

**Trinity Area School District**

<b>Course: Independent Art</b> <b>Grade: 12</b>	<b>Overview of Course:</b> Independent Art is a yearlong course especially designed for the art student desiring a personal or professional advancement and training in the studio arts area or AP Studio Art. With the guidance of a directing art teacher, the student will receive an individualized program to meet his/her artistic abilities, potential and goals.
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**Overarching Big Ideas, Enduring Understandings, and Essential Questions**

<b>Big Idea</b>	<b>Standard(s) Addressed</b>	<b>Enduring Understanding(s)</b>	<b>Essential Question(s)</b>
<b>Creativity</b>	9.4.12A. Philosophical Studies 9.4.12B. Aesthetic Interpretation 9.4.12C. Environmental Influences 9.4.12D. Artistic Choices	<ul style="list-style-type: none"> <li>• Using creative skills and thinking outside the box results in exciting and original works of art.</li> <li>• Aesthetics fosters artistic appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• What is Art?</li> <li>• Why do you create art?</li> <li>• How can people express themselves through art?</li> </ul>
<b>Process</b>	9.1.12A. Elements and Principles in each Art Form 9.1.12B. Demonstration of Dance, Music, Theatre and Visual Arts 9.1.12C. Vocabulary Within each Art Form 9.3.12A. Critical Processes 9.3.12E. Types of Analysis 9.1.12H. Safety Issues in the Arts 9.2.12K. Traditions within works in the arts	<ul style="list-style-type: none"> <li>• Process will be created and followed to create unique works of art.</li> <li>• Process will be able to be defined and explained throughout the creation of the art</li> <li>• Time and care put into works is reflected in positive outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• What processes and thinking skills do you use in the creation of Art?</li> <li>• How can you express your ideas visually through art?</li> <li>• How will you be able to create this piece of art?</li> <li>• What materials would be used?</li> <li>• How can you budget your time to create this work of art?</li> </ul>

<b>Production</b>	9.1.12D. Styles in Production, Performance and Exhibition 9.1.12E. Themes in Art Forms in Community 9.1.12I. Performances and Exhibitions	<ul style="list-style-type: none"> <li>• Artwork can have a theme or common idea for consistency and understanding.</li> <li>• Installation piece(s) created by the class and donated to the school to leave their legacy in art.</li> </ul>	<ul style="list-style-type: none"> <li>• What materials can be used to create a theme that can be followed throughout a series of artworks?</li> <li>• Does a theme need to be concrete (an object) or can it be abstract (an emotion or an idea)?</li> </ul>
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	9.2.12A. Context of Works in the Arts 9.2.12C. Styles and Genre in the Arts 9.2.12L Common themes in works in the Arts	☐ Visual Journal helps organize thought processes and ideas	
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<b>Research</b>	9.2.12D Historical and Cultural Perspective 9.2.12E Historical and Cultural Impact on Works in the Arts 9.2.12F Vocabulary for Historical and Cultural Context 9.2.12J Historical differences of works in the arts	Researching art styles and techniques of the masters and contemporary artists can help develop new trends and understandings in the student's artwork	<ul style="list-style-type: none"> <li>• How does art of the past and of the present impact art of the future?</li> <li>• How can these styles and techniques enhance the student's understanding and development of his/her own style?</li> </ul>
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<b>Adaptations</b>	9.1.12G. Function and Analysis 9.2.12I. Philosophical context of works in the arts 9.4.12B. Criteria 9.4.12D Artistic Choices	☐ Adaptations and flexibility are necessary in working with art materials and techniques.	<ul style="list-style-type: none"> <li>• How do you think you can make this material/these materials?</li> <li>• What choices/solutions will you need to make to make this piece "work"? (state what you want it to say)</li> </ul>
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<b>Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study</b>
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Month of Instruction	Title of Unit	Big Idea(s) (A Big Idea is	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)*	Common Resource(s)* Used
September-April	<b>Concentration</b>	Creativity Process Craftsmanship Production Adaptations	9.4.12A. Philosophical Studies 9.4.12B. Aesthetic Interpretation 9.4.12C. Environmental Influences 9.4.12D. Artistic Choices 9.1.12A. Elements and Principles in each Art Form	Artwork can have a theme or common thread that links ideas and thought process together  Art that has a common link or idea can become a “trademark or signature” for an artist	What themes or ideas can be used to create artwork that follows a common thread throughout a specific number of artistic pieces of art?  What type(s) of materials can be used	The artwork in the concentration reflects the “theme” or common idea set by the artist and the instructor.  A written artist statement by the	

		<p>9.1.12C. Vocabulary Within each Art Form</p> <p>9.3.12A. Critical Processes</p> <p>9.3.12E. Types of Analysis</p> <p>9.1.12A. Elements and Principles in each Art Form</p> <p>9.1.12C. Vocabulary Within each Art Form</p> <p>9.3.12A. Critical Processes</p> <p>9.3.12E. Types of Analysis</p> <p>9.1.12B. Demonstration of Dance, Music, Theatre and Visual Arts</p> <p>9.1.12H. Safety Issues in the Arts</p> <p>9.2.12K. Traditions within works in the arts</p> <p>9.1.12D. Styles in Production, Performance and Exhibition</p> <p>9.1.12E. Themes in Art Forms in Community</p> <p>9.1.12I. Performances and Exhibitions</p> <p>9.2.12A. Context of Works in the Arts</p> <p>9.2.12C. Styles and Genre in the Arts</p> <p>9.2.12L Common</p>	<p>Art expresses who a person is and what he/she is wanting the viewer to know/understand about the art and the artist</p>	<p>to create a series of art pieces that have a common thread or theme?</p> <p>How can this series of artworks become a “signature” for who I am and my style of art?</p> <p>What do I want people to see/understand about me and the art?</p>	<p>student explaining his/her interpretation of the concentration (style/materials/ Concepts) and what he/she wants the viewer to understand about this specific group of artworks.</p>	
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			<p>themes in works in the Arts</p> <p>9.1.12G. Function and Analysis</p> <p>9.2.12I. Philosophical context of works in the arts</p> <p>9.4.12B. Criteria</p> <p>9.4.12D Artistic Choices</p>				
September-April	<b>Artwork outside Concentration</b>	<p>Creativity</p> <p>Process</p> <p>Craftsmanship</p> <p>Production</p> <p>Adaptations</p>	<p>9.1.12 A,B,C,D,E,F,G,H,I,JK</p> <p>9.2.12 A,B,C,D,E,F,G,I,J,K,L</p> <p>9.3.12 A,B,C,DE,F,G</p> <p>9.4.12 A,B,C,D</p>	<p>Artwork can express who we are and what we want people to see and feel.</p> <p>Art expresses who a person is and what he/she is wanting the viewer to know/understand about the art and the artist</p>	<p>What do I want people to see/understand about me and the art?</p> <p>What processes and thinking skills do you use in the creation of your Art?</p> <p>How can you express your ideas visually through your artwork?</p>	<p>Individual critiques between student artist and instructor discussing themes, concepts, processes, craftsmanship and creativity.</p> <p>Small group critiques and large group critiques between student artists and instructor discussing themes, concepts, processes, craftsmanship and creativity.</p>	

December-May	<b>Installation</b>	Creativity Process Craftsmanship Production Adaptations	9.1.12 A,B,C,D,E,F,G,H,I,JK 9.2.12 A,B,C,D,E,F,G,I,J,K,L 9.3.12 A,B,C,DE,F,G	Artwork can be a collaboration of ideas, themes, concepts and materials.	What ideas, themes, ideas and materials can be used to create an installation?  How does the	The artwork in the installation reflects the theme chosen by the class and the instructor. Time and effort is	
			9.4.12 A,B,C,D	Collaboration in creating a piece of art that will become a “legacy” to the students in the Independent Art Class  Demonstrate an understanding of connections between art and cultural identity or context in relationship to the Trinity community.	Independent art class want to be “remembered” as a group through the installation?  What will make this art enduring?  How is this installation a reflection of my time at Trinity High School?  How is this installation relevant to the Trinity High School community?	reflected in the quality of the artwork  A written artist statement by each student explaining his/her interpretation of the installation and what he/she wants the viewer to see in the piece(s) created by the “artist”	