

Curriculum Map: 3rd grade Art 2022-2023

Course: Art3 Sub-topic: Uncategorized

Grade(s): 3

Course Description: 3rd grade art is a continuation of the four components of art education: production, art history, criticism and aesthetics. Students will produce a variety of art projects while expanding knowledge of the elements and principles of design and a continued emphasis on proper material usage and handling and the continued development of fine motor skills. Students will be introduced to a variety of artists from different time periods and styles of art and begin to form critical opinions of those artworks.

Course Textbooks, Workbooks, Materials Citations: no textbook or workbook for this course.

Unit: Unit 1: Color Theory

Timeline: 6 Weeks

Unit Description: This unit will review primary and secondary colors and the basic color wheel. Students will then be introduced to what tertiary colors are, how they are made and where they are placed on the expanded color wheel. Lastly, students will receive a brief overview of other aspects of color theory that will be used throughout the rest of the year such as warm/cool colors, neutral colors, tints & shades, complimentary colors & monochromatic colors.

Unit Essential Questions: How does reflection influence the process and product of art-making?
How might the resources available to a person influence the artwork they create?

Unit Big Ideas: [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](#)
[Artists use tools and resources as well as their own experiences and skills to create art.](#)

Unit Materials: Tempera Paint
Brushes
Rulers
white paper, skin color construction paper
Black construction paper
Color Theory Worksheet, online materials, videos

Unit Assignments: Color Theory Quiz
Tertiary Eye Ball project

Unit Key Terminology & Definitions: Tertiary Colors
Complimentary Colors
Neutral Colors

Complimentary Colors

Monochromatic Colors

Tints & Shades

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.3.A \(Advanced\)](#) Know and use the elements and principles of each art form to create works in the arts and humanities.

• Elements Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre Theatre: • scenario • script/text • set design Visual Arts: • color • form/shape • line • space • texture • value • Principles Dance: • choreography • form • genre • improvisation • style • technique Music: • composition • form • genre • harmony • rhythm • texture Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice Visual Arts: • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale • repetition • unity/harmony

[9.1.3.B \(Advanced\)](#) Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

• Dance: • move • perform • read and notate dance • create and choreograph • improvise • Music: • sing • play an instrument • read and notate music • compose and arrange • improvise • Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct • Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media

[9.1.3.C \(Advanced\)](#) Recognize and use fundamental vocabulary within each of the arts forms.

[9.1.3.G \(Advanced\)](#) Recognize the function of rehearsals and practice sessions.

[9.1.3.H \(Advanced\)](#) Handle materials, equipment and tools safely at work and performance spaces.

• Identify materials used. • Identify issues of cleanliness related to the arts. • Recognize some mechanical/electrical equipment. • Recognize differences in selected physical space/environments. • Recognize the need to select safe props/stage equipment. • Identify methods for storing materials in the arts.

[9.1.3.J \(Advanced\)](#) Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

• Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill pens, stencils, tools for wood carving, looms, stage equipment). • Know and use contemporary technologies (e.g., CDs/software, audio/sound equipment, polymers, clays, board-mixers, photographs, recorders).

[9.1.3.K \(Advanced\)](#) Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.

(* standards consolidated from Topic level)

Topic: Lesson 1: Review of Primary/Secondary Colors

Minutes for Topic: 90

Core Lesson Description: Students will review primary & secondary colors that were learned previously in 1st & 2nd grade.

Core Lesson Students will be able to identify the primary & secondary colors and place them in the correct order on the

Student Learning Objectives: basic color wheel. Students will be able to identify what two primary colors make each of the secondary colors.

Core Lesson Essential Questions: How does reflection influence the process and product of art-making?

Core Lesson Big Ideas: [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](#)

Core Lesson Materials: Color Theory Videos & online resources (edpuzzles, kahoots, etc.)

Core Lesson Key Terminology & Definitions: Primary & Secondary colors
Basic Color Wheel

STANDARDS

STATE: Pennsylvania [SAS Academic Standards \(2009-2013\)](#)

[9.1.3.A \(Advanced\)](#) Know and use the elements and principles of each art form to create works in the arts and humanities.

• Elements Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre Theatre: • scenario • script/text • set design Visual Arts: • color • form/shape • line • space • texture • value • Principles Dance: • choreography • form • genre • improvisation • style • technique Music: • composition • form • genre • harmony • rhythm • texture Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice Visual Arts: • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale • repetition • unity/harmony

[9.1.3.B \(Advanced\)](#) Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

• Dance: • move • perform • read and notate dance • create and choreograph • improvise • Music: • sing • play an instrument • read and notate music • compose and arrange • improvise • Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct • Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media

[9.1.3.C \(Advanced\)](#) Recognize and use fundamental vocabulary within each of the arts forms.

[9.1.3.G \(Advanced\)](#) Recognize the function of rehearsals and practice sessions.

[9.1.3.H \(Advanced\)](#) Handle materials, equipment and tools safely at work and performance spaces.

• Identify materials used. • Identify issues of cleanliness related to the arts. • Recognize some mechanical/electrical equipment. • Recognize differences in selected physical space/environments. • Recognize the need to select safe props/stage equipment. • Identify methods for storing materials in the arts.

Topic: Lesson 2: Tertiary Colors

Minutes for Topic: 135

Core Lesson Description: Students will be introduced to tertiary colors. They will learn how they are made, where they are placed on the color wheel and why. They will also learn how to make tertiary colors by mixing primary & secondary colors together.

Core Lesson Student Learning Objectives: Students will be able to identify the six tertiary colors and be able to make them by mixing other colors together.

Core Lesson Essential Questions: How does reflection influence the process and product of art-making?

How might the resources available to a person influence the artwork they create?

Core Lesson Big Ideas:

[The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](#)

[Artists use tools and resources as well as their own experiences and skills to create art.](#)

Core Lesson Materials:

White paper
tempera paint, paint brush, etc.
scissors
construction paper
glue

Core Lesson Key Terminology & Definitions:

Tertiary colors

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.3.A \(Advanced\)](#)

Know and use the elements and principles of each art form to create works in the arts and humanities.

• Elements Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre Theatre: • scenario • script/text • set design Visual Arts: • color • form/shape • line • space • texture • value • Principles Dance: • choreography • form • genre • improvisation • style • technique Music: • composition • form • genre • harmony • rhythm • texture Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice Visual Arts: • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale • repetition • unity/harmony

[9.1.3.B \(Advanced\)](#)

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

• Dance: • move • perform • read and notate dance • create and choreograph • improvise • Music: • sing • play an instrument • read and notate music • compose and arrange • improvise • Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct • Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media

[9.1.3.C \(Advanced\)](#)

Recognize and use fundamental vocabulary within each of the arts forms.

[9.1.3.G \(Advanced\)](#)

Recognize the function of rehearsals and practice sessions.

[9.1.3.H \(Advanced\)](#)

Handle materials, equipment and tools safely at work and performance spaces.

• Identify materials used. • Identify issues of cleanliness related to the arts. • Recognize some mechanical/electrical equipment. • Recognize differences in selected physical space/environments. • Recognize the need to select safe props/stage equipment. • Identify methods for storing materials in the arts.

[9.1.3.J \(Advanced\)](#)

Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

• Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill pens, stencils, tools for wood carving, looms, stage equipment). • Know and use contemporary technologies (e.g., CDs/software, audio/sound equipment, polymers, clays, board-mixers, photographs, recorders).

[9.1.3.K \(Advanced\)](#)

Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.

Unit: Unit 2: Abstract Art

Timeline: 3 Weeks

Unit

This unit introduces students to abstract art and the artist Pablo Picasso. Students will cut and

Description: glue a Halloween monster collage based on Picasso's cubism period. Neutral colors will also be reviewed during this unit.

Unit Essential Questions:

How does reflection influence the process and product of art-making?

How might the resources available to a person influence the artwork they create?

How has the definition of art changed over time?

What role does art play in defining a culture?

What role does observation play in our assessment of an artwork's quality?

How do observation and description help us to make meaning about a work of art?

Unit Big Ideas:

[The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](#)

[Artists use tools and resources as well as their own experiences and skills to create art.](#)

[The arts provide a medium to understand and exchange ideas.](#)

[People have expressed experiences and ideas through the arts throughout time and across cultures.](#)

[There are formal and informal processes used to assess the quality of works in the arts.](#)

[People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.](#)

Unit Materials: Picasso Packet, video and slideshow on Picasso

Construction paper, glue, scissors, templates

Unit Assignments:

Picasso Packet

Picasso Monster Project

Unit Key Terminology & Definitions:

abstract art

Pablo Picasso

Cubism

Blue Period

Collage

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- [9.1.3.A \(Advanced\)](#) Know and use the elements and principles of each art form to create works in the arts and humanities.
- Elements Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre Theatre: • scenario • script/text • set design Visual Arts: • color • form/shape • line • space • texture • value • Principles Dance: • choreography • form • genre • improvisation • style • technique Music: • composition • form • genre • harmony • rhythm • texture Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice Visual Arts: • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale • repetition • unity/harmony
- [9.1.3.B \(Advanced\)](#) Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- Dance: • move • perform • read and notate dance • create and choreograph • improvise • Music: • sing • play an instrument • read and notate music • compose and arrange • improvise • Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct • Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media
- [9.1.3.C \(Advanced\)](#) Recognize and use fundamental vocabulary within each of the arts forms.
- [9.1.3.D \(Advanced\)](#) Use knowledge of varied styles within each art form through a performance or exhibition of unique work.
- [9.1.3.E \(Advanced\)](#) Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.
- [9.1.3.F \(Advanced\)](#) Identify works of others through a performance or exhibition (e.g., exhibition of student paintings based on the study of Picasso)
- [9.1.3.G \(Advanced\)](#) Recognize the function of rehearsals and practice sessions.
- [9.1.3.H \(Advanced\)](#) Handle materials, equipment and tools safely at work and performance spaces.
- Identify materials used. • Identify issues of cleanliness related to the arts. • Recognize some mechanical/electrical equipment. • Recognize differences in selected physical space/environments. • Recognize the need to select safe props/stage equipment. • Identify methods for storing materials in the arts.
- [9.1.3.J \(Advanced\)](#) Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
- Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill pens, stencils, tools for wood carving, looms, stage equipment). • Know and use contemporary technologies (e.g., CDs/software, audio/sound equipment, polymers, clays, board-mixers, photographs, recorders).
- [9.1.3.K \(Advanced\)](#) Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.
- [9.2.3.A \(Advanced\)](#) Explain the historical, cultural and social context of an individual work in the arts.
- [9.2.3.B \(Advanced\)](#) Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
- [9.2.3.C \(Advanced\)](#) Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).

- [9.2.3.D \(Advanced\)](#) Analyze a work of art from its historical and cultural perspective.
- [9.2.3.E \(Advanced\)](#) Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)
- [9.2.3.G \(Advanced\)](#) Relate works in the arts to geographic regions:
- Africa • Asia • Australia • Central America • Europe • North America • South America
- [9.2.3.I \(Advanced\)](#) Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).
- [9.2.3.J \(Advanced\)](#) Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).
- [9.2.3.L \(Advanced\)](#) Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).
- [9.3.3.A \(Advanced\)](#) Recognize critical processes used in the examination of works in the arts and humanities.
- Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments
- [9.3.3.B \(Advanced\)](#) Know that works in the arts can be described by using the arts elements, principles and concepts (e.g., use of color, shape and pattern in Mondrian's Broadway Boogie-Woogie; use of dynamics, tempo, texture in Ravel's Bolero).
- [9.3.3.C \(Advanced\)](#) Know classification skills with materials and processes used to create works in the arts (e.g., sorting and matching textiles, musical chants, television comedies).
- [9.3.3.D \(Advanced\)](#) Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response.
- [9.3.3.E \(Advanced\)](#) Recognize and identify types of critical analysis in the arts and humanities.
- Contextual criticism • Formal criticism • Intuitive criticism
- [9.3.3.F \(Advanced\)](#) Know how to recognize and identify similar and different characteristics among works in the arts (e.g., Amish and Hawaiian quilts, Navaho weavings and Kente cloth from West Africa).
- [9.3.3.G \(Advanced\)](#) Know and demonstrate what a critic's position or opinion is related to works in the arts and humanities (e.g., I like patriotic songs because...; The movie was enjoyed for its exceptional special effects).
- [9.4.3.A \(Advanced\)](#) Know how to respond to a philosophical statement about works in the arts and humanities (e.g., "Can artworks that depict or are about ugly or unpleasant things ever be beautiful?").
- [9.4.3.B \(Advanced\)](#) Know how to communicate an informed individual opinion about the meaning of works in the arts (e.g., works of an artist of the month).
- [9.4.3.C \(Advanced\)](#) Recognize that the environment of the observer influences individual aesthetic responses to works in the arts (e.g., the effect of live music as opposed to listening to the same piece on a car radio).
- [9.4.3.D \(Advanced\)](#) Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities (e.g., artist's interpretation through the use of classical ballet of the American West in Agnes De Mille's Rodeo).

(* standards consolidated from Topic level)

Topic: Lesson 1: What is Abstract Art & Who was Pablo Picasso?

Minutes for Topic: 45

Core Lesson Description:

Students will be introduced to the life & artworks of Pablo Picasso and what abstract art is.

Core Lesson Student Learning Objectives:

Students will be able to identify abstract art. Students will be able to identify artworks by the artist Pablo Picasso.

Core Lesson Essential Questions:

How does reflection influence the process and product of art-making?

How might the resources available to a person influence the artwork they create?

How has the definition of art changed over time?

What role does art play in defining a culture?

What role does observation play in our assessment of an artwork's quality?

How do observation and description help us to make meaning about a work of art?

Core Lesson Big Ideas:

[There are formal and informal processes used to assess the quality of works in the arts.](#)
[People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.](#)

[The arts provide a medium to understand and exchange ideas.](#)

[People have expressed experiences and ideas through the arts throughout time and across cultures.](#)

Core Lesson Materials:

Picasso packet with Picasso Biography, quiz, word search & coloring pages.
Picasso reproductions.

Core Lesson Key Terminology & Definitions:

abstract art
collage
Picasso

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

9.2.3.A (Advanced)	Explain the historical, cultural and social context of an individual work in the arts.
9.2.3.B (Advanced)	Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
9.2.3.C (Advanced)	Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
9.2.3.D (Advanced)	Analyze a work of art from its historical and cultural perspective.
9.2.3.E (Advanced)	Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)
9.2.3.G (Advanced)	Relate works in the arts to geographic regions: <ul style="list-style-type: none">• Africa • Asia • Australia • Central America • Europe • North America • South America
9.2.3.I (Advanced)	Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).
9.2.3.J (Advanced)	Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).
9.2.3.L (Advanced)	Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).
9.3.3.A (Advanced)	Recognize critical processes used in the examination of works in the arts and humanities. <ul style="list-style-type: none">• Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments
9.3.3.B (Advanced)	Know that works in the arts can be described by using the arts elements, principles and concepts (e.g., use of color, shape and pattern in Mondrian's Broadway Boogie-Woogie; use of dynamics, tempo, texture in Ravel's Bolero).
9.3.3.C (Advanced)	Know classification skills with materials and processes used to create works in the arts (e.g., sorting and matching textiles, musical chants, television comedies).
9.3.3.D (Advanced)	Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response.
9.3.3.E (Advanced)	Recognize and identify types of critical analysis in the arts and humanities. <ul style="list-style-type: none">• Contextual criticism • Formal criticism • Intuitive criticism
9.3.3.F (Advanced)	Know how to recognize and identify similar and different characteristics among works in the arts (e.g., Amish and Hawaiian quilts, Navaho weavings and Kente cloth from West Africa).
9.3.3.G (Advanced)	Know and demonstrate what a critic's position or opinion is related to works in the arts and humanities (e.g., I like patriotic songs because...; The movie was enjoyed for its exceptional special effects).
9.4.3.A (Advanced)	Know how to respond to a philosophical statement about works in the arts and humanities (e.g., "Can artworks that depict or are about ugly or unpleasant things ever be beautiful?").
9.4.3.B (Advanced)	Know how to communicate an informed individual opinion about the meaning of works in the arts (e.g., works of an artist of the month).
9.4.3.C (Advanced)	Recognize that the environment of the observer influences individual aesthetic responses to works in the arts (e.g., the effect of live music as opposed to listening to the same piece on a car radio).
9.4.3.D (Advanced)	Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities (e.g., artist's interpretation through the use of classical ballet of the American West in Agnes De Mille's Rodeo).

Topic: Lesson 2: Creating abstract Monster portraits (halloween) like Picasso

Minutes for Topic: 135

Core Lesson Description: Students will create a collage portrait based on Pablo Picasso's cubism work.

Core Lesson Student Learning Objectives: Students will create a collage portrait.

Core Lesson Essential Questions: How do observation and description help us to make meaning about a work of art?

Core Lesson Big Ideas: [The arts provide a medium to understand and exchange ideas.](#)

Core Lesson Materials: Construction paper
scissors
glue

Core Lesson Key Terminology & Definitions: collage
Cubism

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

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- [9.1.3.D \(Advanced\)](#) Use knowledge of varied styles within each art form through a performance or exhibition of unique work.
- [9.1.3.E \(Advanced\)](#) Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.
- [9.1.3.F \(Advanced\)](#) Identify works of others through a performance or exhibition (e.g., exhibition of student paintings based on the study of Picasso)
- [9.1.3.G \(Advanced\)](#) Recognize the function of rehearsals and practice sessions.
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 - Know and use contemporary technologies (e.g., CDs/software, audio/sound equipment, polymers, clays, board-mixers, photographs, recorders).
- [9.1.3.K \(Advanced\)](#) Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.

Unit: Unit 3: Elements & Principles of Design

Timeline: 9 Weeks

Unit This unit reviews and expands students knowledge of the elements and principles of design

Description: including: rhythm & movement, space, harmony and value. It also reviews and explores complimentary colors, monochromatic colors & tints & shades. The history of origami is also included.

Unit Essential

Questions: How does reflection influence the process and product of art-making?

How might the resources available to a person influence the artwork they create?

How has the definition of art changed over time?

What role does art play in defining a culture?

Unit Big Ideas:

[The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](#)

[Artists use tools and resources as well as their own experiences and skills to create art.](#)

[The arts provide a medium to understand and exchange ideas.](#)

[People have expressed experiences and ideas through the arts throughout time and across cultures.](#)

Unit Materials: Origami slideshow

Construction paper, glue pens

watercolor pencils

paper

pencils

oil pastels

Unit Assignments: light bulb project

origami project

shamrock project

Unit Key Terminology & Origami

Definitions: space

movement

rhythm

harmony

value

tints
shades

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

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[9.1.3.D \(Advanced\)](#) Use knowledge of varied styles within each art form through a performance or exhibition of unique work.

[9.1.3.G \(Advanced\)](#) Recognize the function of rehearsals and practice sessions.

[9.1.3.H \(Advanced\)](#) Handle materials, equipment and tools safely at work and performance spaces.

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[9.1.3.K \(Advanced\)](#) Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.

[9.2.3.F \(Advanced\)](#) Know and apply appropriate vocabulary used between social studies and the arts and humanities.

[9.2.3.G \(Advanced\)](#) Relate works in the arts to geographic regions:

• Africa • Asia • Australia • Central America • Europe • North America • South America

(* standards consolidated from Topic level)

Topic: Lesson 1: Rhythm/Movement

Minutes for Topic: 90

Core Lesson Description: Students will explore the elements of rhythm & movement and how it can affect a drawing. They will create a drawing that depicts movement.

Core Lesson Student Learning Objectives: Students will create a drawing that shows movement & rhythm.

Core Lesson Essential Questions:

How does reflection influence the process and product of art-making?

How might the resources available to a person influence the artwork they create?

Core Lesson Big Ideas:

[The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](#)

[Artists use tools and resources as well as their own experiences and skills to create art.](#)

[The arts provide a medium to understand and exchange ideas.](#)

Core Lesson Materials: paper, pencils, markers, water cups, paint brushes

Core Lesson Key Terminology & Definitions: rhythm
movement

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.3.A \(Advanced\)](#) Know and use the elements and principles of each art form to create works in the arts and humanities.

• Elements Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre Theatre: • scenario • script/text • set design Visual Arts: • color • form/shape • line • space • texture • value • Principles Dance: • choreography • form • genre • improvisation • style • technique Music: • composition • form • genre • harmony • rhythm • texture Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice Visual Arts: • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale • repetition • unity/harmony

[9.1.3.B \(Advanced\)](#) Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

• Dance: • move • perform • read and notate dance • create and choreograph • improvise • Music: • sing • play an instrument • read and notate music • compose and arrange • improvise • Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct • Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media

[9.1.3.C \(Advanced\)](#) Recognize and use fundamental vocabulary within each of the arts forms.

[9.1.3.D \(Advanced\)](#) Use knowledge of varied styles within each art form through a performance or exhibition of unique work.

[9.1.3.G \(Advanced\)](#)

Recognize the function of rehearsals and practice sessions.

[9.1.3.H \(Advanced\)](#)

Handle materials, equipment and tools safely at work and performance spaces.

- Identify materials used.
- Identify issues of cleanliness related to the arts.
- Recognize some mechanical/electrical equipment.
- Recognize differences in selected physical space/environments.
- Recognize the need to select safe props/stage equipment.
- Identify methods for storing materials in the arts.

[9.1.3.J \(Advanced\)](#)

Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

- Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill pens, stencils, tools for wood carving, looms, stage equipment).
- Know and use contemporary technologies (e.g., CDs/software, audio/sound equipment, polymers, clays, board-mixers, photographs, recorders).

[9.1.3.K \(Advanced\)](#)

Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.

Topic: Lesson 2: Origami - Pattern & Balance

Minutes for Topic: 180

Core Lesson Description:

Students will learn about the art & history of origami and create their own origami project.

Core Lesson Student Learning Objectives:

Students will be able to create an origami artwork.

Core Lesson Essential Questions:

How does reflection influence the process and product of art-making?

How might the resources available to a person influence the artwork they create?

How has the definition of art changed over time?

What role does art play in defining a culture?

Core Lesson Big Ideas:

[Artists use tools and resources as well as their own experiences and skills to create art.](#)

[The arts provide a medium to understand and exchange ideas.](#)

[People have expressed experiences and ideas through the arts throughout time and across cultures.](#)

Core Lesson Materials:

Origami slideshow

Construction paper, glue

Core Lesson Key

Terminology & Definitions: Origami

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.3.A \(Advanced\)](#)

Know and use the elements and principles of each art form to create works in the arts and humanities.

- Elements Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre Theatre: • scenario • script/text • set design Visual Arts: • color • form/shape • line • space • texture • value • Principles Dance: • choreography • form • genre • improvisation • style • technique Music: • composition • form • genre • harmony • rhythm • texture Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice Visual Arts: • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale • repetition • unity/harmony

[9.1.3.B \(Advanced\)](#)

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

- Dance: • move • perform • read and notate dance • create and choreograph • improvise • Music: • sing • play an instrument • read and notate music • compose and arrange • improvise • Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct • Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media

[9.1.3.C \(Advanced\)](#)

Recognize and use fundamental vocabulary within each of the arts forms.

[9.1.3.D \(Advanced\)](#)

Use knowledge of varied styles within each art form through a performance or exhibition of unique work.

[9.1.3.G \(Advanced\)](#)

Recognize the function of rehearsals and practice sessions.

[9.1.3.H \(Advanced\)](#)

Handle materials, equipment and tools safely at work and performance spaces.

- Identify materials used. • Identify issues of cleanliness related to the arts. • Recognize some mechanical/electrical equipment. • Recognize differences in selected physical space/environments. • Recognize the need to select safe props/stage equipment. • Identify methods for storing materials in the arts.

[9.1.3.J \(Advanced\)](#)

Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

- Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill pens, stencils, tools for wood carving, looms, stage equipment).
- Know and use contemporary technologies (e.g., CDs/software, audio/sound equipment, polymers, clays, board-mixers, photographs, recorders).

[9.1.3.K \(Advanced\)](#)

Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.

[9.2.3.F \(Advanced\)](#)

Know and apply appropriate vocabulary used between social studies and the arts and humanities.

[9.2.3.G \(Advanced\)](#)

Relate works in the arts to geographic regions:

- Africa • Asia • Australia • Central America • Europe • North America • South America

Topic: Lesson 3: Color: Shape, Tints & Shades/Value

Minutes for Topic: 135

Core Lesson Description:

Students will learn advanced color theory concepts such as tints & shades. They will apply these concepts in an oil pastel project.

Core Lesson Student Learning Objectives:

Students will be able to create an artwork using tints & shades.

Core Lesson Essential Questions:

How might the resources available to a person influence the artwork they create?

How has the definition of art changed over time?

Core Lesson Big Ideas: [The arts provide a medium to understand and exchange ideas.](#)

Core Lesson Materials: black paper
oil pastels

Core Lesson Key Terminology & Definitions: Value
Tints
Shades

STANDARDS

STATE: [Pennsylvania SAS Academic Standards \(2009-2013\)](#)

- [9.1.3.A \(Advanced\)](#) Know and use the elements and principles of each art form to create works in the arts and humanities.
- Elements Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre Theatre: • scenario • script/text • set design Visual Arts: • color • form/shape • line • space • texture • value • Principles Dance: • choreography • form • genre • improvisation • style • technique Music: • composition • form • genre • harmony • rhythm • texture Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice Visual Arts: • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale • repetition • unity/harmony
- [9.1.3.B \(Advanced\)](#) Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- Dance: • move • perform • read and notate dance • create and choreograph • improvise • Music: • sing • play an instrument • read and notate music • compose and arrange • improvise • Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct • Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media
- [9.1.3.C \(Advanced\)](#) Recognize and use fundamental vocabulary within each of the arts forms.
- [9.1.3.G \(Advanced\)](#) Recognize the function of rehearsals and practice sessions.
- [9.1.3.H \(Advanced\)](#) Handle materials, equipment and tools safely at work and performance spaces.
- Identify materials used. • Identify issues of cleanliness related to the arts. • Recognize some mechanical/electrical equipment. • Recognize differences in selected physical space/environments. • Recognize the need to select safe props/stage equipment. • Identify methods for storing materials in the arts.
- [9.1.3.J \(Advanced\)](#) Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
- Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill pens, stencils, tools for wood carving, looms, stage equipment).
 - Know and use contemporary technologies (e.g., CDs/software, audio/sound equipment, polymers, clays, board-mixers, photographs, recorders).
- [9.1.3.K \(Advanced\)](#) Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.

Unit: Unit 4: Unique Perspective & Self Portraits

Timeline: 4 Weeks

Unit Description: This unit teaches students the very basics of perspective as their viewpoint in a picture. It also introduces the idea that images farther away from them are going to appear smaller.

Unit Essential

Questions: How does reflection influence the process and product of art-making?

How might the resources available to a person influence the artwork they create?

How has the definition of art changed over time?

Unit Big Ideas:

[The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](#)

[Artists use tools and resources as well as their own experiences and skills to create art.](#)

[The arts provide a medium to understand and exchange ideas.](#)

Unit Materials: Perspective SlideShow

Chromebooks

Blue Construction paper, white pencils, crayons (including multicultural crayons for faces)

Unit Assignments: Catching Snowflakes Project

Unit Key Terminology & Definitions: Perspective
Unique Perspective

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.3.A \(Advanced\)](#) Know and use the elements and principles of each art form to create works in the arts and humanities.

• Elements Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre Theatre: • scenario • script/text • set design Visual Arts: • color • form/shape • line • space • texture • value • Principles Dance: • choreography • form • genre • improvisation • style • technique Music: • composition • form • genre • harmony • rhythm • texture Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice Visual Arts: • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale • repetition • unity/harmony

[9.1.3.B \(Advanced\)](#) Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

• Dance: • move • perform • read and notate dance • create and choreograph • improvise • Music: • sing • play an instrument • read and notate music • compose and arrange • improvise • Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct • Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media

[9.1.3.C \(Advanced\)](#) Recognize and use fundamental vocabulary within each of the arts forms.

[9.1.3.E \(Advanced\)](#) Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.

[9.1.3.G \(Advanced\)](#) Recognize the function of rehearsals and practice sessions.

[9.1.3.H \(Advanced\)](#) Handle materials, equipment and tools safely at work and performance spaces.

• Identify materials used. • Identify issues of cleanliness related to the arts. • Recognize some mechanical/electrical

equipment. • Recognize differences in selected physical space/environments. • Recognize the need to select safe props/stage equipment. • Identify methods for storing materials in the arts.

[9.1.3.J \(Advanced\)](#) Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

• Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill pens, stencils, tools for wood carving, looms, stage equipment). • Know and use contemporary technologies (e.g., CDs/software, audio/sound equipment, polymers, clays, board-mixers, photographs, recorders).

[9.1.3.K \(Advanced\)](#) Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.

[9.2.3.L \(Advanced\)](#) Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).

[9.3.3.B \(Advanced\)](#) Know that works in the arts can be described by using the arts elements, principles and concepts (e.g., use of color, shape and pattern in Mondrian's Broadway Boogie-Woogie; use of dynamics, tempo, texture in Ravel's Bolero).

[9.3.3.D \(Advanced\)](#) Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response.

[9.3.3.F \(Advanced\)](#) Know how to recognize and identify similar and different characteristics among works in the arts (e.g., Amish and Hawaiian quilts, Navaho weavings and Kente cloth from West Africa).

(* standards consolidated from Topic level)

Topic: Lesson 1: Basics of Perspective - viewpoint

Minutes for Topic: 45

Core Lesson Description: Students will learn the basics of perspective and how it applies to drawing.

Core Lesson Student Learning Objectives: Students will understand the basics of the rules of perspective.

Core Lesson Essential Questions: How does reflection influence the process and product of art-making?

How might the resources available to a person influence the artwork they create?

Core Lesson Big Ideas: [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](#)

[Artists use tools and resources as well as their own experiences and skills to create art.](#)

Core Lesson Materials: perspective slideshow
chromebooks

Core Lesson Key Perspective

Terminology & Definitions:

Viewpoint

Unique Perspective

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.3.C \(Advanced\)](#)

Recognize and use fundamental vocabulary within each of the arts forms.

[9.1.3.K \(Advanced\)](#)

Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.

[9.2.3.L \(Advanced\)](#)

Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).

[9.3.3.B \(Advanced\)](#)

Know that works in the arts can be described by using the arts elements, principles and concepts (e.g., use of color, shape and pattern in Mondrian's Broadway Boogie-Woogie; use of dynamics, tempo, texture in Ravel's Bolero).

[9.3.3.D \(Advanced\)](#)

Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response.

[9.3.3.F \(Advanced\)](#)

Know how to recognize and identify similar and different characteristics among works in the arts (e.g., Amish and Hawaiian quilts, Navaho weavings and Kente cloth from West Africa).

Topic: Lesson 2: Drawing a portrait from a unique viewpoint

Minutes for Topic: 90

Core Lesson Description:

Students will create a portrait from a unique perspective/viewpoint.

Core Lesson Student Learning Objectives:

Students will create a portrait from an unusual perspective.

Core Lesson Essential Questions:

How has the definition of art changed over time?

Core Lesson Big Ideas:

[The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](#)

[Artists use tools and resources as well as their own experiences and skills to create art.](#)

[The arts provide a medium to understand and exchange ideas.](#)

Core Lesson Materials:

Blue Construction paper, white pencils, crayons (including multicultural crayons for faces)

Core Lesson Key Terminology & Definitions:

Perspective

Unusual Perspective

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.3.A \(Advanced\)](#)

Know and use the elements and principles of each art form to create works in the arts and humanities.

• Elements Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre Theatre: • scenario • script/text • set design Visual Arts: • color • form/shape • line • space • texture • value • Principles Dance: • choreography • form • genre • improvisation • style • technique Music: • composition • form • genre • harmony • rhythm • texture Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice Visual Arts: • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale • repetition • unity/harmony

[9.1.3.B \(Advanced\)](#)

Recognize, know, use and demonstrate a variety of appropriate arts elements and

principles to produce, review and revise original works in the arts.

• Dance: • move • perform • read and notate dance • create and choreograph • improvise • Music: • sing • play an instrument • read and notate music • compose and arrange • improvise • Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct • Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media

[9.1.3.C \(Advanced\)](#)

Recognize and use fundamental vocabulary within each of the arts forms.

[9.1.3.E \(Advanced\)](#)

Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.

[9.1.3.G \(Advanced\)](#)

Recognize the function of rehearsals and practice sessions.

[9.1.3.H \(Advanced\)](#)

Handle materials, equipment and tools safely at work and performance spaces.

• Identify materials used. • Identify issues of cleanliness related to the arts. • Recognize some mechanical/electrical equipment. • Recognize differences in selected physical space/environments. • Recognize the need to select safe props/stage equipment. • Identify methods for storing materials in the arts.

[9.1.3.J \(Advanced\)](#)

Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

• Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill pens, stencils, tools for wood carving, looms, stage equipment). • Know and use contemporary technologies (e.g., CDs/software, audio/sound equipment, polymers, clays, board-mixers, photographs, recorders).

[9.1.3.K \(Advanced\)](#)

Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.

Unit: Unit 5: Still life with Cezanne

Timeline: 4 Weeks

Unit

Description: This unit will be based on the the artist Paul Cezanne. Students will learn what a still life is as well as look at the artworks of Cezanne. Students will create a mixed media Still Life piece of art.

Unit Essential

Questions:

How does reflection influence the process and product of art-making?

How might the resources available to a person influence the artwork they create?

How has the definition of art changed over time?

What role does art play in defining a culture?

What role does observation play in our assessment of an artwork's quality?

How do observation and description help us to make meaning about a work of art?

Unit Big Ideas:

[The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](#)

[Artists use tools and resources as well as their own experiences and skills to create art.](#)

[The arts provide a medium to understand and exchange ideas.](#)

[People have expressed experiences and ideas through the arts throughout time and across cultures.](#)

[There are formal and informal processes used to assess the quality of works in the arts.](#)

[People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.](#)

Unit Materials: reproductions of Cezanne

Fruit & still life objects to look at

Paper, watercolors, crayons

Unit Still Life Project

Assignments: Cezanne edpuzzles/quizzes

Unit Key Mixed Media

Terminology & Definitions: Still life

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.3.A \(Advanced\)](#) Know and use the elements and principles of each art form to create works in the arts and humanities.

• Elements Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre Theatre: • scenario • script/text • set design Visual Arts: • color • form/shape • line • space • texture • value • Principles Dance: • choreography • form • genre • improvisation • style • technique Music: • composition • form • genre • harmony • rhythm • texture Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice Visual Arts: • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale • repetition • unity/harmony

[9.1.3.B \(Advanced\)](#) Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

• Dance: • move • perform • read and notate dance • create and choreograph • improvise • Music: • sing • play an instrument • read and notate music • compose and arrange • improvise • Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct • Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media

[9.1.3.C \(Advanced\)](#) Recognize and use fundamental vocabulary within each of the arts forms.

[9.1.3.D \(Advanced\)](#) Use knowledge of varied styles within each art form through a performance or exhibition of unique work.

[9.1.3.E \(Advanced\)](#) Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.

[9.1.3.F \(Advanced\)](#) Identify works of others through a performance or exhibition (e.g., exhibition of student paintings based on the study of Picasso)

[9.1.3.G \(Advanced\)](#) Recognize the function of rehearsals and practice sessions.

[9.1.3.H \(Advanced\)](#) Handle materials, equipment and tools safely at work and performance spaces.

• Identify materials used. • Identify issues of cleanliness related to the arts. • Recognize some mechanical/electrical equipment. • Recognize differences in selected physical space/environments. • Recognize the need to select safe props/stage equipment. • Identify methods for storing materials in the arts.

[9.1.3.I \(Advanced\)](#) Identify arts events that take place in schools and in communities.

[9.1.3.J \(Advanced\)](#) Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or

the works of others.

- Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill pens, stencils, tools for wood carving, looms, stage equipment).
- Know and use contemporary technologies (e.g., CDs/software, audio/sound equipment, polymers, clays, board-mixers, photographs, recorders).

[9.1.3.K \(Advanced\)](#) Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.

[9.2.3.B \(Advanced\)](#) Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).

[9.2.3.C \(Advanced\)](#) Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).

[9.2.3.E \(Advanced\)](#) Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)

[9.2.3.G \(Advanced\)](#) Relate works in the arts to geographic regions:

- Africa • Asia • Australia • Central America • Europe • North America • South America

[9.2.3.I \(Advanced\)](#) Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).

[9.2.3.K \(Advanced\)](#) Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories-poetry, work songs- blue grass).

[9.3.3.A \(Advanced\)](#) Recognize critical processes used in the examination of works in the arts and humanities.

- Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments

[9.3.3.D \(Advanced\)](#) Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response.

[9.3.3.E \(Advanced\)](#) Recognize and identify types of critical analysis in the arts and humanities.

- Contextual criticism • Formal criticism • Intuitive criticism

[9.3.3.F \(Advanced\)](#) Know how to recognize and identify similar and different characteristics among works in the arts (e.g., Amish and Hawaiian quilts, Navaho weavings and Kente cloth from West Africa).

[9.4.3.A \(Advanced\)](#) Know how to respond to a philosophical statement about works in the arts and humanities (e.g., "Can artworks that depict or are about ugly or unpleasant things ever be beautiful?").

[9.4.3.B \(Advanced\)](#) Know how to communicate an informed individual opinion about the meaning of works in the arts (e.g., works of an artist of the month).

[9.4.3.C \(Advanced\)](#) Recognize that the environment of the observer influences individual aesthetic responses to works in the arts (e.g., the effect of live music as opposed to listening to the same piece on a car radio).

[9.4.3.D \(Advanced\)](#) Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities (e.g., artist's interpretation through the use of classical ballet of the American West in Agnes De Mille's Rodeo).

(* standards consolidated from Topic level)

Topic: Lesson 1: Cezanne & still life History

Minutes for Topic: 40

Core Lesson Description: Look at the history of still life paintings and the works of Paul Cezanne.

Core Lesson Student Learning Objectives: Students will be able to identify a still life painting. Students will understand that Paul Cezanne was most famous for his still life paintings.

Core Lesson Essential Questions:

- How has the definition of art changed over time?
- What role does art play in defining a culture?
- What role does observation play in our assessment of an artwork's quality?
- How do observation and description help us to make meaning about a work of art?

Core Lesson Big Ideas: [Artists use tools and resources as well as their own experiences and skills to create art.](#)

[The arts provide a medium to understand and exchange ideas.](#)

Core Lesson Materials:

- Cezanne reproductions
- Still Life reproductions
- Cezanne online materials (edpuzzles/kahoot)

Core Lesson Key Terminology & Definitions:

- Still Life
- Cezanne

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.3.A \(Advanced\)](#) Know and use the elements and principles of each art form to create works in the arts and humanities.

• Elements Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre Theatre: • scenario • script/text • set design Visual Arts: • color • form/shape • line • space • texture • value • Principles Dance: • choreography • form • genre • improvisation • style • technique Music: • composition • form • genre • harmony • rhythm • texture Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice Visual Arts: • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale • repetition • unity/harmony

[9.1.3.B \(Advanced\)](#) Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

• Dance: • move • perform • read and notate dance • create and choreograph • improvise • Music: • sing • play an instrument • read and notate music • compose

and arrange •improvise • Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct • Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media

[9.1.3.C \(Advanced\)](#)

Recognize and use fundamental vocabulary within each of the arts forms.

[9.1.3.D \(Advanced\)](#)

Use knowledge of varied styles within each art form through a performance or exhibition of unique work.

[9.1.3.E \(Advanced\)](#)

Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.

[9.1.3.F \(Advanced\)](#)

Identify works of others through a performance or exhibition (e.g., exhibition of student paintings based on the study of Picasso)

[9.1.3.G \(Advanced\)](#)

Recognize the function of rehearsals and practice sessions.

[9.1.3.H \(Advanced\)](#)

Handle materials, equipment and tools safely at work and performance spaces.

- Identify materials used.
- Identify issues of cleanliness related to the arts.
- Recognize some mechanical/electrical equipment.
- Recognize differences in selected physical space/environments.
- Recognize the need to select safe props/stage equipment.
- Identify methods for storing materials in the arts.

[9.1.3.I \(Advanced\)](#)

Identify arts events that take place in schools and in communities.

[9.1.3.J \(Advanced\)](#)

Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

- Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill pens, stencils, tools for wood carving, looms, stage equipment).
- Know and use contemporary technologies (e.g., CDs/software, audio/sound equipment, polymers, clays, board-mixers, photographs, recorders).

Topic: Lesson 2: Painting fruit

Minutes for Topic: 40

Core Lesson Description:

Students will practice drawing & painting items from real life.

Core Lesson Student Learning Objectives:

Students will practice drawing & painting from real life.

Core Lesson Essential Questions:

How might the resources available to a person influence the artwork they create?

Core Lesson Big Ideas:

[The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](#)

[Artists use tools and resources as well as their own experiences and skills to create art.](#)

[The arts provide a medium to understand and exchange ideas.](#)

Core Lesson Materials:

fruit, watercolors, paint brushes, watercups, paper

Core Lesson Key Terminology & Definitions:

Painting from life

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

9.1.3.C (Advanced)	Recognize and use fundamental vocabulary within each of the arts forms.
9.1.3.D (Advanced)	Use knowledge of varied styles within each art form through a performance or exhibition of unique work.
9.1.3.E (Advanced)	Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.
9.1.3.F (Advanced)	Identify works of others through a performance or exhibition (e.g., exhibition of student paintings based on the study of Picasso)
9.2.3.B (Advanced)	Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
9.2.3.C (Advanced)	Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
9.2.3.E (Advanced)	Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)
9.2.3.G (Advanced)	Relate works in the arts to geographic regions: • Africa • Asia • Australia • Central America • Europe • North America • South America
9.2.3.I (Advanced)	Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).
9.2.3.K (Advanced)	Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).
9.3.3.A (Advanced)	Recognize critical processes used in the examination of works in the arts and humanities. • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments
9.3.3.D (Advanced)	Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response.
9.3.3.E (Advanced)	Recognize and identify types of critical analysis in the arts and humanities. • Contextual criticism • Formal criticism • Intuitive criticism
9.3.3.F (Advanced)	Know how to recognize and identify similar and different characteristics among works in the arts (e.g., Amish and Hawaiian quilts, Navaho weavings and Kente cloth from West Africa).
9.4.3.A (Advanced)	Know how to respond to a philosophical statement about works in the arts and humanities (e.g., "Can artworks that depict or are about ugly or unpleasant things ever be beautiful?").
9.4.3.B (Advanced)	Know how to communicate an informed individual opinion about the meaning of works in the arts (e.g., works of an artist of the month).
9.4.3.C (Advanced)	Recognize that the environment of the observer influences individual aesthetic responses to works in the arts (e.g., the effect of live music as opposed to listening to the same piece on a car radio).
9.4.3.D (Advanced)	Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities (e.g., artist's interpretation through the use of classical ballet of the American West in Agnes De Mille's Rodeo).

Topic: Lesson 3: Drawing Interiors

Minutes for Topic: 80

Core Lesson Description: Students will draw an interior of a room with a table to set their still life on, similar to Paul Cezanne's.

Core Lesson Student Learning Objectives: Students will be able to draw an interior of a room using basic perspective.

Core Lesson Essential Questions: What role does observation play in our assessment of an artwork's quality?

Core Lesson Big Ideas: [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](#)

[Artists use tools and resources as well as their own experiences and skills to create art.](#)

Core Lesson Materials: Paper, ruler, pencils, erasers, glue, fabric

Core Lesson Key Terminology & Definitions: Interior
Perspective

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- [9.1.3.A \(Advanced\)](#) Know and use the elements and principles of each art form to create works in the arts and humanities.
- Elements Dance: • energy/force • space • time Music: • duration • intensity • pitch • timbre Theatre: • scenario • script/text • set design Visual Arts: • color • form/shape • line • space • texture • value • Principles Dance: • choreography • form • genre • improvisation • style • technique Music: • composition • form • genre • harmony • rhythm • texture Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice Visual Arts: • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale • repetition • unity/harmony
- [9.1.3.B \(Advanced\)](#) Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- Dance: • move • perform • read and notate dance • create and choreograph • improvise • Music: • sing • play an instrument • read and notate music • compose and arrange • improvise • Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct • Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media
- [9.1.3.C \(Advanced\)](#) Recognize and use fundamental vocabulary within each of the arts forms.
- [9.1.3.D \(Advanced\)](#) Use knowledge of varied styles within each art form through a performance or exhibition of unique work.
- [9.1.3.E \(Advanced\)](#) Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.
- [9.1.3.F \(Advanced\)](#) Identify works of others through a performance or exhibition (e.g., exhibition of student paintings based on the study of Picasso)
- [9.1.3.G \(Advanced\)](#) Recognize the function of rehearsals and practice sessions.
- [9.1.3.H \(Advanced\)](#) Handle materials, equipment and tools safely at work and performance spaces.
- Identify materials used. • Identify issues of cleanliness related to the arts. • Recognize some mechanical/electrical equipment. • Recognize differences in selected physical space/environments. • Recognize the need to select safe props/stage equipment. • Identify methods for storing materials in the arts.
- [9.1.3.I \(Advanced\)](#) Identify arts events that take place in schools and in communities.
- [9.1.3.J \(Advanced\)](#) Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
- Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill pens, stencils, tools for wood carving, looms, stage equipment).
 - Know and use contemporary technologies (e.g., CDs/software, audio/sound equipment, polymers, clays, board-mixers, photographs, recorders).

[9.1.3.K \(Advanced\)](#)

Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.