

Standard	Learning Target We are Learning to.....	Window(s) of Instruction	Essential Vocabulary	Resources	Courses
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Adair County High School

2020-2021

Grades 9-12 / Visual and Performing Arts / PACING GUIDE

Teacher's Name(s): Cayce Davenport

Discipline: Visual Arts

Artistic Process: Creating

Anchor Standard 1: Generate and conceptualize artistic ideas and work

Process Component: Investigate, Plan and Make

Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.

Essential Question: What conditions, attitudes and behaviors support creativity and innovative thinking? What factors prevent and encourage people to take creative risks? How does collaborations expand the creative process?

HS Proficient VA:Cr1.1.I

Use multiple approaches to begin creative endeavors	1.Independent Study with a thematic body of work 2.Contour Drawings 3.Linear Perspective Unit 4.Printmaking Unit 5.Personal Symbol 6.Textile Unit 7.Visual Literacy Unit 8.Colored Pencil Blending 9.Sketchbooks 10.Visual Journals 11. Portraits Unit	1.Fall Semester 2.August-September 3.February 4.November 5.August 6.March-April 7. August 8. November-December 9. Ongoing 10.Spring Semester 11. September 12. January 13.January-February			1.Independent Art 2.Art 1 3.Art 1 4.Art 1 5.Adv. Art 6.Adv. Art 7.Adv. Art 8.Art 1, Art2 9. All courses 10.Adv. Art 11.Art 2 12.Art 2 13.Art 2 14. Art 1
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	12.Pixel Art 13.Animal Paintings 14. Positive Negative Unit 15. Ceramics Intro	14. September-October 15. May			15. Art1
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HS Accomplished VA:Cr1.1.II

Individually or collaboratively formulate new creative problems based on students' existing artwork.	1.Take existing work within sketchbooks from previous prompts to continue exploring specific themes. 2. This is the introductory work towards completing a body of work or portfolio for each student in AP Art and Independent Art.	Fall Semester	Line of inquiry	https://apcentral.collegeboard.org/courses	AP Studio Art Independent Art
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HS Advanced VA:Cr1.1.III

Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.					
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Artistic Process: Creating

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

Essential Question: How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow

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or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

HS Proficient VA:Cr1.2.I

Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.	1. Political Cartoon	1. Spring Semester	1.Representation, personification	2-D Rubric	Adv. Art
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HS Accomplished VA:Cr1.2.II

Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.					
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HS Advanced VA: Cr1.2.III

Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.	1.Satirical Propaganda Poster 2.Seven Deadly Sins Playing Card 3.Independent Art theme based body of work 4.AP Studio Art portfolio	1.Spring Semester 2.Spring Semester	1.symbolism, representation, personification	2-D Rubric	1-2.Adv. Art 3.Independent Art 4.AP Studio Art
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Artistic Process: Creating
Anchor Standard 2: Organize and develop ideas and work
Process Component: Investigate
Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
Essential Question: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do

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artists and designers learn from trial and error?

HS Proficient VA: Cr2.1.I

Engage in making a work of art or design without having a preconceived plan.	<ol style="list-style-type: none"> 1. Gesture Drawing 2. Contour Drawing 3. Pinch Pot unit 4. Non-Objective Art 5. Staged Abstraction 6. Exquisite Corpse 	<ol style="list-style-type: none"> 1. Fall Semester 2. August 3. August 4. March 5. April 6. January 	<ol style="list-style-type: none"> 1. gesture, gestural, loose, figurative, contour 2. contour, contour lines, loose, edges, form, linear 3. clay vocab 4. Non-objective, elements of art, principles of design 5. non-objective, mediums 		<ol style="list-style-type: none"> 1. Art1, Art2 2. Art 1 3. Ceramics 4. Art1, Art2 5. Art2, Adv. Art 6. Art2, Adv. Art
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HS Accomplished VA: Cr2.1.II

Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	<ol style="list-style-type: none"> 1. Independent Art thematic body of work 2. Color Theory Unit 3. Portrait Unit 	<ol style="list-style-type: none"> 1. Spring Semester 2. November 3. September 	<ol style="list-style-type: none"> 2. color schemes, tint, shade, neutral 		<ol style="list-style-type: none"> 1. Independent Art 2. Art2 3. Art2
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HS Advanced VA: Cr2.1.III

Experiment, plan, and make multiple works of art and design that explore a personally	<ol style="list-style-type: none"> 1. AP Studio Art portfolio 2. Independent Art 	<ol style="list-style-type: none"> 1. Spring Semester 2. Spring Semester 3. Spring Semester 			<ol style="list-style-type: none"> 1. AP Studio Art 2. Independent Art 3. Adv Art
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meaningful theme, idea or concept.	thematic body of work 3.Visual Journals				
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Artistic Process: Creating
Anchor Standard 2: Organize and develop artistic ideas and work.
Process Component: Investigate
Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
Essential Question: How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with freedom to create?

HS Proficient VA:Cr2.2.I

Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.	<ol style="list-style-type: none"> 1. Intro to Ceramics 2. Pinch Pot Unit 3. Slab Unit 4. Coil Unit 5. Hollow Core Unit 6. Printmaking in Art1 	<ol style="list-style-type: none"> 1. May 2. August 3. October 4. February 5. April 	1-5.ceramic vocab		<ol style="list-style-type: none"> 1.Art 1 2-5.Ceramics 6.Art 1
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HS Accomplished VA:Cr2.2.II

Demonstrate awareness of ethical implications of making and distributing creative work.	<ol style="list-style-type: none"> 1. Political Cartoons 2. Satirical Propaganda 	<ol style="list-style-type: none"> 1.Spring Semester 2.Spring Semester 	1-2.juxtaposition, copyright, trademark, satire		<ol style="list-style-type: none"> 1.Adv. Art 2.Adv.Art
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HS Advanced VA:Cr2.2.III

Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and	<ol style="list-style-type: none"> 1. Political Cartoons 2. Satirical Propaganda 	<ol style="list-style-type: none"> 1. Spring Semester 2. Spring 			<ol style="list-style-type: none"> 1. Adv. Art 2. Adv. Art
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equipment in the creation and circulation of creative work.		Semester			
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Artistic Process: Creating
Anchor Standard 2: Organize and develop artistic ideas and work.
Process Component: Investigate
Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
Essential Question: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

HS Proficient VA:Cr2.3.I

Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.	1. Masking Tape Figures	1. Spring Semester	1. Form, space, movement		1.Adv.Art
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HS Accomplished VA:Cr2.3.II

Redesign an object, system, place or design in response to contemporary issues.	1. Seven Deadly Sins Playing Card 2. Textile Unit	1. Spring Semester 2. Spring Semester	2. Textile, fabric, sustainable, block print, dip dye		1.Adv. Art 2.Adv. Art
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HS Advanced VA:Cr2.3.III

Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and or empowers people's	1. Famous Painting Self Portrait 2. Macro Rule of 1/3s	1.January 2.August	1.portrait 2.macro, proportion, perspective, placement, focal point,		1.Art 2 2.Adv. Art
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lives.			depth of field, leading lines		
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Artistic Process: Creating
Anchor Standard 3: Reflect - Refine - Complete
Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
Essential Question: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

HS Proficient VA:Cr3.1.I

Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.	1.Fairytales Cutouts	1.August	1.narrative, color, representation,		1.Adv.Art
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HS Accomplished VA:Cr3.1.II

Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.	1.Portraits Unit 2.Animal Painting 3.Linear Perspective 4.Positive & Negative Contrast drawing 5.Ribbons Drawing 6.360 Still Life 7. Exquisite Corpse 8.Satirical Propaganda Poster 9.Political Cartoon 10. Seven Deadly Sins Playing Card 11.Sign Language Contour	*this standard is repeated during these lessons at the "midway" point before completion	Elements of Art Principles of Art		Art 1 Art 2 Adv. Art Independent Art AP Studio Art
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	Hands 12. Fairytale Cutouts 13. Visual Literacy				
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HS Advanced VA:Cr3.1.III

Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.	1.Famous Painting Self Portrait 2.Monochromatic Self Portrait 3.Slab Mask	1.January 2.December 3.October	3. Personification, representation		1,2.Art 2 3.Ceramics
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Artistic Process: Presenting
Anchor Standard 4: Select, analyze and interpret artistic work for presentation.
Process Component: Select
Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
Essential Question: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

HS Proficient VA:Pr4.1.I

Analyze, select and curate artifacts and/or artworks for presentation and preservation.	Curating the display case	ongoing			All courses
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HS Accomplished VA: Pr4.1.II

Analyze, select and critique personal artwork for a collection or portfolio presentation.	1.Independent Art thematic body of work 2.AP Studio Art portfolio 3.Matting and Framing Work	1.Early Spring 2.Early Spring 3.March			1.Independent Art 2.AP Studio Art 3.Art 1
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HS Advanced VA: Pr4.1.III

Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.	1.AP Studio Art portfolio 2.Regional Art Competition	1.April-May 2.March	2. In March, all student work is collected and curated for possible entry to the Kentucky High School Art All-State. Students play a role in the selection and curation of the pieces chosen.		1.AP Art 2.All Courses
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Artistic Process: Presenting

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Process Component: Analyze

Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.

Essential Question: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

HS Proficient VA:Pr5.1.I

Analyze and evaluate the reasons and ways an exhibition is presented.	1.Field Trip to museum or gallery				All courses
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HS Accomplished VA: Pr5.1.II

Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.	1.Matting and Framing work	Ongoing: when students are complete when an			1.Art1, Art2, Adv.Art, Independent Art, AP Studio Art
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		artwork they are tasked with matting, framing, and presenting them as needed			
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HS Advanced VA: Pr5.1.III

Investigate, compare, and contrast methods for preserving and protecting art.

Artistic Process: Presenting

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Process Component: Share

Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating or appreciation and understanding.

Essential Question: What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

HS Proficient VA:Pr6.1.I

Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

1.Famous Painting Self Portrait

1.January

1.cultural, representation, historical context

1.Art2

HS Accomplished VA: Pr6.1.II

Make, explain and justify

1.Famous Painting Self

1.January

1.Art2

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connections between artists or artwork and social, cultural, and political history.	Portrait				
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HS Advanced VA:Pr6.1.III

Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.					
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Artistic Process: Responding
Anchor Standard 7: Perceive and analyze artistic work.
Process Component: Perceive
Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
Essential Question: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

HS Proficient VA:Pr7.1.I

Hypothesize ways in which art influences perception and understanding of human experiences.	<ol style="list-style-type: none"> Exquisite Corpse Slab Houses Slab Mask Visual Literacy 	<ol style="list-style-type: none"> December November October August-September 			<ol style="list-style-type: none"> Adv. Art Ceramics Ceramics Adv. Art
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HS Accomplished VA:Pr7.1.II

Recognize and describe personal aesthetic and empathetic responses	<ol style="list-style-type: none"> Eco Printing Mammoth Cave Art 	<ol style="list-style-type: none"> April-May Fall 	1.pigmentation, organic, environment,		<ol style="list-style-type: none"> Art 2, Adv. Art Independent
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to the natural world and constructed environments.		Semester	indigenous 2.historical, indigenous		Art
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HS Advanced VA:Pr7.1.III

Analyze how responses to art develop over time based on knowledge of and experience with art and life.					
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Artistic Process: Responding
Anchor Standard 7: Perceive and analyze artistic work.
Process Component: Perceive
Enduring Understanding: Visual imagery influences understanding of and responses to the world.
Essential Question: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

HS Proficient VA:Re7.2.I

Analyze how one's understanding of the world is affected by experiencing visual imagery.	1.Visual Literacy Unit 2.Political Cartoon 3.Satirical Propaganda	1.August 2.Spring Semester 3.Spring Semester			1.Adv. Art 2.Adv. Art 3.Adv. Art
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HS Accomplished VA:Re7.2.II

Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.	1.Visual Literacy Unit 2.Political Cartoon 3.Satirical Propaganda 4.Famous Painting Self Portrait	1.August 2.Spring Semester 3.Spring Semester 4.January			1-3. Adv. Art 4. Art 2
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HS Advanced VA:Re7.2.III

Determine the commonalities within a group of artists or visual images and attributed to a particular type of art, timeframe, or culture.	1.Famous Artist Sculpture 2. Propaganda Art writing	1.late Spring 2.Fall Semester	1.characteristics, texture, form, principles of design, color schemes		1.ceramics 2.Art1
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Artistic Process: Responding

Anchor Standard 8: Interpret intent and meaning in artistic work.

Process Component: Analyze

Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.

Essential Question: What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

HS Proficient VA:Re8.1.I

Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.	1.Kehinde Wiley writing	1.Fall Semester	1.juxtaposition, historical context, ethnic, cultural, representation, figural, portrait		1.Art 1
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HS Accomplished VA:Re8.1.II

Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.	1.Visual Literacy 2.Propaganda Art Writing 3.Surrealism Art Writing 4.Arcimboldo Portraits	1.August 2.Fall Semester 3.Fall Semester 4.October			1.Adv.Art 2.Art 1 3.Art 1,Art 2 4.Art 1
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HS Advanced VA:Re8.1.III

Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

Artistic Process: Responding
Anchor Standard 9: Apply criteria to evaluate artistic work.
Process Component: Interpret
Enduring Understanding: People evaluate art based on various criteria.
Essential Question: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

HS Proficient VA:Re9.1.I

Establish relevant criteria in order to evaluate a work of art or collection of works.

1.AP Studio Art rubric adaptation

1.early Fall

1.AP Studio Art

HS Accomplished VA:Re9.1.II

Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

HS Advanced VA:Re9.1.III

Construct evaluations of a work of art or collection of works based on differing sets of criteria.

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Artistic Process: Connecting

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Process Component: Synthesize

Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

Essential Question: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

HS Proficient VA: Cn10.1.I

Document the process of developing ideas from early stages to fully elaborated ideas.

1.Sketchbooks
2.Visual Journals

1.year long
2.spring semester

1.Art 1, Art 2,
Adv.Art
2.Adv.Art, AP
Studio Art,
Independent Art

HS Accomplished VA:Cn10.1.II

Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.

1.AP Studio Art portfolio
2.Independent Art theme based body of work

1.Fall Semester
2.September & January

1.AP Studio Art
2.Independent Art

HS Advanced VA:Cn10.1.III

Synthesize knowledge of social, cultural, historical and personal life with art-making approaches to create meaningful works of art or design.

1.Visual Journals
2. Portraits Unit
3.Satirical Propaganda Poster
4. Textural Family Tree

1.Spring Semester
2.Fall Semester
3.Spring Semester
4.Fall Semester

4.Elements of art, representation, symbolism, characteristics

1.Adv.Art
2.Art2
3.Adv.Art
4.Art 1

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Artistic Process: Connecting
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Process Component: Relate
Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
Essential Question: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

HS Proficient VA:Cn11.1.I

Describe how knowledge of culture, traditions, and history may influence personal responses to art.	1.Kehinde Wiley writing	1.Fall Semester			1.Art1
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HS Accomplished VA:Cn11.1.II

Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.	1.Propaganda Art writing	1.Fall Semester, Spring Semester			1.Art1,Adv.Art
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HS Advanced VA:Cn11.1.III

Appraise the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.					
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