time**: frequency of class meetings and time/appropriate credit at the secondary level
- **Special Notes**: emphatic features or highlights and identification of Department of Education mandates found in the course
- **Unit Lesson Outcome**: describes the knowledge, skills, attitudes, student performance behaviors and areas of study that have been identified as appropriate to help the student attain the rigorous standards of a quality education
- **Teaching-Learning Activities**: suggested activities designed to help all students achieve the learning outcomes and standards
- **Standards**: statements establishing the minimal knowledge, skills, performance behaviors, and essential learning (content) a student must attain. A standard defines what students should know and be able to do
- **Expected Levels of Achievement (Learning Outcomes)**: what students will be expected to do as a result of the application of teaching-learning activities and content
- **Evaluation Criteria (Actual Level of Attainment)**: student performance level achieved and measured through specified evaluation criteria

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Pennsylvania Academic Content Standard # 9.1.12: Production, Performance & Exhibition

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD</p> <p>A. Know and use the elements and principles of each art form to create works in the arts and humanities</p> <p>B. Recognize, know, use and demonstrate a variety of appropriate art elements and principles to produce, review, and revise original works in the arts.</p> <p>C. Integrate and apply advanced vocabulary to the art forms.</p> <p>D. Demonstrate specific styles in combination through the production of a unique work of art.</p>	<ul style="list-style-type: none"> • The student will have a complete understanding and will demonstrate the elements: color, form, shape, line, space, texture and value and principles: balance, contrast, emphasis/ focal point, movement, rhythm, proportion, scale, unity, harmony, and repetition. • The student will work with various media to create original works of art. Students will: design for environment, communication, draw, craft, sculpt, and paint to better their personal art portfolio. Students will create works that will serve for entry to an art-specific college or university. • Students will critique work, using appropriate and correct vocabulary in groups and individual critiques. (Token Response, I see, I hear activities) • Students will communicate their point of view of work through critique, essay and art projects. 	<ul style="list-style-type: none"> • Student portfolios • Sketchbook • Individual art projects that are written by both teacher and student • Group art project • Student research • Student/teacher/class critiques • Oral presentations • Quizzes/tests • Art Shows/Exhibits both as art department and a Senior Art Show • Teacher display • Student displays • Teacher demonstration • Student observations • Teacher observations • Worksheets • Essays • Peer Evaluations • Rubrics (Project Sheets) 	<ul style="list-style-type: none"> • Instructor generated resources • Art videos • Internet sites • Cable TV in the classroom • Library Resources: books and Internet computer use • Outside presenters: Artists in Residence programs • Art Media for class demonstrations • Museums/Galleries: Trips to see art and Internet-linked site works of art from said places • Community resources • Art supplies • Art reproductions • Art timelines • Art Textbook with CD-ROM

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Pennsylvania Academic Content Standard # 9.1.12: Production, Performance & Exhibition

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD</p> <p>E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</p> <p>F. Analyze works of art influenced by experiences or historical and cultural events through production, performance or exhibition.</p> <p>H. Incorporate the effective and safe use of materials, equipment, and tools into the production of works in the arts.</p> <p>I. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admissions.</p>	<ul style="list-style-type: none"> • The student will use a unifying theme in their artwork that shows skill such as Artistic movements, artist specific emulation, and element/principle theme projects. • The students will explain and show their work, the work of their peers, and that of other artists in school exhibitions, and through class presentations. • Students will demonstrate and maintain the use of all art materials through good studio practices. Students will demonstrate the use of cleanliness in the art room. Students will demonstrate the method for storing materials in the art room. • Students will be recognized among regional art events, through entry, attendance, and printed reviews of such events. 	<ul style="list-style-type: none"> • Student portfolios • Sketchbook • Individual art projects that are written by both teacher and student • Group art project • Student research • Student/teacher/class critiques • Oral presentations • Quizzes/tests • Art Shows/Exhibits both as art department and a Senior Art Show • Teacher display • Student displays • Teacher demonstration • Student observations • Teacher observations • Worksheets • Essays • Peer Evaluations • Rubrics (Project Sheets) 	<ul style="list-style-type: none"> • Instructor generated resources • Art videos • Internet sites • Cable TV in the classroom • Library Resources: books and Internet computer use • Outside presenters: Artists in Residence programs • Art Media for class demonstrations • Museums/Galleries: Trips to see art and Internet-linked site works of art from said places • Community resources • Art supplies • Art reproductions • Art timelines • Art Textbook with CD-ROM

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Pennsylvania Academic Content Standard # 9.1.12: Production, Performance & Exhibition

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD</p> <p>J. Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the work of others.</p> <p>K. Analyze and evaluate the use of traditional and contemporary technologies in further knowledge and understanding in the humanities.</p>	<ul style="list-style-type: none"> • Students will use, analyze, and discuss traditional technologies and the effects that such technologies have on art produced today. • Students will use, analyze and discuss contemporary technologies (e.g., virtual reality design, preservation tools for historical purposes, etc.) • Students will apply traditional and contemporary technologies to further understand the arts and humanities, within the focus on a complete personal art portfolio for college admissions. 	<ul style="list-style-type: none"> • Student portfolios • Sketchbook • Individual art projects that are written by both teacher and student • Group art project • Student research • Student/teacher/class critiques • Oral presentations • Quizzes/tests • Art Shows/Exhibits both as art department and a Senior Art Show • Teacher display • Student displays • Teacher demonstration • Student observations • Teacher observations • Worksheets • Essays • Peer Evaluations • Rubrics (Project Sheets) 	<ul style="list-style-type: none"> • Instructor generated resources • Art videos • Internet sites • Cable TV in the classroom • Library Resources: books and Internet computer use • Outside presenters: Artists in Residence programs • Art Media for class demonstrations • Museums/Galleries: Trips to see art and Internet-linked site works of art from said places • Community resources • Art supplies • Art reproductions • Art timelines • Art Textbook with CD-ROM

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Pennsylvania Academic Content Standard # 9.2.12: Historical and Cultural Contexts

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD</p> <p>A. Explain the historical cultural and social context of an individual work in art.</p> <p>B. Relate works in art chronologically to historical events.</p> <p>C. Relate works in the arts to varying styles and genre and to the periods to which they were created.</p> <p>D. Analyze a work of art from its historical and cultural perspective.</p>	<ul style="list-style-type: none"> • The student will explain and discuss the historical, cultural and social context of an individual work of art. • The student will relate works of art chronologically to historical events. • The students will relate works in the arts to varying styles; relating work cross-curricular to social studies, literature, mathematics, and cultural contexts. • The student will analyze a work of art from its historical and cultural perspective of the time in which it was created and to the present day implications of such an artwork. 	<ul style="list-style-type: none"> • Student portfolios • Sketchbook • Individual art projects that are written by both teacher and student • Group art project • Student research • Student/teacher/class critiques • Oral presentations • Quizzes/tests • Art Shows/Exhibits both as art department and a Senior Art Show • Teacher display • Student displays • Teacher demonstration • Student observations • Teacher observations • Worksheets • Essays • Peer Evaluations • Rubrics (Project Sheets) 	<ul style="list-style-type: none"> • Instructor generated resources • Art videos • Internet sites • Cable TV in the classroom • Library Resources: books and Internet computer use • Outside presenters: Artists in Residence programs • Art Media for class demonstrations • Museums/Galleries: Trips to see art and Internet-linked site works of art from said places • Community resources • Art supplies • Art reproductions • Art timelines • Art Textbook with CD-ROM

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Pennsylvania Academic Content Standard # 9.2.12: Historical and Cultural Contexts

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD</p> <p>E. Analyze how historical events and cultural impacts forms, techniques, and purpose of works in the arts.</p> <p>F. Know and use appropriate vocabulary used between social studies and the arts and humanities</p> <p>G. Relate works in the arts to geographic regions</p> <p>H. Identify, describe and analyze the work of Pennsylvania artists in dance, music, theatre, and visual arts.</p>	<ul style="list-style-type: none"> • The students will analyze historical events and compare them to art, especially what art from such an event still remains and what we can learn from such item(s), and what the cultural impact was with such said items. • The students will use appropriate vocabulary when discussing and relating social studies and the arts and humanities. (Work with SS Teacher for particular project) • The students will relate works in the arts to geographic regions of the world in which they were produced. • The students will identify, describe and analyze the works of Pennsylvania artists and emulate the style of said artists. 	<ul style="list-style-type: none"> • Student portfolios • Sketchbook • Individual art projects that are written by both teacher and student • Group art project • Student research • Student/teacher/class critiques • Oral presentations • Quizzes/tests • Art Shows/Exhibits both as art department and a Senior Art Show • Teacher display • Student displays • Teacher demonstration • Student observations • Teacher observations • Worksheets • Essays • Peer Evaluations • Rubrics (Project Sheets) 	<ul style="list-style-type: none"> • Instructor generated resources • Art videos • Internet sites • Cable TV in the classroom • Library Resources: books and Internet computer use • Outside presenters: Artists in Residence programs • Art Media for class demonstrations • Museums/Galleries: Trips to see art and Internet-linked site works of art from said places • Community resources • Art supplies • Art reproductions • Art timelines • Art Textbook with CD-ROM

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Pennsylvania Academic Content Standard # 9.2.12: Historical and Cultural Contexts

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD</p> <p>I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts.</p> <p>J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts.</p> <p>K. Identify, explain and analyze traditions as they relate to works in the arts.</p> <p>L. Identify, explain and analyze common themes, forms and techniques from works in the arts.</p>	<ul style="list-style-type: none"> • The students will identify, explain and analyze time appropriate beliefs as they relate to works in the arts in the context of the time they were created, and at the present time. • The students will identify, explain, and analyze historical and cultural differences that affect the meaning of the work of art in the context of the time they were created, and at the present time. • The student will identify, explain, and analyze traditions as they relate to works in the arts in the context of the time they were created, and at the present time. • The student will identify, explain and analyze themes, forms, and techniques in the arts in the context of the time they were created, and at the present time. 	<ul style="list-style-type: none"> • Student portfolios • Sketchbook • Individual art projects that are written by both teacher and student • Group art project • Student research • Student/teacher/class critiques • Oral presentations • Quizzes/tests • Art Shows/Exhibits both as art department and a Senior Art Show • Teacher display • Student displays • Teacher demonstration • Student observations • Teacher observations • Worksheets • Essays • Peer Evaluations • Rubrics (Project Sheets) 	<ul style="list-style-type: none"> • Instructor generated resources • Art videos • Internet sites • Cable TV in the classroom • Library Resources: books and Internet computer use • Outside presenters: Artists in Residence programs • Art Media for class demonstrations • Museums/Galleries: Trips to see art and Internet-linked site works of art from said places • Community resources • Art supplies • Art reproductions • Art timelines • Art Textbook with CD-ROM

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Pennsylvania Academic Content Standard #9.3.12: Critical Response

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful)©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD</p> <p>A. Explain and apply the critical examination processes of works in the arts and humanities.</p> <p>B. Determine and apply criteria to a persons' work and works of others in the arts.</p> <p>C. Apply systems of classification for interpreting work in the arts and forming critical responses.</p> <p>D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.</p>	<ul style="list-style-type: none"> • Students will critique work, using correct art vocabulary, to examine the creative processes of the work. • Students will analyze, interpret, compare and judge the work through any of the following: written deconstruction, verbal analysis, group deconstruction and analysis, and class discussions and analysis. Students will be given a set of guidelines and appropriate vocabulary to know and use during a critique until all knowledge of such is assimilated and, and can be used correctly, in a natural discussion of any work. 	<ul style="list-style-type: none"> • Student portfolios • Sketchbook • Individual art projects that are written by both teacher and student • Group art project • Student research • Student/teacher/class critiques • Oral presentations • Quizzes/tests • Art Shows/Exhibits both as art department and a Senior Art Show • Teacher display • Student displays • Teacher demonstration • Student observations • Teacher observations • Worksheets • Essays • Peer Evaluations • Rubrics (Project Sheets) 	<ul style="list-style-type: none"> • Instructor generated resources • Art videos • Internet sites • Cable TV in the classroom • Library Resources: books and Internet computer use • Outside presenters: Artists in Residence programs • Art Media for class demonstrations • Museums/Galleries: Trips to see art and Internet-linked site works of art from said places • Community resources • Art supplies • Art reproductions • Art timelines • Art Textbook with CD-ROM

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Pennsylvania Academic Content Standard # 9.3.12: Critical Response

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD</p> <p>E. Examine and evaluate various types of critical analysis of works in the arts and humanities.</p> <p>F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both it's own and present time.</p> <p>G. Analyze works in the arts by referencing the judgements advanced by art critics as well as one's own analysis and critique.</p>	<ul style="list-style-type: none"> • The student will identify critical process of art through an examination of works of art. • The student will describe works in the arts comparing similar and contrasting characteristics using appropriate and correct art vocabulary. • Students will use contextual criticism, formal criticism and intuitive criticism to evaluate work. • Students will read art reviews and compare student responses to work as compared to the critic response to similar work. The student will describe a critic's position about selected works in the arts. 	<ul style="list-style-type: none"> • Student portfolios • Sketchbook • Individual art projects that are written by both teacher and student • Group art project • Student research • Student/teacher/class critiques • Oral presentations • Quizzes/tests • Art Shows/Exhibits both as art department and a Senior Art Show • Teacher display • Student displays • Teacher demonstration • Student observations • Teacher observations • Worksheets • Essays • Peer Evaluations • Rubrics (Project Sheets) 	<ul style="list-style-type: none"> • Instructor generated resources • Art videos • Internet sites • Cable TV in the classroom • Library Resources: books and Internet computer use • Outside presenters: Artists in Residence programs • Art Media for class demonstrations • Museums/Galleries: Trips to see art and Internet-linked site works of art from said places • Community resources • Art supplies • Art reproductions • Art timelines • Art Textbook with CD-ROM

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Pennsylvania Academic Content Standard # 9.4.12 Aesthetic Response

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD</p> <p>A. Evaluate and individual's philosophical statement on a work in the arts and it's relationship to one's own life based on knowledge and experience.</p> <p>B. Describe and analyze the effects that work in the arts have on a group, individuals, and culture.</p> <p>C. Compare and contrast the attributes of various audience environments as they influence individual aesthetic response.</p>	<ul style="list-style-type: none"> • Students will analyze and reflect on an artist's philosophical statement and relate it to how they would philosophically relate to the work as well. • Students will create a personal artist's statement that will reflect on the work shown in their portfolio. • Students will analyze work and describe how it effects groups, individuals and cultures. Such analyzing will be done individually, in-groups, as a class as a discussion or in a critique setting. • Students will observe and converse with individuals concerning aesthetic response to work at school art exhibitions to better understand an audience response to work. 	<ul style="list-style-type: none"> • Student portfolios • Sketchbook • Individual art projects that are written by both teacher and student • Group art project • Student research • Student/teacher/class critiques • Oral presentations • Quizzes/tests • Art Shows/Exhibits both as art department and a Senior Art Show • Teacher display • Student displays • Teacher demonstration • Student observations • Teacher observations • Worksheets • Essays • Peer Evaluations • Rubrics (Project Sheets) 	<ul style="list-style-type: none"> • Instructor generated resources • Art videos • Internet sites • Cable TV in the classroom • Library Resources: books and Internet computer use • Outside presenters: Artists in Residence programs • Art Media for class demonstrations • Museums/Galleries: Trips to see art and Internet-linked site works of art from said places • Community resources • Art supplies • Art reproductions • Art timelines • Art Textbook with CD-ROM

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Pennsylvania Academic Content Standard # 9.4.12 Aesthetic Response

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
STANDARD D. Analyze and interpret a philosophical position identified in works in the arts and humanities.	<ul style="list-style-type: none"> • Students will understand through analysis and interpretation that choices made by the artist communicate ideas through their works of art. • Students will write about Artists and their work. • Students will write insightfully about their work and the work of their peers. 	<ul style="list-style-type: none"> • Student portfolios • Sketchbook • Individual art projects that are written by both teacher and student • Group art project • Student research • Student/teacher/class critiques • Oral presentations • Quizzes/tests • Art Shows/Exhibits both as art department and a Senior Art Show • Teacher display • Student displays • Teacher demonstration • Student observations • Teacher observations • Worksheets • Essays • Peer Evaluations • Rubrics (Project Sheets) 	<ul style="list-style-type: none"> • Instructor generated resources • Art videos • Internet sites • Cable TV in the classroom • Library Resources: books and Internet computer use • Outside presenters: Artists in Residence programs • Art Media for class demonstrations • Museums/Galleries: Trips to see art and Internet-linked site works of art from said places • Community resources • Art supplies • Art reproductions • Art timelines • Art Textbook with CD-ROM

