

Curriculum Map: 6th grade Art 2022-2023

Course: Art6 Sub-topic: Uncategorized

Grade(s): 6

Course Description: 6th grade art is a continuation into the four components of art education: production, art history, criticism and aesthetics. Students will produce a variety of art projects while reviewing and expanding knowledge of the elements and principles of design with an emphasis on traditional and modern technologies in art. Students will be encouraged to come up with creative and individualized projects.

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

Unit: Unit 1: Portraits & Figure Drawing

Timeline: Week 35

Unit Description: This unit reviews portrait drawing and introduces figure drawing & sculpture. Students will take all of their portrait drawings from K and combine them into a book with a conceptual art cover that they design. Students will use mannequins to learn about the form & proportion of the body through drawing, computer drawing and wire sculpture projects. Wire sculpture artist Alexander Calder will be studied.

Unit Essential Questions:

- How do artists use the elements and principles as tools for artistic expression?
- How does artwork reflect an artist's beliefs and values?
- How do ideas inherent in artworks provoke, entertain, and challenge the status quo?

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: portrait packet

- mannequins
- paper, pencils, erasers
- chromebooks
- Calder Edpuzzle
- construction paper
- book binding machine & combs
- wire
- wire sculpting tools
- wood pieces
- paint

Unit Assignments: portrait packet
book covers
final self portrait
mannequin practice drawings
final figure drawing
google draw figure drawing
Calder edpuzzle
wire sculpture

Unit Key Terminology & Definitions: portrait
figure drawing
form & proportion
wire sculpture

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- [9.1.8.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
- [9.1.8.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
- [9.1.8.C \(Advanced\)](#) Identify and use comprehensive vocabulary within each of the arts forms.
- [9.1.8.D \(Advanced\)](#) Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.
- [9.1.8.E \(Advanced\)](#) Communicate a unifying theme or point of view through the production of works in the arts.
- [9.1.8.F \(Advanced\)](#) Explain works of others within each art form through performance or exhibition.
- [9.1.8.G \(Advanced\)](#) Explain the function and benefits of rehearsal and practice sessions.
- [9.1.8.H \(Advanced\)](#) Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.
- Analyze the use of materials. • Explain issues of cleanliness

related to the arts. • Explain the use of mechanical/electrical equipment. • Demonstrate how to work in selected physical space/environment. • Demonstrate the selection of safe props/stage equipment. • Demonstrate methods for storing materials in the arts.

- [9.1.8.J \(Advanced\)](#) Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.
- Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes).
 - Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design)
- [9.1.8.K \(Advanced\)](#) Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.
- [9.2.8.B \(Advanced\)](#) Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
- [9.2.8.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).
- [9.2.8.D \(Advanced\)](#) Analyze a work of art from its historical and cultural perspective.
- [9.2.8.E \(Advanced\)](#) Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)
- [9.2.8.F \(Advanced\)](#) Know and apply appropriate vocabulary used between social studies and the arts and humanities.
- [9.2.8.G \(Advanced\)](#) Relate works in the arts to geographic regions:
- Africa • Asia • Australia • Central America • Europe • North America • South America
- [9.2.8.H \(Advanced\)](#) Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.
- [9.2.8.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).

(* standards consolidated from Topic level)

Topic: Lesson 1: Final 6th grade portrait

Minutes for Topic: 135

Core Lesson Description: Students will draw & paint a realistic self-portrait for the final potrait in their books.

Core Lesson Student Learning Objectives: Students will be able to paint a realistic portrait.

Core Lesson Essential Questions:

- How do artists use the elements and principles as tools for artistic expression?
- How does artwork reflect an artist's beliefs and values?
- How do ideas inherent in artworks provoke, entertain, and challenge the status quo?

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: watercolor paper
paint
paintbrush

Core Lesson Key Terminology & Definitions:

portrait

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.8.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

[9.1.8.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

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

Identify and use comprehensive vocabulary within each of the arts forms.

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

Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.

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

Communicate a unifying theme or point of view through the production of works in the arts.

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

Explain the function and benefits of rehearsal and practice sessions.

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

Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.

• Analyze the use of materials. • Explain issues of cleanliness related to the arts. • Explain the use of mechanical/electrical equipment. • Demonstrate how to work in selected physical space/environment. • Demonstrate the selection of safe props/stage equipment. • Demonstrate methods for storing materials in the arts.

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

Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.

• Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes). • Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design)

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

Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

Topic: Lesson 2: Book Covers & Book Assembly

Minutes for Topic: 90

Core Lesson Description:

Students will use what they have learned about the elements & principles of design to creatively design a front & back book covers for their books.

Core Lesson Student Learning Objectives:

Students will be able to create an interesting book cover.

Core Lesson Essential Questions:

How do artists use the elements and principles as tools for artistic expression?

Core Lesson Big Ideas:

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

Core Lesson Materials:

Construction paper, markers, crayons, colored pencils

Core Lesson Key Terminology & Definitions:

Not applicable

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.8.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

[9.1.8.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

Topic: Lesson 3: Figure Drawing with Mannequins

Minutes for Topic: 135

Core Lesson Description:

Students will practice drawing figures by drawing mannequins in the correct form & proportion.

Core Lesson Student Learning Objectives:

Students will be able to draw a person in the correct form & proportion.

Core Lesson Essential Questions:

How do artists use the elements and principles as tools for artistic expression?

Core Lesson Big Ideas:

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

Core Lesson Materials:

paper, mannequins

pencils, erasers

Core Lesson Key Terminology & Definitions:

form & proportion

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.8.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

[9.1.8.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

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

Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.

• Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes). • Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design)

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

Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

Topic: Lesson 4: Alexander Calder & Wire Sculpture

Minutes for Topic: 135

Core Lesson Description: Students will learn about the wire sculpture artist Alexander Calder. Students will create a wire sculpture of a person completing an action. The sculpture must be in the correct form & proportion.

Core Lesson Student Learning Objectives: Students will be able to create a wire sculpture of a person using the correct form & proportion. Students will be able to identify the artworks of Alexander Calder.

Core Lesson Essential Questions: How does artwork reflect an artist's beliefs and values?

How do ideas inherent in artworks provoke, entertain, and challenge the status quo?

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: wooden base
wire
Calder materials (edpuzzle, etc.)

Core Lesson Key Terminology & Definitions: wire sculpture
Alexander Calder

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.8.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

[9.1.8.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

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

Identify and use comprehensive vocabulary within each of the arts forms.

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

Explain works of others within each art form through performance or exhibition.

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

Explain the function and benefits of rehearsal and practice sessions.

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

Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.

• Analyze the use of materials. • Explain issues of cleanliness related to the arts. • Explain the use of mechanical/electrical equipment. • Demonstrate how to work in selected physical space/environment. • Demonstrate the selection of safe props/stage equipment. • Demonstrate methods for storing materials in the arts.

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

Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.

• Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes). • Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design)

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

Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

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

Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).

[9.2.8.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).

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

Analyze a work of art from its historical and cultural perspective.

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

Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)

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

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

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

Relate works in the arts to geographic regions:

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

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

Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.

[9.2.8.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).

Unit: Unit 2: Perspective

Timeline: Week 48

Unit Description: This unit expands what students have already learned about 1 pt perspective and expands it into 2 pt perspective. It also looks at how perspective is used to create optical illusion art. Various optical illusion artists are also studied.

Unit Essential

Questions: How do artists use the elements and principles as tools for artistic expression?
What role does art play in culture?

Unit Big Ideas: [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](#)
[People have expressed experiences and ideas through the arts throughout time and across cultures.](#)

Unit Materials: drawing paper
pencils
drawing paper
optical illusion slideshow, quiz & other online materials
chromebooks

Unit Assignments: 2 pt perspective project
optical illusion project 1
optical illusion project 2
optical illusion edpuzzle & quiz
op art criticism paper

Unit Key Terminology & Definitions: 2 pt perspective
optical illusion

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.8.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

- [9.1.8.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
- [9.1.8.C \(Advanced\)](#) Identify and use comprehensive vocabulary within each of the arts forms.
- [9.1.8.D \(Advanced\)](#) Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.
- [9.1.8.E \(Advanced\)](#) Communicate a unifying theme or point of view through the production of works in the arts.
- [9.1.8.F \(Advanced\)](#) Explain works of others within each art form through performance or exhibition.
- [9.1.8.G \(Advanced\)](#) Explain the function and benefits of rehearsal and practice sessions.
- [9.1.8.H \(Advanced\)](#) Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.
- Analyze the use of materials. • Explain issues of cleanliness related to the arts. • Explain the use of mechanical/electrical equipment. • Demonstrate how to work in selected physical space/environment. • Demonstrate the selection of safe props/stage equipment. • Demonstrate methods for storing materials in the arts.
- [9.1.8.I \(Advanced\)](#) Know where arts events, performances and exhibitions occur and how to gain admission.
- [9.1.8.J \(Advanced\)](#) Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.
- Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes). • Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design)
- [9.1.8.K \(Advanced\)](#) Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.
- [9.2.8.A \(Advanced\)](#) Explain the historical, cultural and social context of an individual work in the arts.
- [9.2.8.B \(Advanced\)](#) Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
- [9.2.8.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).
- [9.2.8.D \(Advanced\)](#) Analyze a work of art from its historical and cultural perspective.
- [9.2.8.E \(Advanced\)](#) Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)
- [9.2.8.F \(Advanced\)](#) Know and apply appropriate vocabulary used between social studies and the arts and humanities.
- [9.2.8.G \(Advanced\)](#) Relate works in the arts to geographic regions:
- Africa • Asia • Australia • Central America • Europe • North America • South America
- [9.2.8.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).
- [9.2.8.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).

[9.2.8.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).

[9.2.8.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).

[9.3.8.A \(Advanced\)](#) Know and use the critical process of the examination of works in the arts and humanities.

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

[9.3.8.C \(Advanced\)](#) Identify and classify styles, forms, types and genre within art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song).

[9.3.8.F \(Advanced\)](#) Apply the process of criticism to identify characteristics among works in the arts.

[9.3.8.G \(Advanced\)](#) Compare and contrast critical positions or opinions about selected works in the arts and humanities (e.g., critic's review and comparison of Alvin Ailey's Revelations to Tchaikovsky's Swan Lake).

(* standards consolidated from Topic level)

Topic: Lesson 1: 2 pt perspective

Minutes for Topic: 135

Core Lesson Description: Students will expand what they have learned previously about 1 pt perspective into the basics of 2 pt perspective.

Core Lesson

Student Learning Objectives: Students will be able to create a drawing using the rules of 2 pt perspective.

Core Lesson

Essential Questions: How do artists use the elements and principles as tools for artistic expression?

Core Lesson Big Ideas:

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

Core Lesson Materials:

White drawing paper
rulers
pencil, erasers, sharpies & colored pencils

Core Lesson Key

Terminology & Definitions: 2 pt perspective

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.8.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
9.1.8.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
9.1.8.C (Advanced)	Identify and use comprehensive vocabulary within each of the arts forms.
9.1.8.E (Advanced)	Communicate a unifying theme or point of view through the production of works in the arts.
9.1.8.G (Advanced)	Explain the function and benefits of rehearsal and practice sessions.
9.1.8.H (Advanced)	Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.
	• Analyze the use of materials. • Explain issues of cleanliness related to the arts. • Explain the use of mechanical/electrical equipment. • Demonstrate how to work in selected physical space/environment. • Demonstrate the selection of safe props/stage equipment. • Demonstrate methods for storing materials in the arts.
9.1.8.I (Advanced)	Know where arts events, performances and exhibitions occur and how to gain admission.
9.1.8.J (Advanced)	Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.
	• Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes). • Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design)
9.1.8.K (Advanced)	Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

Topic: Lesson 2: Optical Illusion Art History

Minutes for Topic: 45

Core Lesson Description: Students will learn about the art of Optical Illusions. They will look at several optical illusion artists and learn how they used perspective & color theory to create the illusions.

Core Lesson Student Learning Objectives: Students will be able to identify optical illusions artworks.

Core Lesson Essential Questions: What role does art play in culture?

Core Lesson Big Ideas: [People have expressed experiences and ideas through the arts throughout time and across cultures.](#)

Core Lesson Materials: Optical Illusion history materials (slideshow, edpuzzles, etc.)

Core Lesson Key Terminology & Definitions: optical illusion

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.2.8.A \(Advanced\)](#) Explain the historical, cultural and social context of an individual work in the arts.

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

[9.2.8.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).

[9.2.8.D \(Advanced\)](#) Analyze a work of art from its historical and cultural perspective.

9.2.8.E (Advanced)	Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)
9.2.8.F (Advanced)	Know and apply appropriate vocabulary used between social studies and the arts and humanities.
9.2.8.G (Advanced)	Relate works in the arts to geographic regions: • Africa • Asia • Australia • Central America • Europe • North America • South America
9.2.8.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).
9.2.8.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).
9.2.8.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).
9.2.8.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).
9.3.8.A (Advanced)	Know and use the critical process of the examination of works in the arts and humanities. • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments
9.3.8.C (Advanced)	Identify and classify styles, forms, types and genre within art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song).
9.3.8.F (Advanced)	Apply the process of criticism to identify characteristics among works in the arts.
9.3.8.G (Advanced)	Compare and contrast critical positions or opinions about selected works in the arts and humanities (e.g., critic’s review and comparison of Alvin Ailey’s Revelations to Tchaikovsky’s Swan Lake).

Topic: Lesson 3: Using Perspective to draw Optical Illusions

Minutes for Topic: 180

Core Lesson Description: Students will use what they have learned about perspective and optical illusions to create 2 optical illusion projects.

Core Lesson Student Learning Objectives: Studentes will be able to create an optical illusion artwork.

Core Lesson Essential Questions: How do artists use the elements and principles as tools for artistic expression?

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

Core Lesson Materials: drawing paper, pencils, rulers, markers

Core Lesson Key Terminology & Definitions: optical illusions

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.8.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

[9.1.8.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

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

Identify and use comprehensive vocabulary within each of the arts forms.

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

Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.

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

Communicate a unifying theme or point of view through the production of works in the arts.

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

Explain works of others within each art form through performance or exhibition.

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

Explain the function and benefits of rehearsal and practice sessions.

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

Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.

- Analyze the use of materials. • Explain issues of cleanliness related to the arts. • Explain the use of mechanical/electrical equipment. • Demonstrate how to work in selected physical space/environment. • Demonstrate the selection of safe props/stage equipment. • Demonstrate methods for storing materials in the arts.

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

Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.

- Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes). • Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design)

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

Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

Topic: Lesson 4: Using Coding to draw

Minutes for Topic: 80

Core Lesson Description: Students will complete 10 lessons on how to use coding to draw. Then they will design their own optical illusion using coding.

Core Lesson Student Learning Objectives: Students will be able to design an optical illusion project through coding.

Core Lesson Essential Questions: How do artists use the elements and principles as tools for artistic expression?

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

Core Lesson Materials: chromebook, code.org website

Core Lesson Key Terminology & Definitions: optical illusion

Unit: Unit 3: Elements & Principles of Design

Timeline: Week 5

Unit Description: This unit reviews and expands some of the elements & principles of design and other art concepts previously taught at the elementary level to prepare them to move on to middle school level art class. Students look at famous landscape artists and how they used color & silhouettes to show emphasis in a painting to create their own landscape painting. Next, students explore how artists used texture to create a realistic animal drawing using pen & ink. Lastly, students recreate their animal drawing on metal.

Unit Essential Questions: How do artists use the elements and principles as tools for artistic expression?

How does artwork reflect an artist's beliefs and values?

How do ideas inherent in artworks provoke, entertain, and challenge the status quo?

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: watercolor paper,

Metal sheets

metal tools

pen & ink

Unit Assignments: landscape artist quiz

silhouette landscape

animal drawing

metal drawing

Unit Key Terminology & Definitions: texture

line drawing

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.8.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

[9.1.8.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

- [9.1.8.C \(Advanced\)](#) Identify and use comprehensive vocabulary within each of the arts forms.
- [9.1.8.E \(Advanced\)](#) Communicate a unifying theme or point of view through the production of works in the arts.
- [9.1.8.J \(Advanced\)](#) Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.
- Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes).
 - Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design)
- [9.1.8.K \(Advanced\)](#) Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

(* standards consolidated from Topic level)

Topic: Lesson 1: Texture Drawing

Minutes for Topic: 90

Core Lesson Description: Students will learn about and practice adding texture into their artworks.

Core Lesson Student Learning Objectives: Students will be able to add texture into their drawings.

Core Lesson Essential Questions:

- How do artists use the elements and principles as tools for artistic expression?
- How does artwork reflect an artist's beliefs and values?
- How do ideas inherent in artworks provoke, entertain, and challenge the status quo?

Core Lesson Big Ideas: [The arts provide a medium to understand and exchange ideas.](#)
[The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](#)

Core Lesson Materials: watercolor paper, pencils
 ink, quill pens

Core Lesson Key Terminology & Definitions: texture
 line drawing

STANDARDS

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

[9.1.8.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

[9.1.8.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

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

Identify and use comprehensive vocabulary within each of the arts forms.

Topic: Lesson 2: Texture Metal Art

Minutes for Topic: 135

Core Lesson Description: Students will apply what they have learned about texture drawing and complete a texture drawing on metal.

Core Lesson Student Learning Objectives: Students will be able to create a texture drawing on metal.

Core Lesson Essential Questions: How does artwork reflect an artist's beliefs and values?

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

Core Lesson Materials: tracing paper
manilla paper, pencils
metal sheets
metal tools

Core Lesson Key Terminology & Definitions: texture
metal drawing

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.8.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

[9.1.8.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

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

Identify and use comprehensive vocabulary within each of the arts forms.

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

Communicate a unifying theme or point of view through the production of works in the arts.

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

Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.

• Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes). • Explain and demonstrate

contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design)

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

Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.