

Curriculum Map: 5th grade Art 2022-2023

Course: Art5 Sub-topic: Uncategorized

Grade(s): None specified

Course Description: 5th 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 also be introduced to a variety of art career paths.

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

Unit: Unit 1: Sketchbooks

Timeline: 3 Weeks

Unit Description: This unit has students create a sketchbook that they will use for the entire course to write notes, do practice assignments and to do free drawings. This will encourage students to come up with their own topics and subjects for artwork, but also encourage drawing skill practice. At the end, students will take a critical look at their sketchbook to see areas of growth and what they think they could continue to work on.

Unit Essential Questions: People must be able to articulate their thoughts and defend their position in order to engage in critical analysis.

Art-making is a continual process of planning, creating, and refining.

Unit Big Ideas: [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced](#)
[There are formal and informal processes used to assess the quality of works in the arts.](#)

Unit Materials: manilla paper
cardstock (covers)
glue
pencils, etc.

Unit Assignments: Sketchbook Cover
Sketchbook Inside

Unit Key Terminology & sketchbook

Definitions:

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

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

[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).

[9.3.5.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.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.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: Designing a Cover

Minutes for Topic: 80

Core Lesson Description: Students will use what they have learned in previous years in art class to design a cover for their sketchbook that incorporates the elements & principles of design.

Core Lesson

Student Learning Objectives: Students will be able to create a drawing using the elements & principles of design.

Core Lesson

Essential Questions: People must be able to articulate their thoughts and defend their position in order to engage in critical analysis.

Art-making is a continual process of planning, creating, and refining.

Core Lesson Big Ideas:

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

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

Core Lesson Materials:

Cardstock or heavier paper
pencils, erasers
coloring materials.

Core Lesson Key Terminology & Definitions:

Elements & principles of design
sketchbook

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.E \(Advanced\)](#)

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

Topic: Lesson 2: Sketchbook Drawings

Minutes for Topic: 180

Core Lesson Description:

Throughout the year, students will use the sketchbook to complete practice drawings as well as draw & color during their free time.

Core Lesson Student Learning Objectives:

Students will have a sketchbook full of drawings at the end of the year to critic and assess how they did and what they could improve on.

Core Lesson Essential Questions:

People must be able to articulate their thoughts and defend their position in order to engage in critical analysis.

Art-making is a continual process of planning, creating, and

Core Lesson Big Ideas:

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

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

Core Lesson Materials:

manilla paper
pencils, erasers

Core Lesson Key Terminology & Definitions:

sketchbook

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.E \(Advanced\)](#)

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

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

Identify the function and benefits of rehearsal and practice sessions.

[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.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.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).

Unit: Unit 2: Perspective

Timeline: 9 Weeks

Unit

Description: This unit focuses on expanding students basic knowledge of perspective and review the color wheel. Emphasis will be placed on using vanishing points and 1 pt perspective to draw. Students will both hand draw and create computer drawings of perspective assignments. Students will begin to critique their own artwork.

Unit Essential

Questions: Why are planning, creating, and refining essential elements of the art-making process?

How can artists communicate a theme or idea through multiple individual works?

Why must people be able to talk about art and have clear opinions to judge the quality of an artwork?

Unit 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.](#)

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

Unit Materials: manila paper

rulers

pencils, eraser

12 x 18 white drawing paper

brown butcherblock paper

watercolor paints

chromebooks

perspective slideshow

Unit Assignments: perspective box practice assignment
google draw perspective box assignment
unusual perspective painting
unusual perspective google draw assignment
Perspective landscape drawing
self critique paper

Unit Key Terminology & Definitions: 1 pt perspective
vanishing point
guidelines
horizon line
unusual perspective

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.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.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.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.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).

(* standards consolidated from Topic level)

Topic: Lesson 1: Rules of Perspective/Drawing boxes

Minutes for Topic: 45

Core Lesson Description: Students will review the basic rules of perspective that were taught in fourth grade. They will apply these rules in a basic drawing assignment.

Core Lesson Student Learning Objectives: Students will understand the basic rules of using perspective when drawing.

Core Lesson Essential Questions: Why are planning, creating, and refining essential elements of the art-making process?

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

Core Lesson Materials: manilla paper
rulers
square tracers
perspective slideshow

Core Lesson Key Terminology & Definitions: 1 pt perspective
vanishing point
guidelines
horizon line

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.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).

Topic: Lesson 2: Computer Drawing with Perspective

Minutes for Topic: 90

Core Lesson Description: Students will take what they have learned about perspective and recreate their paper drawing into a drawing using Google Draw.

Core Lesson Student Learning Objectives: Students will understand the basics of drawing in a digital format while reviewing rules of perspective.

Core Lesson Essential Questions: How can artists communicate a theme or idea through multiple individual works?

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

Core Lesson Materials: Chromebooks & the google draw program

Core Lesson Key Terminology & Definitions: Digital art

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.

Topic: Lesson 3: Unusual Perspectives

Minutes for Topic: 90

Core Lesson Description: Students will understand that not all perspective is from one viewpoint looking straight on. Students will look at artworks that use unusual perspective and discuss how they make the art more interesting.

Core Lesson Student Learning Objectives: Students will understand that perspective is from different viewpoints.

Core Lesson Essential Questions: Why must people be able to talk about art and have clear opinions to judge the quality of an artwork?

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

Core Lesson Materials: artworks by artists that have different viewpoints.

Core Lesson Key Terminology & Definitions: unusual perspective
viewpoint

STANDARDS

[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.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.

Topic: Lesson 4: 1pt perspective landscape

Minutes for Topic: 135

Core Lesson

Description:

Students will apply what they have learned about perspective as well as use their own conceptual ideas to create a "city" or landscape in perspective.

Core Lesson

Student Learning

Objectives:

Students will be able to apply perspective rules into an artwork.

Core Lesson

Essential

Questions:

Why are planning, creating, and refining essential elements of the art-making process

Core Lesson Big

Ideas:

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

Core Lesson

Materials:

paper

rulers

pencils

erasers

Core Lesson Key

Terminology &

Definitions:

vanishing point

guidelines

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.
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- [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.
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- [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.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.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).

Unit: Unit 3: Clay

Timeline: 2 Weeks

Unit Description: This unit uses what students have previously learned about clay and allows them to create their own unique clay sculpture based on a pinch pot form. Students will glaze the project after it has been fired.

Unit Essential

Questions: What can inspire artists to create a work of art?

Unit Big Ideas:

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

Unit Materials: clay

clay tools

glaze, brushes

Unit Assignments:

clay sculpture

Unit Key Terminology & Definitions:

clay

sculpture

score & slip

STANDARDS: 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.

(* standards consolidated from Topic level)

Topic: Lesson 1: Clay Sculpture

Minutes for Topic: 45

Core Lesson Description: Students will use the techniques they have learned to create a sculpture out of clay with the base(mouth) being a pinch pot on it's side.

Core Lesson

Student Learning Objectives: Students will use proper ceramic techniques to create a sculpture out of clay.

Core Lesson Essential Questions:

What can inspire artists to create a work of art?

Core Lesson Big Ideas:

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

Core Lesson Materials: clay, water, clay tools, slip

Core Lesson Key Terminology & Definitions:

clay
sculpture
score & slip

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.

Topic: Lesson 2: Glazing Clay

Minutes for Topic: 45

Core Lesson Description: Students will use ceramic glazes to paint their clay sculpture.

Core Lesson Student Learning Objectives: Students will properly apply glaze to their clay sculpture.

Core Lesson Essential Questions: What can inspire artists to create a work of art?

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

Core Lesson Materials: glaze

Core Lesson Key Terminology & Definitions: glazing

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 4: Coiled Baskets

Timeline: 6 Weeks

Unit Description: This unit takes a look at the history basketry, specifically coiled basketry. Students will create their own coiled basket either out of yarn or paper.

Unit Essential Questions:

Artifacts of visual culture express experiences and ideas. Both natural and man-made objects can stimulate artistic responses.

Unit Big Ideas:

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

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

Unit Materials: rope, yarn, needles, scissors, masking tape
and/or
magazines, glue sticks

Unit Assignments: Coiled basketry quiz
coil basket

Unit Key Terminology & Definitions: coiled basketry

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.

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[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.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).

(* standards consolidated from Topic level)

Topic: Lesson 1: Basket History

Minutes for Topic: 45

Core Lesson Description:

Students will take a look at the history of basket making and it's purpose as both functional and decorative.

Core Lesson Student Learning Objectives: Students will understand what basketry is, how different types of baskets are made and the purpose of baskets through history (functional or decorative).

Core Lesson Essential Questions: Artifacts of visual culture express experiences and ideas.
Both natural and man-made objects can stimulate artistic responses.

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

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

Core Lesson Key Terminology & Definitions: coiled basketry

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).

Topic: Lesson 2: Basket Making

Minutes for Topic: 270

Core Lesson Description: Students will create a coiled basket out of either rope& yarn or magazines and glue.

Core Lesson Student Learning Objectives: Students will be able to create their own basket.

Core Lesson Essential Questions: Both natural and man-made objects can stimulate artistic responses.

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

Core Lesson Materials: rope, yarn, needles, masking tape
or

magazines & glue

Core Lesson Key Terminology & Definitions:

coiled baskets

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.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.

Unit: Unit 5: Caricatures

Timeline: 4 Weeks

Unit

Description:

This unit introduces students to the art form Caricatures. It focuses on the form of facial features and Caricatures as a career. Students complete a self-caricature as well as one of their classmates. Students will also design a caricature of themselves using sketchpad software.

Unit Essential

Questions:

Why are planning, creating, and refining essential elements of the art-making process?

Unit Big Ideas:

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

[studied, refined and practiced.](#)

Unit Materials: white drawing paper

pencils

black markers

colored pencils

Unit Assignments: self caricature

classmates caricature

computer caricature

Unit Key Terminology & Definitions: Caricature

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.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.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.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).

(* standards consolidated from Topic level)

Topic: Lesson 1: What is a Caricature/ Caricature Artists/Drawing Caricatures

Minutes for Topic: 180

Core Lesson Description: Students will learn what a caricature is and the history of caricatures being made.

Core Lesson Student Learning Objectives: Students will be able to identify a caricature drawing.

Core Lesson Essential Questions: Why are planning, creating, and refining essential elements of the art-making process?

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

Core Lesson Materials: Caricature history materials (slideshow, edpuzzles, quiz, etc.)

Core Lesson Key Terminology & Definitions: Caricature

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.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.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.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).

Topic: Lesson 2: Drawing Caricatures

Minutes for Topic: 160

Core Lesson Description:

Students will create two caricatures. One caricature of themselves and one of a classmate.

Core Lesson Student Learning Objectives:

Students will be able to draw a caricature.

Core Lesson Essential Questions:

Why are planning, creating, and refining essential elements of the art-making process?

Core Lesson Big Ideas:

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

Core Lesson

white drawing paper

Materials:

pencils

black markers

colored pencils

Core Lesson Key

Terminology & Definitions: Caricature

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.