

Curriculum Map: 2nd grade Art 2020-2021

Course: Art2 Sub-topic: Uncategorized

Grade(s): 2

Course Description: 2nd grade art is an introduction into 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.

Course Textbooks, Workbooks, Materials Citations: No textbooks or workbooks for this course.

Unit: Unit 1: Introduction to Art Basics

Timeline: Week 1

Unit Description: This unit introduces the students to basic procedures for the art class and using the art room. This includes job assignments, clean up procedures, rules, consequences and rewards, how to turn in assignments and introduction to the art google classroom. The unit also focuses on basic material handling procedures including scissors, glue sticks, markers and crayons as well as basic drawing tips.

Unit Essential Questions: What role does reflection play in improving skills and techniques?

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

Unit Materials: Paper
pencils
scissors
glue sticks
black marker
crayons
chromebooks

Unit Assignments: Animal Background project

Unit Key Terminology & Definitions: Art Material
Background

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

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

• Dance: • move • perform • read and notate dance • create

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

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

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

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

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

(* standards consolidated from Topic level)

Topic: Lesson 1: Art Rules & Procedures

Minutes for Topic: 45

Core Lesson Description: The rules and procedures are explained.

Core Lesson Student Learning Objectives: Students will follow the rules and proper procedures in art class for the year.

Core Lesson Essential Questions: N/A

Core Lesson Big Ideas:
 A - always listen
 R - Respect - the teacher, each other and the materials.
 T - talk quietly when working

Proper usage and clean up procedures for common & frequently used art materials.

Core Lesson Materials: None needed

Core Lesson Key Terminology & Definitions: Respect

Core Lesson Notes: n/a

STANDARDS

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

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

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

Topic: Lesson 2: Drawing basics & proper material usage.

Minutes for Topic: 135

Core Lesson Description: Introducing the students on basic tips on composition and proper pencil usage to create more interesting drawings.

Core Lesson Student Learning Objectives: Students will understand basic composition techniques and the use of the art element space. Students will use proper pencil techniques when drawing.

Core Lesson Essential Questions:

What role does reflection play in improving skills and techniques?

Core Lesson Big Ideas: Draw lightly.
Draw big.
Run your image off the paper.
Overlap items.

Core Lesson Materials: Paper
Pencils
Erasers

Core Lesson Key Terminology & Definitions: Space
Composition

Core Lesson Notes: none

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

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

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

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

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

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

Recognize the function of rehearsals and practice sessions.

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

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

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

Unit: Unit 2: Color Theory

Timeline: Week 2 to 9

Unit Description: This unit reviews and expands students knowledge of the first three components of color theory: primary & secondary colors and the color wheel. Students are also introduced to the element of using line in art and the principle of using pattern. Students will explore different ways to use and review proper handling of markers, scissors, glue sticks and crayons as well as be introduced to colored pencil and liquid watercolors.

Unit Essential Questions:

How do people decide if an artwork is good?

How do people think about art?

How do people describe art when they make or talk about it?

How can many different tools be used to create one artwork?

Unit Big Ideas:

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

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

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

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

Unit Materials: Videos on Primary, Secondary Colors & Color Wheel, patterns

white paper

sharpies

scissors, gluesticks, rulers,

tempera paint

markers

water & paint brush, newspaper

white paper, pencils, crayons, primary/secondary liquid watercolors

color wheel screen cast video, google draw color wheel assignment template

Unit Assignments:

Line book practice

Zentangle Project

Primary & Secondary colors/coloring mixing assignment

Color Kahoots, edpuzzles, etc.

Color Wheel Projects.

Unit Key Terminology & Definitions:

Line

Primary Colors

Secondary Colors

Color Wheel

Pattern

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

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

- test hypotheses • Evaluate/form judgments
- [9.3.3.B \(Advanced\)](#) Know that works in the arts can be described by using the arts elements, principles and concepts (e.g., use of color, shape and pattern in Mondrian's Broadway Boogie-Woogie; use of dynamics, tempo, texture in Ravel's Bolero).
- [9.4.3.D \(Advanced\)](#) Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities (e.g., artist's interpretation through the use of classical ballet of the American West in Agnes De Mille's Rodeo).

(* standards consolidated from Topic level)

Topic: Lesson 1: Primary Colors

Minutes for Topic: 135

Core Lesson Description: Review what primary colors are and why they are important.

Core Lesson Student Learning Objectives: Students will be able to identify the three primary colors and explain why they are important.

Students will understand what abstract art is.

Students will identify the artist Piet Mondrian.

Core Lesson Essential Questions:

- How do people decide if an artwork is good?
- How do people think about art?
- How do people describe art when they make or talk about it?
- How can many different tools be used to create one artwork?

Core Lesson Big Ideas: Red, blue & yellow are the three primary colors.
 Primary colors can not be made.
 Primary colors can be mixed to make other colors.
 Introduction to the artist Mondrian.

Core Lesson Materials: White drawing paper, red, blue & yellow construction paper, glue sticks, scissors, primary color videos, Mondrian artworks.

Core Lesson Key Terminology & Definitions: Abstract
 Primary colors
 Mondrian

Core Lesson Notes: none

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Relate works in the arts to geographic regions:

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

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

Recognize critical processes used in the examination of works in the arts and humanities.

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

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

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

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

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

Topic: Lesson 2: Secondary Colors

Minutes for Topic: 135

Core Lesson Description:

Review what secondary colors are and how they are made.

Core Lesson Student Learning Objectives:

Students will be able to identify the three secondary colors and know which 3 primary colors make them.

Core Lesson Essential Questions:

How can many different tools be used to create one 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.](#)

Core Lesson Materials: white paper, brown paint, markers.

Core Lesson Key Terminology & Definitions: Secondary colors

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

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

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

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

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

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

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

Topic: Lesson 3: Color Wheel

Minutes for Topic: 90

Core Lesson Description: Review what the color wheel and how we can use it.

Core Lesson Student Learning Objectives: Students will identify what a color wheel is and the proper order the colors must be in.

Core Lesson Essential Questions: How do people decide if an artwork is good?

How do people think about art?

How do people describe art when they make or talk about it?

How can many different tools be used to create one 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.](#)

Core Lesson Materials: paper, paint, oil pastel, black construction paper, scissors, glue

Core Lesson Key Terminology & Definitions: Color Wheel

STANDARDS

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

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

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

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

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

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

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

Recognize the function of rehearsals and practice sessions.

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

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

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

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

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

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

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

Unit: Unit 3: Introduction to the Elements & Principles of Design

Timeline: Week 45

Unit Description: This unit will introduce and review some of the elements & principles of design. These include: shape, emphasis, pattern, rhythm, texture & proportion. Students will also learn about the art and history of Mosaics.

Unit Essential

Questions: How do artists learn new skills?

How do people use everyday objects to create art?

How do artists use their artwork to celebrate special occasions and events?

How has art been used to represent and record everyday life?

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: Google Slides of Mosaic History

Graph Paper

Mosaic Tiles

Glue pens

White Paper

Pencils

Black Marker

Colored Pencil

yellow raffia

glue stick

Construction paper

chalk & oil pastels

Elements & Principles Booklets

Unit Assignments:

Elements & Principles Booklet

Scarecrow Project

Mosaic Project

Tree Project

Unit Key Terminology & Definitions:

Elements & Principles of Art

Emphasis

Proportion

Pattern

Shape

Texture

Mosaic

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

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- [9.1.3.B \(Advanced\)](#) Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
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- [9.1.3.E \(Advanced\)](#) Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.
- [9.1.3.G \(Advanced\)](#) Recognize the function of rehearsals and practice sessions.
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- [9.1.3.J \(Advanced\)](#) Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
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- [9.1.3.K \(Advanced\)](#) Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.
- [9.2.3.C \(Advanced\)](#) Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
- [9.2.3.F \(Advanced\)](#) Know and apply appropriate vocabulary used between social studies and the arts and humanities.
- [9.2.3.L \(Advanced\)](#) Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).

(* standards consolidated from Topic level)

Topic: Lesson 1: Shape & Emphasis

Minutes for Topic: 90

Core Lesson Students will do a step by step drawing understanding basic shape and how to emphasize certain areas in an

Description: artwork.

Core Lesson Student Learning Objectives: Students will continue to develop fine motor skills and understand how to use shape (form & proportion) when drawing.

Students will understand how to emphasize certain areas of the artwork to make them the focal point.

Core Lesson Essential Questions: How has art been used to represent and record everyday life?

How do artists learn new skills?

How do people use everyday objects to create art?

Core Lesson Big Ideas:

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

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

Core Lesson Materials: Paper, pencils, crayon, watercolors

Core Lesson Key Terminology & Definitions: Shape
Emphasis
Form
Proportion
Mixed Media

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

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

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

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

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

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

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

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

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

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

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

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

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

Recognize the function of rehearsals and practice sessions.

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

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

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

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

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

Topic: Lesson 2: Pattern, Repetition, Balance

Minutes for Topic: 90

Core Lesson

Description:

Introduce students to using pattern, repetition and balance through symmetry. Students will be introduced to the art and history of mosaics.

Core Lesson

Student Learning Objectives:

Students will understand what symmetry is. Students will be able to identify a mosaic. Students will understand using pattern, repetition and balance in an artwork.

Core Lesson

Essential Questions:

How do artists learn new skills?

How do people use everyday objects to create art?

How do artists use their artwork to celebrate special occasions and events?

How has art been used to represent and record everyday life?

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:

Examples of symmetry, pattern and repetition in artworks. Examples of mosaics.

Graph paper, mosaic squares, colored pencils & glue

Core Lesson Key

Terminology & Definitions: repetition, pattern, balance, symmetry, mosaic

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

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

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

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

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

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

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

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

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

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

Recognize the function of rehearsals and practice sessions.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Topic: Lesson 3: Texture, Value

Minutes for Topic: 135

Core Lesson Description:

Students will understand the concept of value in color and how it can depict shading. Students will also understand that objects have texture and to make an object look realistic they need to add texture to their artworks.

Core Lesson Student Learning Objectives:

Students will understand that items have texture and how to add texture to a drawing. Students will understand what value is and how to use it in an artwork.

Core Lesson Essential Questions:

How do artists learn new skills?

How do people use everyday objects to create art?

How do artists use their artwork to celebrate special occasions and events?

How has art been used to represent and record everyday life?

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:

paper, pencils, sharpies or black markers

Core Lesson Key Terminology & Definitions:

Texture

Shading

Value

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

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

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

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

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

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

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

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

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

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

Recognize the function of rehearsals and practice sessions.

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

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

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

Unit: Unit 4: Portraits

Timeline: Week 1

Unit Description:

This unit is the study of portrait drawing. Students will look at various types of portraits throughout history and discuss what they think is good and what is not. Students will learn about the proportion of drawing the body by creating a self-portrait of themselves as a lego figure.

Unit Essential Questions:

How do people talk about the quality of artwork?
Why do people come to different conclusions about what an artwork means?

What role does reflection play in improving skills and techniques?
How might a person's past experience influence their artmaking?

Unit Big Ideas:

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

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

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

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

Unit Materials: Slideshow & videos on Portraits through history

White paper
pencils, erasers
black markers
colored pencils

Unit Assignments: Portrait Criticism writing assignment
Lego Self-Portrait

Unit Key Terminology & Definitions: Portrait
Figure
Proportion

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

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

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

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

and revise original works in the arts.

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

- [9.1.3.C \(Advanced\)](#) Recognize and use fundamental vocabulary within each of the arts forms.
- [9.1.3.D \(Advanced\)](#) Use knowledge of varied styles within each art form through a performance or exhibition of unique work.
- [9.1.3.E \(Advanced\)](#) Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.
- [9.1.3.F \(Advanced\)](#) Identify works of others through a performance or exhibition (e.g., exhibition of student paintings based on the study of Picasso)
- [9.1.3.G \(Advanced\)](#) Recognize the function of rehearsals and practice sessions.
- [9.1.3.H \(Advanced\)](#) Handle materials, equipment and tools safely at work and performance spaces.
- Identify materials used. • Identify issues of cleanliness related to the arts. • Recognize some mechanical/electrical equipment. • Recognize differences in selected physical space/environments. • Recognize the need to select safe props/stage equipment. • Identify methods for storing materials in the arts.
- [9.2.3.C \(Advanced\)](#) Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
- [9.2.3.D \(Advanced\)](#) Analyze a work of art from its historical and cultural perspective.
- [9.2.3.F \(Advanced\)](#) Know and apply appropriate vocabulary used between social studies and the arts and humanities.
- [9.2.3.G \(Advanced\)](#) Relate works in the arts to geographic regions:
- Africa • Asia • Australia • Central America • Europe • North America • South America
- [9.2.3.J \(Advanced\)](#) Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).
- [9.2.3.L \(Advanced\)](#) Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).
- [9.3.3.A \(Advanced\)](#) Recognize critical processes used in the examination of works in the arts and humanities.
- Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments
- [9.3.3.B \(Advanced\)](#) Know that works in the arts can be described by using the arts elements, principles and concepts (e.g., use of color, shape and pattern in Mondrian's Broadway Boogie-Woogie; use of dynamics, tempo, texture in Ravel's Bolero).
- [9.3.3.C \(Advanced\)](#) Know classification skills with materials and processes used to create works in the arts (e.g., sorting and matching textiles, musical chants, television comedies).
- [9.3.3.F \(Advanced\)](#) Know how to recognize and identify similar and different characteristics among works in the arts (e.g., Amish and Hawaiian quilts, Navaho weavings and Kente cloth from West Africa).

(* standards consolidated from Topic level)

Topic: Lesson 1: Art History:Portrait Artist

Minutes for Topic: 45

Core Lesson Description: Students will look at various famous portraits and discuss what they think is good and what they think is not and why.

Core Lesson Student Learning Objectives: Students will understand what a portrait is.

Core Lesson Essential Questions: How do people talk about the quality of artwork?
Why do people come to different conclusions about what an artwork means?

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: Images of portrait drawings, paintings & sculptures from throughout history.

Core Lesson Key Terminology & Definitions: Portrait

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

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

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

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

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

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

[9.2.3.J \(Advanced\)](#) Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).

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

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

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

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

[9.3.3.C \(Advanced\)](#) Know classification skills with materials and processes used to create works in the arts (e.g., sorting and matching textiles, musical chants, television comedies).

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

Topic: Lesson 2: Portrait Drawing: Review of shape, form & proportion

Minutes for Topic: 90

Core Lesson Description: Students will create a self-portrait of themselves as a lego figurine. Students will understand the basic proportions of the body when drawing their portrait.

Core Lesson Student Learning Objectives: Students will be able to draw a self-portrait using the correct shape, form & proportion.

**Core Lesson
Essential
Questions:**

What role does reflection play in improving skills and techniques?
How might a person's past experience influence their artmaking?

**Core Lesson Big
Ideas:**

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

**Core Lesson
Materials:**

paper, pencils, erasers, colored pencils, sharpies

**Core Lesson Key
Terminology &
Definitions:**

Shape
Form
Proportion

STANDARDS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Recognize the function of rehearsals and practice sessions.

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

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

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

Unit: Unit 5: Landscape

Timeline: Week 6

Unit

Students will learn about landscape painting techniques based on the artist Claude Monet.

Description:

Proper technique and handling of painting supplies and materials will be emphasized. Students will also learn the difference between 2d & 3d artworks, by creating a 3 dimensional waterlily.

Unit Essential**Questions:**

What role does reflection play in improving skills and techniques?

How might a person's past experience influence their artmaking?

How do people use art to communicate ideas about current events in the world?

How do artists preserve culture?

Unit Big Ideas:

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

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

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

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

Unit Materials: Watercolor paper

tempera paint, brushes, sponges

Monet Packet, Linea in Monet Garden movie, Monet videos & SlideShow

Watercolors

Salt

painting supplies

scissors

petal tracers

glue

Unit**Assignments:**

Monet Packet

Landscape Painting

3d Waterlily

Unit Key**Terminology & Definitions:**

Landscape

Impressionism

Claude Monet

2 dimensional

3 dimensional

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[9.2.3.H \(Advanced\)](#) Identify, describe and analyze the work of Pennsylvania

9.2.3.I (Advanced)	Artists in dance, music, theatre and visual arts. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).
9.2.3.J (Advanced)	Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).
9.2.3.L (Advanced)	Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).
9.3.3.A (Advanced)	Recognize critical processes used in the examination of works in the arts and humanities. • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments
9.3.3.B (Advanced)	Know that works in the arts can be described by using the arts elements, principles and concepts (e.g., use of color, shape and pattern in Mondrian's Broadway Boogie-Woogie; use of dynamics, tempo, texture in Ravel's Bolero).
9.3.3.C (Advanced)	Know classification skills with materials and processes used to create works in the arts (e.g., sorting and matching textiles, musical chants, television comedies).
9.4.3.C (Advanced)	Recognize that the environment of the observer influences individual aesthetic responses to works in the arts (e.g., the effect of live music as opposed to listening to the same piece on a car radio).
9.4.3.D (Advanced)	Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities (e.g., artist's interpretation through the use of classical ballet of the American West in Agnes De Mille's Rodeo).

(* standards consolidated from Topic level)

Topic: Lesson 1: What is a landscape/Art History: Impressionism/Landscape Artists

Minutes for Topic: 90

Core Lesson Description: Students will learn about the art of landscape painter Claude Monet. They will learn about his life and look at some of his paintings.

Core Lesson Student Learning Objectives: Students will be able to know that Claude Monet was a landscape painter.

Core Lesson Essential Questions: How do artists preserve culture?

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

Core Lesson Materials: Claude Monet reproductions
Claude Monet packets

Core Lesson Key Terminology & Definitions: landscape
oil painter
impressionism

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

9.2.3.A (Advanced)	Explain the historical, cultural and social context of an individual work in the arts.
9.2.3.B (Advanced)	Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
9.2.3.C (Advanced)	Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
9.2.3.D (Advanced)	Analyze a work of art from its historical and cultural perspective.
9.2.3.E (Advanced)	Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)
9.2.3.F (Advanced)	Know and apply appropriate vocabulary used between social studies and the arts and humanities.
9.2.3.G (Advanced)	Relate works in the arts to geographic regions: <ul style="list-style-type: none">• Africa• Asia• Australia• Central America• Europe• North America• South America
9.2.3.H (Advanced)	Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.
9.2.3.I (Advanced)	Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).
9.2.3.J (Advanced)	Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).
9.2.3.L (Advanced)	Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).
9.3.3.A (Advanced)	Recognize critical processes used in the examination of works in the arts and humanities. <ul style="list-style-type: none">• Compare and contrast• Analyze• Interpret• Form and test hypotheses• Evaluate/form judgments
9.3.3.B (Advanced)	Know that works in the arts can be described by using the arts elements, principles and concepts (e.g., use of color, shape and pattern in Mondrian's Broadway Boogie Woogie; use of dynamics, tempo, texture in Ravel's Bolero).
9.3.3.C (Advanced)	Know classification skills with materials and processes used to create works in the arts (e.g., sorting and matching textiles, musical chants, television comedies).
9.4.3.C (Advanced)	Recognize that the environment of the observer influences individual aesthetic responses to works in the arts (e.g., the effect of live music as opposed to listening to the same piece on a car radio).
9.4.3.D (Advanced)	Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities (e.g., artist's interpretation through the use of classical ballet of the American West in Agnes De Mille's Rodeo).

Topic: Lesson 2: Landscape Painting/Painting Techniques

Minutes for Topic: 135

Core Lesson Description: Students will create a landscape painting based on the artist Claude Monet.

Core Lesson Student Learning Objectives: Students will be practice different painting techniques to create a landscape based on the artist Claude Monet.

Core Lesson Essential Questions: How do people use art to communicate ideas about current events in the world?

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

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

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

Core Lesson Materials: watercolor paper
blue watercolors
white oil pastel
green, yellow, blue & white tempera paint
sponges, but into cubes
trays for paint
assorted color tempera paint & brushes

Core Lesson Key Terminology & Definitions: horizon line
landscape
sponge painting

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

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

Core Lesson Description: Students will create a 3D waterlily from 2D objects, based on the paintings of Claude Monet.

Core Lesson Student Learning Objectives: Students will understand the difference between 2d & 3d.

Students will understand how they can take a 2D object and make it 3D.

Core Lesson Essential Questions: What role does reflection play in improving skills and techniques?

How might a person's past experience influence their artmaking?

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: tag board/cardstock
lily pad print out
green shades tissue paper
paint
glue
scissors

Core Lesson Key Terminology & Definitions: 2-dimensional vs 3-dimensional art

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

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

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

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

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

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

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

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

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

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

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

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

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

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

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