



Advanced Art (Grades 11-12)

Course Description:

The curriculum for this course is developed from the [Wisconsin Model Academic Standards for Art and Design Education](#). Advanced Art is a one semester course in the visual arts emphasizing the development of a student's individual talents. Students work in selected areas using ideas and materials which best demonstrate their own personal skills. Students may take this course for one or two semesters equaling a total of .5 or 1.0 credits. There is opportunity to work in a wide variety of media. Goals are set with instructor approval. Students will be expected to purchase additional supplies for more complex projects. Student will create a final exhibit of their work.

Essential Understandings:

1. Art is one of the greatest achievements of human beings and can be used as a basic way of thinking and communicating about the world. (A.12.5, A.12.6)
2. Throughout history artists have used art to communicate ideas and develop designs that are shaped by their own culture and society. (B.12.1, B.12.2)
3. Artists use the elements and principles of design in sophisticated ways to develop quality design through the application of advanced skills. (C.12.1, C.12.2)
4. Learning about people, places, ideas, and language of art as well as thinking deeply, creatively and critically enables students to connect their knowledge to their local and worldwide communities. (D.12.1, D.12.2, D.12.3, D.12.4, D.12.5, D.12.6)
5. The world is full of visual images and symbols and noticing subtle changes in light, color, textures, and surfaces as well as using careful observation to draw, paint and sculpt aids in interpreting complex patterns and drawing them. (H.12.1, H.12.2, H.12.3)
6. Art integrates sensory and emotional development through understanding one's own and others' emotions. (I.12.1, I.12.2, I.12.3, I.12.4)
7. Understanding the purposes and functions of art as well as identifying what different cultures think about art helps one to understand their own ideas about the purposes and meanings of art. (J.12.1, J.12.2, J.12.3, J.12.4)
8. Reflecting and talking about works of art and knowing the concepts of beauty in different cultures leads to the understanding that valuing art is a basic part of being human. (J.12.5, J.12.6, J.12.7, J.12.8, J.12.9, J.12.10)
9. Connecting knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology promotes new artistic forms and solutions to problems. (K.12.1, K.12.2)
10. Artists use a variety of tools, such as more sophisticated application of words, numbers, images, emotions, and technology, to help understand and communicate about the visual world. (K.12.3, K.12.4)

Unit	Description of Unit and Learning Targets
Self Portrait <ul style="list-style-type: none">• What in your culture helps to define who you are?• What characteristics do you have that best describe your personality?• What are your beliefs about life, beauty, and emotions, beyond the physical?• How can one communicate through words, numbers, images, emotions and technology?• How can I understand that art is one	<p>In this unit students will take a deeper look into who they are and use visual images that represent their inner being. Students will use various materials to create a self portrait using their physical facial features as well as images that describe who they are regarding personality and beliefs.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none">• I can explain that art is one of the greatest achievements of human beings.• I can demonstrate how artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs.• I can make art that explores a variety of emotions.

<p>of the greatest achievements of human beings and can be used for thinking and communicating about the world?</p>	<ul style="list-style-type: none"> • I can understand and apply art criticism and aesthetic knowledge in art and design. • I can know concepts of beauty in different cultures. • I can use a variety of tools, such as more sophisticated application of words, numbers, sounds, movements, images, objects, emotions, technology, and spaces to help understand and communicate about the visual world.
<p>Landscape</p> <ul style="list-style-type: none"> • How do the subtle changes in light impact the overall effect of landscapes? • How does a person know if they are thinking deeply, creatively and critically? • How are local communities different than worldwide communities? • What are advanced skills? 	<p>In this unit the students will look at the work of several landscape artists throughout history. Students will then design and create their own landscape using various materials working in two or three dimension.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can understand the procedures of developing quality design. • I can apply problem-solving strategies that promote fluency, flexibility, elaboration, and originality. • I can use careful observation to draw, paint, and sculpt from life.
<p>Sculpture</p> <ul style="list-style-type: none"> • How can a sculpture communicate an idea? • What is a culture? • How do images influence culture? • How does a person think critically? • How do advanced skills influence the impact of a culture on community? • How can I understand that are is one of the greatest achievements of human beings and can be used for thinking and communicating about the world? 	<p>In this unit students will look at historical and contemporary sculptures. They will also look at community sculpture and describe the meaning and impact within the community. The focus of this unit is to create a sculpture focusing on the community impact using principles and elements of design in sophisticated ways.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can show ways that form, function, meaning, and expressive qualities of art and design change from culture to culture and artist to artist. • I can understand the procedures of developing quality design.
<p>Artist Inspired</p> <ul style="list-style-type: none"> • How are connections made between local and worldwide communities regarding artworks? • Why is it important to use careful observation? • How does understanding the purpose of art help one to understand their own ideas about art? 	<p>In this unit the students will choose a variety of artists works that inspire them. The students will then decide what elements they will “borrow” from the artist and work the technique, colors, composition or type of images into their own artwork.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can apply problem-solving strategies that promote fluency, flexibility, elaboration, and originality. • I can know how human eyes work to see subtle changes in light, color, textures, and surfaces. • I can choose materials and techniques to influence the expressive quality of art. • I can identify ways different cultures think about art.
<p>Self Designed</p> <ul style="list-style-type: none"> • What are your personal goals regarding your artwork, craftsmanship, knowledge and creativity. • How do other people view your work? • How can I relate my work to other areas such as the humanities, 	<p>In this unit students will focus on the area of art that they fell they are most interested in advancing. They will express themselves in sophisticated ways including words, numbers, images and technology.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can understand my own ideas about the purposes and meanings of art. • I can understand and apply art criticism and aesthetic knowledge in art and design.

<p>sciences, social studies and technology?</p> <ul style="list-style-type: none"> • How can new tools and technology be used to help communicate an idea through artwork? 	<ul style="list-style-type: none"> • I can know concepts of beauty in different cultures. • I can reflect and talk about works of art. • I can connect my knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology. • I can invent new artistic forms to communicate ideas and solutions to problems. • I can apply what I know about the nature of life, nature, the physical world, and the human condition to their understanding and creation of art. • I can continue to use a variety of tools, such as more sophisticated application of words, numbers, sounds, movements, images, objects, emotions, technology, and spaces, to help understand and communicate about the visual world.
<p>Self Designed</p> <ul style="list-style-type: none"> • What are your personal goals regarding your artwork, craftsmanship, knowledge and creativity. • How do other people view your work? • How can I relate my work to other areas such as the humanities, sciences, social studies and technology. • How can new tools and technology be used to help communicate an idea through artwork? 	<p>In this unit students will focus on the area of art that they feel they are most interested in advancing. They will express themselves in sophisticated ways including words, numbers, images and technology.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can understand my own ideas about the purposes and meanings of art. • I can understand and apply art criticism and aesthetic knowledge in art and design. • I can know concepts of beauty in different cultures. • I can reflect and talk about works of art. • I can connect my knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology. • I can invent new artistic forms to communicate ideas and solutions to problems. • I can apply what I know about the nature of life, nature, the physical world, and the human condition to their understanding and creation of art. • I can continue to use a variety of tools, such as more sophisticated application of words, numbers, sounds, movements, images, objects, emotions, technology, and spaces, to help understand and communicate about the visual world.