

Curriculum Map: 4th grade Art 2022-2023

Course: Art4 Sub-topic: Uncategorized

Grade(s): None specified

Course Description: 4th 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 learning about the elements and principles of design with a strong 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 including local artists. Projects will begin to become more individualized as students are encouraged to think creatively when coming up with subject matter.

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

Unit: Unit 1: Color Theory Review

Timeline: 3 Weeks

Unit Description: The initial unit for this course reviews color theory concepts such as primary, secondary & tertiary colors & warm/cool colors taught in previous courses.

Unit Essential Questions: How do artists document their ideas?

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

Unit Materials: Color Theory videos
paper
colored pencils & watercolor pencils

Unit Assignments: Warm/Cool Birds project

Unit Key Terminology & Definitions: primary, secondary & tertiary colors
warm & cool colors

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.5.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

- [9.1.5.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
- [9.1.5.C \(Advanced\)](#) Know and use fundamental vocabulary within each of the arts forms.
- [9.1.5.E \(Advanced\)](#) Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.
- [9.1.5.H \(Advanced\)](#) Use and maintain materials, equipment and tools safely at work and performance spaces.
- Describe some materials used. • Describe issues of cleanliness related to the arts. • Describe types of mechanical/electrical equipment usage. • Know how to work in selected physical space/environments. • Identify the qualities of safe props/stage equipment. • Describe methods for storing materials in the arts.
- [9.1.5.J \(Advanced\)](#) Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
- Experiment with traditional technologies (e.g., ceramic/wooden tools, earthen clays, masks, instruments, folk shoes, etching tools, folk looms). • Experiment with contemporary technologies (e.g., color fills on computers, texture methods on computers, fonts/point systems, animation techniques, video conferencing, multimedia techniques, internet access, library computer card catalogues).
- [9.1.5.K \(Advanced\)](#) Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.

(* standards consolidated from Topic level)

Topic: Lesson 1: Review of Primary/Secondary/Tertiary Colors

Minutes for Topic: 45

Core Lesson Description: The color theory concepts of primary, secondary & tertiary colors will be reviewed.

Core Lesson Student Learning Objectives: Students will be able to identify primary, secondary & tertiary colors and where they are placed on the color wheel. Students will know what primary colors make each secondary color and what primary/secondary combination make each tertiary color.

Core Lesson Essential Questions: How do artists document their ideas?

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

Core Lesson Key Terminology & Definitions: Primary, Secondary & Tertiary colors

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.5.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

[9.1.5.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

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

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

Topic: Lesson 2: Warm/Cool Colors

Minutes for Topic: 90

Core Lesson Description:

Students will create a project that reviews warm & cool colors.

Core Lesson

Student Learning Objectives:

Students will be able to identify the 3 warm & 3 cool colors on the basic color wheel.

Core Lesson

Essential

Questions:

How do artists document their ideas?

Core Lesson Big Ideas:

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

Core Lesson Materials:

paper, colored pencils, watercolor pencils.

Core Lesson Key Terminology & Definitions:

warm & cool colors

STANDARDS

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

[9.1.5.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

[9.1.5.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

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

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

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

Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.

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

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

- Describe some materials used.
- Describe issues of cleanliness related to the arts.
- Describe types of mechanical/electrical equipment usage.
- Know how to work in selected physical space/environments.
- Identify the qualities of safe props/stage equipment.
- Describe methods for storing materials in the arts.

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

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

- Experiment with traditional technologies (e.g., ceramic/wooden tools, earthen clays, masks, instruments, folk shoes, etching tools, folk looms).
- Experiment with contemporary technologies (e.g., color fills on computers, texture methods on computers, fonts/point systems, animation techniques, video conferencing, multimedia techniques, internet access, library computer card catalogues).

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

Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.

Unit: Unit 2: Perspective

Timeline: 4 Weeks

Unit

Description:

This unit continues on the rules and concepts of perspective that were introduced the previous year and how those rules apply to drawing a landscape. This unit also looks at how color impacts and effects the mood of a painting. New painting techniques are introduced and practiced. Lastly, students are introduced to a computer drawing programs features and apply what they have learned about perspective into an online landscape picture.

Unit Essential

Questions:

How do artists document their ideas?

How do artists of the past inspire future artists?

How can art tell a story?

What can we learn about an artist through their artwork?

What role does description play in an assessment of a work's quality?

How does setting affect our judgment of a work's quality?

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: Slideshow on landscape artists who use perspective as well as artworks that depict mood.

Watercolor paper

Tree worksheet

pencil, ruler, crayons, watercolor paints, oil pastel, brushes

chromebook

Unit Criticism assessment
Assignments: Tree Worksheet
Landscape Painting

Unit Key Terminology & Definitions: perspective
mood

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.5.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

[9.1.5.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

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

[9.1.5.D \(Advanced\)](#) Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.

[9.1.5.E \(Advanced\)](#) Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.

[9.1.5.H \(Advanced\)](#) Use and maintain materials, equipment and tools safely at work and performance spaces.

• Describe some materials used. • Describe issues of cleanliness related to the arts. • Describe types of mechanical/electrical equipment usage. • Know how to work in selected physical space/environments. • Identify the qualities of safe props/stage equipment. • Describe methods for storing materials in the arts.

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

• Experiment with traditional technologies (e.g., ceramic/wooden tools, earthen clays, masks, instruments, folk shoes, etching tools, folk looms). • Experiment with contemporary technologies (e.g., color fills on computers, texture methods on computers, fonts/point systems,

animation techniques, video conferencing, multimedia techniques, internet access, library computer card catalogues).

[9.1.5.K \(Advanced\)](#) Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.

[9.2.5.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).

[9.2.5.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).

[9.2.5.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).

[9.3.5.A \(Advanced\)](#) Identify critical processes in the examination of works in the arts and humanities.

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

[9.3.5.B \(Advanced\)](#) Describe works in the arts comparing similar and contrasting characteristics (e.g., staccato in Grieg's In the Hall of the Mountain King and in tap dance).

[9.3.5.F \(Advanced\)](#) Know how to recognize the process of criticism in identifying and analyzing characteristics among works in the arts.

[9.4.5.C \(Advanced\)](#) Identify the attributes of various audiences' environments as they influence individual aesthetic response (e.g., Beatles' music played by the Boston Pops versus video taped concerts from the 1970s).

[9.4.5.D \(Advanced\)](#) Explain choices made regarding media, technique, form, subject matter and themes that communicate the artist's philosophy within a work in the arts and humanities (e.g., selection of stage lighting in Leonard Bernstein's West Side Story to communicate mood).

(* standards consolidated from Topic level)

Topic: Lesson 1: Intro to Perspective/Landscape Artists who used perspective

Minutes for Topic: 45

Core Lesson Description: Students will be introduced to the basic concepts of perspective and take a look at various artists who use perspective in their artworks.

Core Lesson Student Learning Objectives: Students will be able to explain what perspective is and the basic rules when applying it drawing.

Core Lesson Essential Questions:

How do artists document their ideas?

How do artists of the past inspire future artists?

How can art tell a story?

What can we learn about an artist through their artwork?

Core Lesson Big 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.](#)

Core Lesson Materials: Slideshow on landscape artists who use perspective

Core Lesson Key Terminology & Definitions: perspective

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- [9.1.5.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
- [9.1.5.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
- [9.1.5.C \(Advanced\)](#) Know and use fundamental vocabulary within each of the arts forms.
- [9.2.5.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).
- [9.2.5.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).
- [9.2.5.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).
- [9.3.5.A \(Advanced\)](#) Identify critical processes in the examination of works in the arts and humanities.
- Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments
- [9.3.5.B \(Advanced\)](#) Describe works in the arts comparing similar and contrasting characteristics (e.g., staccato in Grieg's In the Hall of the Mountain King and in tap dance).
- [9.3.5.F \(Advanced\)](#) Know how to recognize the process of criticism in identifying and analyzing characteristics among works in the arts.
- [9.4.5.C \(Advanced\)](#) Identify the attributes of various audiences' environments as they influence individual aesthetic response (e.g., Beatles' music played by the Boston Pops versus video taped concerts from the 1970s).
- [9.4.5.D \(Advanced\)](#) Explain choices made regarding media, technique, form, subject matter and themes that communicate the artist's philosophy within a work in the arts and humanities (e.g., selection of stage lighting in Leonard Bernstein's West Side Story to communicate mood).

Topic: Lesson 2: Perspective Landscape/Watercolor Techniques/Showing mood with color

Minutes for Topic: 135

Core Lesson Description: Students will explore different watercolor techniques as well as discuss how the different colors that they use can affect the mood of their project.

**Core Lesson
Student Learning
Objectives:**

Students will be able to demonstrate proper watercolor painting techniques. Students will know how to use color to depict mood.

**Core Lesson
Essential
Questions:**

How does setting affect our judgment of a work's quality?

**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.](#)

**Core Lesson
Materials:**

Slideshow on artworks that depict mood.

Watercolor paper

watercolors, paint, watercups

**Core Lesson Key
Terminology &
Definitions:**

mood

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.5.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

[9.1.5.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

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

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

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

Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.

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

Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.

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

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

• Describe some materials used. • Describe issues of cleanliness related to the arts. • Describe types of mechanical/electrical equipment usage. • Know how to work in

selected physical space/environments. • Identify the qualities of safe props/stage equipment. • Describe methods for storing materials in the arts.

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

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

• Experiment with traditional technologies (e.g., ceramic/wooden tools, earthen clays, masks, instruments, folk shoes, etching tools, folk looms). • Experiment with contemporary technologies (e.g., color fills on computers, texture methods on computers, fonts/point systems, animation techniques, video conferencing, multimedia techniques, internet access, library computer card catalogues).

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

Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.

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

Identify critical processes in the examination of works in the arts and humanities.

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

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

Describe works in the arts comparing similar and contrasting characteristics (e.g., staccato in Grieg's In the Hall of the Mountain King and in tap dance).

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

Explain choices made regarding media, technique, form, subject matter and themes that communicate the artist's philosophy within a work in the arts and humanities (e.g., selection of stage lighting in Leonard Bernstein's West Side Story to communicate mood).

Topic: Lesson 3: Drawing objects in Perspective - trees

Minutes for Topic: 90

Core Lesson Description:

Students will learn how to draw a basic tree and then how to place their trees into their drawing so that they are using the correct perspective.

Core Lesson

Student Learning Objectives:

Students will understand how to apply perspective into their drawings.

Core Lesson Essential Questions:

n/a

Core Lesson Big Ideas:

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

Core Lesson Materials:

tree worksheet, pencils, oil pastels.

Core Lesson Key Terminology & Definitions:

perspective

STANDARDS

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

[9.1.5.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

[9.1.5.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

Unit: Unit 3: Elements & Principles of Design

Timeline: 6 Weeks

Unit

Description:

This unit focus' on continued exploration and enhanced knowledge of the elements and principles of design. Specifically, symmetry (harmony), space (positive/negative), pattern, Balance/Movement and Value. Students are introduced to the artist MC EScher and the popular art form Zentangle including several current artists who incorporate this into their artwork. Students are also introduced to a new more advanced computer drawing program.

Unit Essential

Questions:

How do artists document their ideas?
How do artists of the past inspire future artists?
How can art tell a story?
What can we learn about an artist through their artwork?

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:

drawing paper
scissors
glue sticks
watercolor paper
watercolor pencils
zentangle edpuzzles
MC Escher slideshow & quiz
sharpies
chromebooks

Unit

Assignments:

symmetry skeleton
symmetry worksheet
snowman shadow project
zentangle tree project
value ornament project
zentangle edpuzzle
Escher quiz

Unit Key Terminology & Definitions: harmony
positive/negative space
zentangle
value
balance
movement

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.5.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

[9.1.5.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

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

[9.1.5.D \(Advanced\)](#) Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.

[9.1.5.F \(Advanced\)](#) Describe works of others through performance or exhibition in two art forms.

[9.1.5.G \(Advanced\)](#) Identify the function and benefits of rehearsal and practice sessions.

[9.1.5.H \(Advanced\)](#) Use and maintain materials, equipment and tools safely at work and performance spaces.

• Describe some materials used. • Describe issues of cleanliness related to the arts. • Describe types of mechanical/electrical equipment usage. • Know how to work in selected physical space/environments. • Identify the qualities of safe props/stage equipment. • Describe methods for storing materials in the arts.

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

• Experiment with traditional technologies (e.g., ceramic/wooden tools, earthen clays, masks, instruments, folk shoes, etching tools, folk looms). • Experiment with contemporary technologies (e.g., color fills on computers, texture methods on computers, fonts/point systems,

animation techniques, video teleconferencing, multimedia techniques, internet access, library computer card catalogues).

- [9.1.5.K \(Advanced\)](#) Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.
- [9.2.5.A \(Advanced\)](#) Explain the historical, cultural and social context of an individual work in the arts.
- [9.2.5.B \(Advanced\)](#) Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
- [9.2.5.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).
- [9.2.5.G \(Advanced\)](#) Relate works in the arts to geographic regions:
- Africa • Asia • Australia • Central America • Europe • North America • South America
- [9.2.5.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).
- [9.3.5.B \(Advanced\)](#) Describe works in the arts comparing similar and contrasting characteristics (e.g., staccato in Grieg's In the Hall of the Mountain King and in tap dance).
- [9.3.5.C \(Advanced\)](#) Classify works in the arts by forms in which they are found (e.g., farce, architecture, graphic design).
- [9.3.5.D \(Advanced\)](#) Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response.
- [9.4.5.C \(Advanced\)](#) Identify the attributes of various audiences' environments as they influence individual aesthetic response (e.g., Beatles' music played by the Boston Pops versus video taped concerts from the 1970s).
- [9.4.5.D \(Advanced\)](#) Explain choices made regarding media, technique, form, subject matter and themes that communicate the artist's philosophy within a work in the arts and humanities (e.g., selection of stage lighting in Leonard Bernstein's West Side Story to communicate mood).

(* standards consolidated from Topic level)

Topic: Lesson 1: Symmetry Review

Minutes for Topic: 90

Core Lesson Description: Students will review the concept of Symmetry as well as discuss how artists use both symmetry and asymmetry in their artworks.

Core Lesson Student Learning Objectives: Students will be able to identify whether an artwork is symmetrical or asymmetrical.

Objectives: Students will be able to create a symmetrical image.

Core Lesson Essential Questions: What can we learn about an artist through their artwork?

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

Core Lesson Materials: Symmetry slideshow
symmetry worksheet

Core Lesson Key Terminology & Definitions: symmetry
asymmetry

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.5.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

[9.1.5.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

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

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

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

Identify the function and benefits of rehearsal and practice sessions.

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

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

• Describe some materials used. • Describe issues of cleanliness related to the arts. • Describe types of mechanical/electrical equipment usage. • Know how to work in selected physical space/environments. • Identify the qualities of safe props/stage equipment. • Describe methods for storing materials in the arts.

Topic: Lesson 2: Space/Positive & Negative/MC Escher

Minutes for Topic: 180

Core Lesson Description:

Students will look at the artist MC Escher and discover how he used positive & negative space in his artworks.

Core Lesson Student Learning Objectives:

Students will understand the concept of positive and negative space and how it relates to art.

Students will be able to identify the artworks by the artist MC Escher.

Core Lesson Essential Questions:

How do artists document their ideas?
How do artists of the past inspire future artists?
How can art tell a story?

Core Lesson Big Ideas:

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

Core Lesson Key Terminology & Definitions:

edpuzzle on positive/negative space

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.5.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

[9.1.5.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

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

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

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

Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.

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

Describe works of others through performance or exhibition in two art forms.

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

Identify the function and benefits of rehearsal and practice sessions.

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

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

- Describe some materials used. • Describe issues of cleanliness related to the arts. • Describe types of mechanical/electrical equipment usage. • Know how to work in selected physical space/environments. • Identify the qualities of safe props/stage equipment. • Describe methods for storing materials in the arts.

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

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

- Experiment with traditional technologies (e.g., ceramic/wooden tools, earthen clays, masks, instruments, folk shoes, etching tools, folk looms). • Experiment with contemporary technologies (e.g., color fills on computers, texture methods on computers, fonts/point systems, animation techniques, video conferencing, multimedia techniques, internet access, library computer card catalogues).

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

Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.

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

Explain the historical, cultural and social context of an individual work in the arts.

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

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

[9.2.5.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).

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

Relate works in the arts to geographic regions:

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

[9.2.5.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).

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

Describe works in the arts comparing similar and contrasting characteristics (e.g., staccato in Grieg's In the Hall of the Mountain King and in tap dance).

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

Classify works in the arts by forms in which they are found (e.g., farce, architecture, graphic design).

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

Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response.

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

Identify the attributes of various audiences' environments as they influence individual aesthetic response (e.g., Beatles' music played by the Boston Pops versus video taped concerts from the 1970s).

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

Explain choices made regarding media, technique, form, subject matter and themes that communicate the artist's philosophy within a work in the arts and humanities (e.g., selection of stage lighting in Leonard Bernstein's West Side Story to communicate mood).

Topic: Lesson 3: Pattern - Zentangles

Minutes for Topic: 135

Core Lesson Description:

Students will learn what a zentangle is and how to create one.

Core Lesson Student Learning Objectives: Students will be able to create a zentangle.

Core Lesson Essential Questions: What can we learn about an artist through their artwork

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
paint
sharpies
pencils

Core Lesson Key Terminology & Definitions: Zentangle
Value

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- [9.1.5.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
- [9.1.5.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
- [9.1.5.C \(Advanced\)](#) Know and use fundamental vocabulary within each of the arts forms.
- [9.1.5.D \(Advanced\)](#) Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.
- [9.1.5.F \(Advanced\)](#) Describe works of others through performance or exhibition in two art forms.
- [9.1.5.G \(Advanced\)](#) Identify the function and benefits of rehearsal and practice sessions.
- [9.1.5.H \(Advanced\)](#) Use and maintain materials, equipment and tools safely at work and performance spaces.
- Describe some materials used. • Describe issues of cleanliness related to the arts. • Describe types of mechanical/electrical equipment usage. • Know how to work in selected physical space/environments. • Identify the qualities of safe props/stage equipment. • Describe methods for storing materials in the arts.
- [9.1.5.J \(Advanced\)](#) Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
- Experiment with traditional technologies (e.g., ceramic/wooden tools, earthen clays, masks, instruments, folk shoes, etching tools, folk looms). • Experiment with contemporary technologies (e.g., color fills on computers, texture methods on computers, fonts/point systems, animation techniques, video teleconferencing, multimedia techniques, internet access, library computer card catalogues).
- [9.1.5.K \(Advanced\)](#) Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.
- [9.2.5.A \(Advanced\)](#) Explain the historical, cultural and social context of an individual work in the arts.

Topic: Lesson 4: Balance/Movement/Rhythm

Minutes for Topic: 180

Core Lesson Description: Students will learn about how balance, movement & rhythm can affect an artwork. Students will use what they have learned about symmetry & positive/negative space as well as balance, movement & rhythm to create a project that depicts those concepts.

Core Lesson Student Learning Objectives: Students will create a project that depicts the elements & principles of design.

Core Lesson Essential Questions: How do artists of the past inspire future artists?

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

Core Lesson Materials: Watercolors
Watercolor paper
paintbrushes, water cups
sharpies
pencils
circle tracers

Core Lesson Key Terminology & Definitions: Value
Balance
Movement
Rhythm

STANDARDS

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

[9.1.5.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

[9.1.5.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

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

[9.1.5.G \(Advanced\)](#) Identify the function and benefits of rehearsal and practice sessions.

[9.1.5.H \(Advanced\)](#) Use and maintain materials, equipment and tools safely at work and performance spaces.

• Describe some materials used. • Describe issues of cleanliness related to the arts. • Describe types of mechanical/electrical equipment usage. • Know how to work in selected physical space/environments. • Identify the qualities of safe props/stage equipment. • Describe methods for storing materials in the arts.

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

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

- Experiment with traditional technologies (e.g., ceramic/wooden tools, earthen clays, masks, instruments, folk shoes, etching tools, folk looms).
- Experiment with contemporary technologies (e.g., color fills on computers, texture methods on computers, fonts/point systems, animation techniques, video teleconferencing, multimedia techniques, internet access, library computer card catalogues).

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

Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.

Unit: Unit 4: Pop Art

Timeline: 6 Weeks

Unit

Description: The Unit is based on the art movement pop art. Students begin by studying the form & proportion of the face and creating self-portraits of themselves and of a classmate. Secondly, students study the art movement pop art and several pop artists, specifically Andy Warhol. Next, students complete a portrait printmaking project based on Warhol's multiple portrait artworks. Then, students will complete a cardboard sculpture based on Pennsylvania Artist Keith Harring. Lastly, students use Google Draw to create their own pop art based collage.

Unit Essential Questions:

- How do artists document their ideas?
- How do artists of the past inspire future artists?
- How can art tell a story?
- What can we learn about an artist through their artwork?
- What role does description play in an assessment of a work's quality?
- How does setting affect our judgment of a work's quality?

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: paper, pencils, multicultural crayons, crayons

printmaking ink, foam, construction paper

cardboard, scissors, colored paper, metallic markers, glue

chromebooks

Unit

Pop Art Quiz

Assignments:

Self -Portrait
 Classmate Portrait
 Printmaking Project
 Sculpture
 collage
 Pop Criticism
 Pop edpuzzle

Unit Key Terminology & Definitions:

Pop Art
 Self Portrait
 Form & Proportion
 Sculpture
 collage
 printmaking

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- [9.1.5.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
- [9.1.5.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
- [9.1.5.C \(Advanced\)](#) Know and use fundamental vocabulary within each of the arts forms.
- [9.1.5.D \(Advanced\)](#) Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.
- [9.1.5.E \(Advanced\)](#) Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.
- [9.1.5.F \(Advanced\)](#) Describe works of others through performance or exhibition in two art forms.
- [9.1.5.G \(Advanced\)](#) Identify the function and benefits of rehearsal and practice sessions.
- [9.1.5.H \(Advanced\)](#) Use and maintain materials, equipment and tools safely at work and performance spaces.
- Describe some materials used. • Describe issues of cleanliness related to the arts. • Describe types of

mechanical/electrical equipment usage. • Know how to work in selected physical space/environments. • Identify the qualities of safe props/stage equipment. • Describe methods for storing materials in the arts.

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

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

• Experiment with traditional technologies (e.g., ceramic/wooden tools, earthen clays, masks, instruments, folk shoes, etching tools, folk looms). • Experiment with contemporary technologies (e.g., color fills on computers, texture methods on computers, fonts/point systems, animation techniques, video conferencing, multimedia techniques, internet access, library computer card catalogues).

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

Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.

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

Explain the historical, cultural and social context of an individual work in the arts.

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

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

[9.2.5.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).

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

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

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

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

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

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

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

Relate works in the arts to geographic regions:

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

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

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

[9.2.5.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).

[9.2.5.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).

[9.2.5.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).

[9.2.5.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).

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

Identify critical processes in the examination of works in the arts and humanities.

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

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

Describe works in the arts comparing similar and contrasting characteristics (e.g., staccato in Grieg's In the Hall of the Mountain King and in tap dance).

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

Classify works in the arts by forms in which they are found (e.g., farce, architecture, graphic design).

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

Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response.

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

Describe and use types of critical analysis in the arts and humanities.

• Contextual criticism • Formal criticism • Intuitive criticism

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

Know how to recognize the process of criticism in identifying

- and analyzing characteristics among works in the arts.
- [9.3.5.G \(Advanced\)](#) Describe a critic's position or opinion about selected works in the arts and humanities (e.g., student's presentation of a critical position on Walt Disney's Evolution of Mickey and Minnie Mouse).
- [9.4.5.A \(Advanced\)](#) Identify uses of expressive symbols that show philosophical meanings in works in the arts and humanities (e.g., American TV ads versus Asian TV ads).
- [9.4.5.B \(Advanced\)](#) Investigate and communicate multiple philosophical views about works in the arts.
- [9.4.5.C \(Advanced\)](#) Identify the attributes of various audiences' environments as they influence individual aesthetic response (e.g., Beatles' music played by the Boston Pops versus video taped concerts from the 1970s).
- [9.4.5.D \(Advanced\)](#) Explain choices made regarding media, technique, form, subject matter and themes that communicate the artist's philosophy within a work in the arts and humanities (e.g., selection of stage lighting in Leonard Bernstein's West Side Story to communicate mood).

(* standards consolidated from Topic level)

Topic: Lesson 1: Self Portraits

Minutes for Topic: 90

Core Lesson Description: Students will look at various self-portraits done by famous artists throughout history. They will pick their favorite one and explain why they like it. Then, students will create a realistic self portrait based on what they have learned about the form & proportion of the facial features and their correct placement on the face.

Core Lesson Student Learning Objectives: Students will be able to draw a self-portrait with correct form, proportion and placement.

Core Lesson Essential Questions:

How do artists document their ideas?
 How do artists of the past inspire future artists?
 How can art tell a story?
 What can we learn about an artist through their artwork?
 What role does description play in an assessment of a work's quality?

Core Lesson Big 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.](#)

Core Lesson Materials: Famous Artists portrait slideshow & quiz
 white paper

pencils
crayons/colored pencils

Core Lesson Key Terminology & Definitions: self-portrait
form
proportion

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.5.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

[9.1.5.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

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

[9.1.5.D \(Advanced\)](#) Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.

[9.1.5.F \(Advanced\)](#) Describe works of others through performance or exhibition in two art forms.

[9.1.5.G \(Advanced\)](#) Identify the function and benefits of rehearsal and practice sessions.

[9.1.5.H \(Advanced\)](#) Use and maintain materials, equipment and tools safely at work and performance spaces.

• Describe some materials used. • Describe issues of cleanliness related to the arts. • Describe types of mechanical/electrical equipment usage. • Know how to work in selected physical space/environments. • Identify the qualities of safe props/stage equipment. • Describe methods for storing materials in the arts.

Topic: Lesson 2: Pop Art & Artists specifically Andy Warhol

Minutes for Topic: 45

Core Lesson Description: Students will look at the artworks of several Pop Artists including Andy Warhol. Students will complete a quiz on pop art once finished.

Core Lesson Student Learning Objectives: Students will be able to explain what POP art is and identify POP artworks.

Core Lesson Essential Questions:

- How do artists document their ideas?
- How do artists of the past inspire future artists?
- How can art tell a story?
- What can we learn about an artist through their artwork?

Core Lesson Big Ideas: [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.](#)

Core Lesson Materials: Pop Art Slideshow, videos & Google Forms Quiz.

Core Lesson Key Terminology & Definitions: Pop Art

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- [9.2.5.A \(Advanced\)](#) Explain the historical, cultural and social context of an individual work in the arts.
- [9.2.5.B \(Advanced\)](#) Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
- [9.2.5.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).
- [9.2.5.D \(Advanced\)](#) Analyze a work of art from its historical and cultural perspective.
- [9.2.5.E \(Advanced\)](#) Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)
- [9.2.5.F \(Advanced\)](#) Know and apply appropriate vocabulary used between social studies and the arts and humanities.
- [9.2.5.G \(Advanced\)](#) Relate works in the arts to geographic regions:
- Africa • Asia • Australia • Central America • Europe • North America • South America
- [9.2.5.H \(Advanced\)](#) Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.
- [9.2.5.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).
- [9.2.5.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).
- [9.2.5.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).
- [9.2.5.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).
- [9.3.5.A \(Advanced\)](#) Identify critical processes in the examination of works in the arts and humanities.
- Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments
- [9.3.5.B \(Advanced\)](#) Describe works in the arts comparing similar and contrasting characteristics (e.g., staccato in Grieg’s In the Hall of the Mountain King and in tap dance).
- [9.3.5.C \(Advanced\)](#) Classify works in the arts by forms in which they are found (e.g., farce, architecture, graphic design).
- [9.3.5.D \(Advanced\)](#) Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response.
- [9.3.5.E \(Advanced\)](#) Describe and use types of critical analysis in the arts and humanities.

- Contextual criticism • Formal criticism • Intuitive criticism
- [9.3.5.F \(Advanced\)](#) Know how to recognize the process of criticism in identifying and analyzing characteristics among works in the arts.
- [9.3.5.G \(Advanced\)](#) Describe a critic's position or opinion about selected works in the arts and humanities (e.g., student's presentation of a critical position on Walt Disney's Evolution of Mickey and Minnie Mouse).
- [9.4.5.A \(Advanced\)](#) Identify uses of expressive symbols that show philosophical meanings in works in the arts and humanities (e.g., American TV ads versus Asian TV ads).
- [9.4.5.B \(Advanced\)](#) Investigate and communicate multiple philosophical views about works in the arts.
- [9.4.5.C \(Advanced\)](#) Identify the attributes of various audiences' environments as they influence individual aesthetic response (e.g., Beatles' music played by the Boston Pops versus video taped concerts from the 1970s).
- [9.4.5.D \(Advanced\)](#) Explain choices made regarding media, technique, form, subject matter and themes that communicate the artist's philosophy within a work in the arts and humanities (e.g., selection of stage lighting in Leonard Bernstein's West Side Story to communicate mood).

Topic: Lesson 3: Printmaking like Warhol

Minutes for Topic: 90

Core Lesson Description: Students will draw an item that would be considered "POP" Art today and then recreate the drawing through the printmaking process.

Core Lesson Student Learning Objectives: Students will understand what printmaking is and how it is made.

Core Lesson Essential Questions: How do artists document their ideas?

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

Core Lesson Materials: printmaking foam, ink, rollers
manilla drawing paper, pencils, erasers

Core Lesson Key Terminology & Definitions: Printmaking

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[9.1.5.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

[9.1.5.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

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

[9.1.5.D \(Advanced\)](#) Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.

- [9.1.5.E \(Advanced\)](#) Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.
- [9.1.5.F \(Advanced\)](#) Describe works of others through performance or exhibition in two art forms.
- [9.1.5.G \(Advanced\)](#) Identify the function and benefits of rehearsal and practice sessions.
- [9.1.5.H \(Advanced\)](#) Use and maintain materials, equipment and tools safely at work and performance spaces.
- Describe some materials used.
 - Describe issues of cleanliness related to the arts.
 - Describe types of mechanical/electrical equipment usage.
 - Know how to work in selected physical space/environments.
 - Identify the qualities of safe props/stage equipment.
 - Describe methods for storing materials in the arts.
- [9.1.5.J \(Advanced\)](#) Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
- Experiment with traditional technologies (e.g., ceramic/wooden tools, earthen clays, masks, instruments, folk shoes, etching tools, folk looms).
 - Experiment with contemporary technologies (e.g., color fills on computers, texture methods on computers, fonts/point systems, animation techniques, video conferencing, multimedia techniques, internet access, library computer card catalogues).
- [9.1.5.K \(Advanced\)](#) Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.

Topic: Lesson 4: Pop Sculpture

Minutes for Topic: 135

Core Lesson Description: Students will create a sculpture of the letters of their name, by cutting them out of cardboard, decorating them and attaching them together into a 3D form.

Core Lesson Student Learning Objectives: Students will understand what a sculpture is and how to create one out of a 2d object.

Core Lesson Essential Questions: How do artists document their ideas?

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

Core Lesson Materials: cardboard (cereal box type), scissors, manilla paper, decorate paper, metallic markers, scissors, glue.

Core Lesson Key Terminology & Definitions: Sculpture

Topic: Lesson 5: Google Draw Pop Image Collage

Minutes for Topic: 90

Core Lesson Description: Students will create a Pop collage of pictures/images that tell about them on Google Draw.

Core Lesson Student Learning Objectives: Students will understand what collage is. Students will become more familiar with using the tools in the Google Draw program.

Core Lesson Essential Questions: How does setting affect our judgment of a work's quality?

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

Core Lesson Materials: Google Draw program, chromebooks

Core Lesson Key Terminology & Definitions: Collage

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

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

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

- Experiment with traditional technologies (e.g., ceramic/wooden tools, earthen clays, masks, instruments, folk shoes, etching tools, folk looms).
- Experiment with contemporary technologies (e.g., color fills on computers, texture methods on computers, fonts/point systems, animation techniques, video teleconferencing, multimedia techniques, internet access, library computer card catalogues).

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

Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.

Unit: Unit 5: Masks

Timeline: 6 Weeks

Unit Description: This unit introduces students to the history of masks, their functions and purposes and creating art out of paper mache. A computer designed mask assignment is also included.

Unit Essential

Questions: How do artists document their ideas?
How do artists of the past inspire future artists?
How can art tell a story?
What can we learn about an artist through their artwork?

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: mask history slideshows & quiz
newspaper, glue, mask molds
paint, brushes, decorative items
chromebooks

Unit Assignments: Mask History Quiz
Mask rough draft drawing
Mask
Computer designed mask

Unit Key Mask

Terminology & Definitions: paper mache

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- [9.1.5.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
- [9.1.5.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
- [9.1.5.C \(Advanced\)](#) Know and use fundamental vocabulary within each of the arts forms.
- [9.1.5.E \(Advanced\)](#) Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.
- [9.1.5.H \(Advanced\)](#) Use and maintain materials, equipment and tools safely at work and performance spaces.
- Describe some materials used. • Describe issues of cleanliness related to the arts. • Describe types of mechanical/electrical equipment usage. • Know how to work in selected physical space/environments. • Identify the qualities of safe props/stage equipment. • Describe methods for storing materials in the arts.
- [9.1.5.J \(Advanced\)](#) Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
- Experiment with traditional technologies (e.g., ceramic/wooden tools, earthen clays, masks, instruments, folk shoes, etching tools, folk looms). • Experiment with contemporary technologies (e.g., color fills on computers, texture methods on computers, fonts/point systems, animation techniques, video conferencing, multimedia techniques, internet access, library computer card catalogues).
- [9.1.5.K \(Advanced\)](#) Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.
- [9.2.5.A \(Advanced\)](#) Explain the historical, cultural and social context of an individual work in the arts.
- [9.2.5.B \(Advanced\)](#) Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
- [9.2.5.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).
- [9.2.5.D \(Advanced\)](#) Analyze a work of art from its historical and cultural perspective.

- [9.2.5.E \(Advanced\)](#) Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)
- [9.2.5.F \(Advanced\)](#) Know and apply appropriate vocabulary used between social studies and the arts and humanities.
- [9.2.5.G \(Advanced\)](#) Relate works in the arts to geographic regions:
- Africa • Asia • Australia • Central America • Europe • North America • South America
- [9.2.5.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).
- [9.2.5.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).

(* standards consolidated from Topic level)

Topic: Lesson 1: What is a mask/Mask History

Minutes for Topic: 45

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- [9.2.5.A \(Advanced\)](#) Explain the historical, cultural and social context of an individual work in the arts.
- [9.2.5.B \(Advanced\)](#) Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
- [9.2.5.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).
- [9.2.5.D \(Advanced\)](#) Analyze a work of art from its historical and cultural perspective.
- [9.2.5.E \(Advanced\)](#) Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)
- [9.2.5.F \(Advanced\)](#) Know and apply appropriate vocabulary used between social studies and the arts and humanities.
- [9.2.5.G \(Advanced\)](#) Relate works in the arts to geographic regions:
- Africa • Asia • Australia • Central America • Europe • North America • South America
- [9.2.5.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).
- [9.2.5.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).

Topic: Lesson 2: Paper Mache Mask

Minutes for Topic: 180

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- [9.1.5.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
- [9.1.5.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
- [9.1.5.C \(Advanced\)](#) Know and use fundamental vocabulary within each of the arts forms.
- [9.1.5.E \(Advanced\)](#) Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.
- [9.1.5.H \(Advanced\)](#) Use and maintain materials, equipment and tools safely at work and performance spaces.
- Describe some materials used. • Describe issues of cleanliness related to the arts. • Describe types of mechanical/electrical equipment usage. • Know how to work in selected physical space/environments. • Identify the qualities of safe props/stage equipment. • Describe methods for storing materials in the arts.
- [9.1.5.J \(Advanced\)](#) Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
- Experiment with traditional technologies (e.g., ceramic/wooden tools, earthen clays, masks, instruments, folk shoes, etching tools, folk looms). • Experiment with contemporary technologies (e.g., color fills on computers, texture methods on computers, fonts/point systems, animation techniques, video conferencing, multimedia techniques, internet access, library computer card catalogues).
- [9.1.5.K \(Advanced\)](#) Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.

Topic: Lesson 3: Computer Design masks

Minutes for Topic: 45

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- [9.1.5.J \(Advanced\)](#) Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
- Experiment with traditional technologies (e.g., ceramic/wooden tools, earthen clays, masks, instruments, folk shoes, etching tools, folk looms). • Experiment with contemporary technologies (e.g., color fills on computers, texture methods on computers, fonts/point systems, animation techniques, video conferencing, multimedia techniques, internet access, library computer card catalogues).
- [9.1.5.K \(Advanced\)](#) Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.